

Kansas City Girl Preparatory Academy

Official School Board Policies

Revised July 10, 2020

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Policy 0120: Legal Status- Charter

The School operates under a charter from the Missouri Charter Public School Commission (MCPSC). The School's charter serves as a contract between the School and its sponsoring institution in the absence of any other document designated as an official contract between the School and the sponsoring institution.

The School's charter includes its mission statement, a description of the school's organizational structure and bylaws, a financial plan, the School's policy for securing personnel services, personnel qualifications, professional development plan, description of the grades and ages of its students, calendar of operations, and criteria for measurement of the School's effectiveness.

The School's Charter will also provide:

- Educational goals and objectives
- Description of the educational programs and curriculum
- Terms of the Charter
- Pupil performance standards
- Governance plan
- Policies on student discipline

The Board acknowledges that the School may be placed on probation by MCPSC at any time if the School fails to meet its statutory requirements or its commitments to the School's assurance. The purpose of the probationary period is to allow the School to change methodology, leadership, or other factors to bring the School in compliance with the law or the requirements of MCPSC.

The Board further acknowledges that the School Charter may be revoked by MCPSC if the School commits a serious breach of one or more provisions of its charter for:

Failure to meet academic performance standards

Failure to meet generally accepted standards of fiscal management

Failure to provide information necessary to confirm compliance with the procedure of this Charter within 45 days of request

Violation of law

Adopted and or ratified 3/12/18

Policy 0200: School Philosophy

In carrying out its responsibilities, the governing board is guided by the desire to use the resources of its community, its staff and its students to provide the highest quality education permitted by its financial resources. In reaching decisions the Board will attempt in every case to act in the best interests of its students.

Kansas City Girls Preparatory Academy will adhere to the following philosophy:

KCGPA's philosophy is informed not just by a desire to redress injustices, but also by a deep belief in the potential of every young woman to achieve at incredibly high levels when nurtured by a program founded in shared values of Equity, Community, and Growth. These three core values serve as both the foundation of all programming and the lens through which the KCGPA team measures success.

KCGPA's founding team believes that achievement of the mission depends on engaging families and community stakeholders to collaboratively develop and sustain the high expectations and supports that will ensure young women achieve their potential. KCGPA therefore seeks to achieve equitable academic outcomes through a tight-knit, diverse community and a growth-oriented culture where every family, staff, and student feels embraced by supportive relationships that help them to move with purpose towards becoming their best self.

Equity and Freedom

KCGPA believes that equitable outcomes can be achieved through the development of a diverse community of students and families with an intentionally inclusive culture. The culture of this community will be driven not only by a shared desire for equitable outcomes, but by an abiding belief in the value of equity itself – that we must open our eyes to past and current inequities and work together to address them so that our students can have the fullest expression of the freedom they deserve to choose their path and impact.

KCGPA believes that a community driven by a shared belief in equity and a commitment to equitable outcomes can be served well through the structure of an open-enrollment, single-gender model. It is important to note, however, that KCGPA does not pursue a single-gender model because it subscribes to biological theories of different learning styles by sex any more than it subscribes to biological theories of different learning styles by race.¹ Gender and race matter in schooling not because girls and girls of color learn differently; gender and race matter because of normative social and cultural beliefs that often obstruct the progress of young women, and especially young women of color.² A large and growing body of research documents how teachers' stereotypes of race and gender shape damaging expectations for academics, behavior, and future potential for female students and students of color.³

These beliefs play a prominent role not just in the classroom, but across entire school systems. These beliefs are often implicit⁴ because they are embedded in assumptions about who deserves resources and support, whether they be via course offerings or behavior management practices.⁵ The fact that beliefs are often implicit does not reduce their impact across a wide range of factors, including disproportionate rates of suspension in Missouri,⁶ inequitable access to qualified and effective teachers,⁷ and wage gaps for African American, Hispanic, and white women earning just

1 Lise Eliot. "The Myth of Pink and Blue Brains." *Educational Leadership*, Vol. 68, No. 3. Nov. 2010.

2 Beverly Tatum. *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race*. BasicBooks. 1997.

3 Jamilia J. Blake, Bettie Ray Butler, and Danielle Smith. "Challenging Middle Class Notions of Femininity: The Cause for Black Females' Disproportionate Suspension Rates." *Closing the School Discipline Gap: Research to Practice*. Daniel Losen ed., forthcoming; Seth Gershenson, Stephen B. Holt, and Nicholas Papageorge, "Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations." W.E. Upjohn Institute for Employment Research. 2015. http://research.upjohn.org/up_workingpapers/231/; Ulrich Boser, Megan Wilhelm, and Robert Hanna. "The Power of the Pygmalion Effect: Teachers Expectations Strongly Predict College Completion." Center for American Progress. October 6, 2014.

4 Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University. "2016 State of the Science: Implicit Bias Review." 2016. kirwaninstitute.osu.edu/my-product/2016-state-of-the-science-implicit-bias-review

5 Lisa Delpit. *Other People's Children: Cultural Conflict in the Classroom*. New York. The New Press. 1995.

6 Sarah Martin-Anderson. "School Suspension as a Determinant of Health." Presentation for Kansas City School Suspension Summit. September 6, 2017.

7 United States Department of Education, Office of Civil Rights. "Dear Colleague Letter: Resource Comparability." October 1, 2014. <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-resourcecomp-201410.pdf>

64 cents, 55 cents, and 78 cents to the dollar that a white, non-Hispanic male earns, respectively.⁸ Tragically, the confluence of these pernicious beliefs can even be seen in life expectancies that are 8-14 years shorter in Kansas City's low-income neighborhoods than its high-income neighborhoods.⁹

These stigmatizing beliefs clearly have life-altering impacts. KCGPA will embrace its core value of equity to directly challenge them. KCGPA will ground staff and student understanding of issues of equity in a theory of difference proposed by Stuart Hall, where "race is more like a language than it is like a way in which we are biologically constituted." Hall describes how "floating signifiers" like religion, skin color, language, gender, and a host of other classifications shape people's expectations of themselves and of others, very often without their conscious awareness that this is happening.¹⁰ To succeed in its mission, KCGPA's families, students, staff will engage in an ongoing, mutually supportive dialogue to embrace the value of equity and the struggle to understand, challenge, and fundamentally reshape limiting beliefs and expectations.

Community

KCGPA will reinforce its foundational belief in equity by cultivating a trusting, supportive, and tight-knit community where young women construct their sense of self and of purpose. In the words of Cesar Chavez: "We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community – and this nation." KCGPA believes that the best way to develop confident, independent young women who see their diversity as an incredible asset and can lead in and outside of their communities is to engage their community in their education.

KCGPA will serve young women in 5th - 12th grade to help them navigate a critical stage in their identity development.¹¹ Social and Emotional Learning, which has been shown to have significant, positive, and long-term impacts on "mental health, social skills, and academic achievement,"¹² will be supported through a daily advisory and integration into core curricula.

KCGPA will also constantly measure its progress through the lens of its belief in the power of community. Organizations often operate with implicit or assumed values.¹³ KCGPA will engage students, families, and staff in an ongoing discourse around where the values are being lived out – and where the school is falling short. KCGPA's belief in community drives a commitment to working with the school's community to achieve the mission. Please see Section A.2: Curriculum and Instruction and Section B.6: Parent/Guardian, Community, Higher Education, and Employee Involvement for more information.

Growth

KCGPA's team also believes fundamentally in the power of a growth mindset and an excitement in the constant journey to learn and grow. This belief is grounded in research. Stanford psychologist Carol Dweck has shown that a strong growth mindset can be more predictive of success in life outcomes than a high IQ.¹⁴ She defines a fixed mindset as a belief that "basic qualities, like... intelligence or talent, are simply fixed traits." People with this mindset "spend their time documenting their intelligence or talent instead of developing them." This contrasts with a growth mindset, wherein "people believe that their most basic abilities can be developed through dedication and hard work... [which] creates a love of learning and a resilience that is essential for great accomplishment."

KCGPA's founding team recognizes that most people have a blend of fixed and growth mindsets. They may perceive their ability to develop friends through a growth mindset lens, whereas they may perceive their math abilities through a fixed mindset. For all members of KCGPA's community, development of this growth mindset will support their near-

⁸ "A Look at the Wage Gap for African American Women in 20 States." National Partnership for Women and Families. January 9, 2013. www.nationalpartnership.org

⁹ United States Census Bureau. *2011-2015 American Community Survey*. 2016. census.gov/programs-surveys/acs

¹⁰ Stuart Hall. *Race, the Floating Signifier*. DVD. Sut Jhally. 1997.

¹¹ Melissa Johnson. "Girls In-Between: Social, Emotional, Physical, and Sexual Development in Context." *Women's Reproductive Mental Health Across the Lifespan*. Springer International Publishing. Switzerland. 2014.

¹² Rebecca D. Taylor, Eva Oberle, Joseph A. Durlak, Roger Weissberg. "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects." *Child Development*, Volume 88, Issue 4, July/August 2017.

¹³ Glenn Singleton. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Corwin. 2005.

¹⁴ Carol Dweck. *Mindset: The New Psychology of Success*. Ballantine Books. 2007.

term academic and personal growth while building the habits of mind for long-term success. All KCGPA students and staff will believe that every experience is a learning opportunity and that every single student can learn at high levels with effective, strategic effort.

Adopted and or ratified 3/12/18

Policy 0210: School Mission

Develop young women to discover their voice, succeed in college, and lead impactful, meaningful lives.

Adopted and or ratified 3/12/18

Policy 0220: School Vision

In 2015-2016, only seven open-enrollment schools within the Kansas City Public Schools boundaries had more than half of students proficient in math and reading.¹⁵ For students who take college-entrance exams, scores fall far below requirements for competitive admissions.¹⁶ These burdens are borne disproportionately by low-income communities of color in Kansas City.¹⁷

KCGPA seeks to ensure that young women growing up in neighborhoods negatively impacted by de jure and de facto racial segregation¹⁸ achieve equitable educational outcomes. Too often, young women living in segregated neighborhoods – and especially young women of color – do not have access to equitable educational opportunities.¹⁹ KCGPA aims to change this reality.

KCGPA will establish a school community that prepares students not just for academic and career success, but also ensures that young women from underserved communities develop the knowledge, skills, and agency to define for themselves what a meaningful, impactful life will be, and to act in service of the values and equity-focused critical lens that they've developed within their school community.

Five years into the future, KCGPA will have grown to grades 5-9 and begun offering college preparatory high school programming. It will have developed a reputation for strong community engagement, a trusting and caring culture, and supportive, rigorous academics. The school community of families, students, staff, and partners will celebrate one another's successes, support learning from failures, and feel an ever-growing sense of possibility as strong academic results confirm the potential of every young woman. The school will have a reputation as a premier option for students with special needs and/or with limited English proficiency, who the school will serve with excellence.

Ten years into the future, KCGPA's first two classes of students will have graduated high school and matriculated to competitive colleges and universities. They will be experiencing success and navigating hurdles with the supportive relationships they grew with one another and KCGPA's staff. These alumnae will return to KCGPA to inspire young women following in their footsteps. They will share their excitement as they prepare to serve as Kansas City's next generation of leaders in medicine, law, business, public service, engineering, education, and countless other fields.

Adopted and or ratified 3/12/18

¹⁵ Missouri Comprehensive Data System. <https://mcds.dese.mo.gov/Pages/default.aspx>

¹⁶ "The Conditions for Success: Ensuring Great Public Schools in Every Neighborhood." Education Cities Presentation to the Missouri State Board of Education. 2014.

¹⁷ "Putting Performance on the Map Locating Quality Schools in the Kansas City, Missouri School District." IFF. 2010. <http://www.iff.org/wp-content/uploads/2017/05/IFFKCRReportFINAL.pdf>

¹⁸ Briana O'Higgins. How School and District Boundaries Shaped Education In Kansas City." *KCUR*. June 27, 2014. <http://kcur.org/post/how-school-and-district-boundaries-shaped-education-kansas-city#stream/0>

¹⁹ Center for Public Education. "Educational Equity What does it mean? How do we know when we reach it?" <http://www.centerforpubliceducation.org/educationalequity>

Policy 0223: Kansas City Girls Preparatory Academy Graduate Profile

Kansas City Girls Preparatory Academy's graduate aims align to our three-part mission:

- 1) Voice: advocate for self and others.
- 2) College Success: build knowledge and skills to pursue any major and career field; know how to learn independently.
- 3) Meaningful, impactful life: develop a guiding purpose - a "north star" – to change inequitable systems and capitalize on opportunities to serve others

Adopted and or ratified 3/12/18

Policy 0225: Use of School Assets and Outside Projects

Generally:

School assets are to be used solely for the benefit of the School and in furtherance of its vision, mission, and underlying programs and activities. School assets may never be used or permitted to be used for unethical or unlawful purposes, including for personal gain. In addition to funds, equipment, and supplies, School assets may also include concepts, ideas, research data, software, financial data, business strategies, plans about activities or their possibilities, contact information of people and organizations within the School's network, opportunities of interest or value to the School, and the School's reputation.

Agreements with grantees, contractors, consultants, vendors and other organizations or persons must be reasonable, including with regard to the value and quality of the goods or service exchanged. Under no circumstances may any person select, or influence the selection of, any grantee, contractor, consultant, vendor or other organization or person with whom the person has a potential conflict of interest or for personal gain.

Making payments or transferring assets to a third-party for any reason that is unlawful, or would violate the School's Code of Ethics, is prohibited. The actual purpose for making a payment to a third party must be disclosed on the documentation supporting reimbursement and all payments must be either (1) fair and reasonable in light of the goods or services received by the School or (2) a grant for a charitable purpose that is made with the approval of the Board or the Chief Executive Officer.

Outside Projects:

The School expects full-time Associates to devote their full, professional effort to the School. However, the School recognizes situations may arise in which an industry, government body, or other nonprofit organization wishes to call upon the unique, professional expertise of a School Associate for specific projects or assistance. This policy is intended to balance the School's interests in furthering its mission and maximizing its resources with the opportunities Associates may have to make valuable contributions to other organizations and enhance their own expertise.

To that end, Associates wanting to provide consulting or other professional services, in their area of expertise, to organizations other than the School must obtain prior written approval from the Chief Executive Officer. Generally, the following factors will be considered in evaluating an associate's Associates request:

Such outside work for pay does not generally exceed a total of 26 work days (or 260 hours) in a calendar year (excluding those days worked during the summer period when school is not in session and teachers are not obligated to be engaged in training).

- The outside work will enhance the Associate's expertise relating to his/her work for the School.
- The work will not materially interfere with the Associate's ability to perform his/her School duties.
- The work will not adversely affect the School's operations or program interests or violate other School policies (e.g., conflict of interest).
- It is clear in the arrangement that the Associate's duties to the School remain primary.

In all circumstances, the School's interests and mission must remain the Associate's priority. Compensation from the School generally will not be adjusted, except as necessary to comply with applicable statutory and regulatory restrictions (e.g., reasonable compensation requirements).

The Associate may not use School facilities or services in connection with outside work unless prior arrangements are made and the work is for a nonprofit or governmental entity.

Adopted and or ratified 3/12/18

Policy 0310: Board Organization- Governing Board Purpose and Roles

The Governing Board performs three basic functions in the management of the School:

Legislative

The Board shall exercise full legislative rule and management authority for the School by adopting policy and directing all procedures necessary for the governance of the School's educational and administrative responsibilities.

Executive

The School Board shall delegate to the Chief Executive Officer the responsibility of implementing all Board policy. Such delegation shall be accomplished through Board resolution.

Appraisal

The Board shall determine the effectiveness of policy implementation through evaluation of the Chief Executive Officer, school operations, practices, and program outcomes. The achievement level of students shall be the guiding standard through which all success shall be measured.

Sponsors

The Board will not contract with sponsors other than MCPSC without MCPSC's agreement to the division of sponsor responsibilities.

Adopted and or ratified 3/12/18

Policy 0311: Board Organization- Statement of Practices

Attendance

Members shall attend all regularly scheduled Board meetings insofar as possible. Any member failing to attend the meeting of the Board for three (3) consecutive regular meetings, unless excused by a majority of the Board for reasons satisfactory to the Board, shall be deemed to have vacated the seat; and the Secretary of the Board shall certify that fact to the Board. The vacancy shall be filled as other vacancies occurring in the Board. Attendance for purposes of this provision shall be defined as actual, physical attendance at the Board meeting or remote participation such that everyone can hear and be heard until all of the business of the Board has been completed unless a member is excused by the Chair of the Board.

Knowledge

Members bring a variety of experiences to their Board positions. Members shall come to Board meetings informed concerning the issues to be considered.

Sunshine Laws and Quorum

Any meeting at which there is a quorum of board members in attendance and at which School business is discussed shall constitute a Board meeting subject to these Board policies as well as open records laws of the State of Missouri. Board members should be aware of this stipulation and endeavor to avoid attendance at meetings at which a quorum of board members is in attendance unless Board policies have been followed. Gatherings open to the general public and training or educational activities sponsored by outside groups shall not be considered a meeting of the Board unless the purpose of the attendance of Board members at such meetings is to discuss School business that has been submitted to the Board for consideration.

Abstentions

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

Cooperation/Delegation

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

Conflict of Interest (See also Policy 0342 – Nepotism, Conflict of Interest and Financial Disclosure)

Members shall avoid being placed in a position of conflict of interest, and shall not use the Board position for personal or partisan gain. Members shall conduct themselves in accordance with the conflict of interest policy and disclosure requirements prescribed by statute and Board policy.

Training

Members of the Board have received training related to their responsibilities.

Accessibility

Members are accessible to the School and reside within a reasonable distance from the School.

Confidentiality

Members shall not disclose confidential information. Information is confidential if it is (a) communicated during executive session; or (b) otherwise communicated with a mutual understanding of confidentiality.

Acceptance of Gifts

Members shall not solicit or accept gifts, payments, or anything greater than a nominal value item or holiday gifts of nominal value from any person, organization, group, or entity doing business or desiring to do business with the School. Nominal value shall be considered to be \$75.

Contact with Vendors

Members, if contacted by a vendor requesting information about the School's bidding procedures, whether of a general nature or with regard to specific goods or services to be bid, shall provide the vendor with the name and business telephone number of the administrator responsible for purchasing such goods or services. The member shall request that the vendor contact the relevant administrator and direct all questions and concerns to that administrator.

Board Communications to Staff

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

Visits to Schools

Individual Board members who, in their parental capacity, wish to visit the school or classroom(s) of their child(ren), will follow the regular procedures for visitors. Official visits by Board members will be conducted only with the full knowledge of the Chief Executive Officer.

Educational Welfare

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

Background Checks

Members shall obtain a background check prior to beginning service on School's board. Copies of such background checks will be stored in a secure location by the School. Copies may be available to the public by formal request to the Missouri Department of Elementary and Secondary Education.

Site Visits

MCPSC will visit the school in alternate years to observe and assess the educational performance. In addition, MCPSC will conduct such on-site visits whenever the operation or management of the School is changed, or through mutual agreement with the Chief Executive Officer. MCPSC representatives will be placed on the agenda of a Board meeting to review the results of the on-site visit.

Adopted and or ratified 3/12/18

Policy 0312: Board Organization- Evaluation of School Leadership

The Board will conduct evaluation of School leadership on at least an annual basis. Evaluation will include the Chief Executive Officer, and may include other staff in key leadership positions at the Board's discretion. The Board will assign development and implementation of evaluation measures, tools, and processes to the Governance Committee. The Governance Committee may access or delegate certain activities related to the evaluation to non-Committee members or outside agencies as the Governance Committee deems appropriate. The Governance Committee will make recommendations regarding evaluation to the Board of Directors for approval prior to implementation of the evaluation.

The Board will use the evaluation to make determinations regarding retention, promotion, compensation, and development of School leadership staff.

Revised and adopted (6/11/2014)

Policy 0321: School Organization- School Officers

The Board will meet annually in the first three months of the school's fiscal year following the School's first year of operation to elect a Chair, Chief Executive Officer, Secretary, and Treasurer.

Chair

The Chair shall preside over all meetings of the Board of Directors. The Chair may sign, with the Secretary, or any other proper officer authorized by the Board of Directors, any documents and instruments which the Board of Directors authorizes to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by School bylaws or Board Policy to some other officer or agent of the School, or shall be required by law to be otherwise signed or executed. The Chariman shall perform all duties incident to the position of Chair as may be prescribed by the School Board from time to time, including, but not limited to:

Preside when present at all Board meetings.

Appoint special committees of the Board.

Sign all warrants ordered drawn by the Board.

Sign all contracts or documents as appropriate by virtue of approval of the Board or by virtue of holder if the office of Chair.

Call special meetings of the Board when in the Chair's judgment meetings are necessary.

Perform any other duties authorized by the Board or by State law.

Chief Executive Officer

The Chief Executive Officer shall have and exercise general charge and supervision of the affairs of the School, subject to the control of the Board, and shall do and perform such other duties as may be assigned by the Board. Except as otherwise provided by these Bylaws or by resolution adopted at any meeting of the Board, the Chief Executive Officer shall have power to sign for the School all deeds and other agreements and formal instruments.

Secretary

The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the School and see that the seal of the School is affixed to all documents, the execution of which on behalf of the School under its seal is duly authorized in accordance with the provisions of the Bylaws; (d) maintain a permanent record of all disbursements for religious, charitable, scientific, literary or educational purposes made by the Board of Directors and/or its duly appointed officers or agents in behalf of the School; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Chair or by the Board of Directors, which may include, but not be limited to:

Make and file all reports as required by law.

To be present at all regular and special meetings of the Board.

Sign all documents, orders, and reports required by law or as appropriate after approval of the Board.

Receive and acknowledge official correspondence of the Board.

Preside at meetings of the Board if the Chair is absent.

Perform all other duties as authorized by the Board or State law.

Treasurer

The Treasurer shall, subject to the authority and approval of the Board of Directors: (a) have charge and custody of and be responsible for all funds and securities of the School; receive and give receipts for moneys due and payable to the School from any source whatsoever and deposit all such moneys in the name of the School in such banks, trust companies or other depositories as shall be selected in accordance with School Bylaws and Board policies; provided, however, that some or all of such duties, as the Board of Directors may determine, may be delegated to a custodian, as provided in said bylaws; and (b) in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Chair or by the Board of Directors. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of duties in such sum and with such surety or sureties as the Board of Directors shall determine.

Adopted and or ratified 3/12/18

Policy 0323: School Board Organization- Resignation

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

Adopted and or ratified 3/12/18

Policy 0324: School Board Organization- Filling Board Vacancies

It shall be the role of the Governance Committee to maintain a list of potential and qualified Board candidates and to recommend candidates for any vacancy to the Board.

The Board shall consider nominations from the Governance Committee for Board Vacancies in order to appoint a new Board member to serve.

Adopted and or ratified 3/12/18

Policy 0330: School Board Organization- Oath of Office

Within fourteen (14) days after their election, the newly elected members of the Board shall take the oath of office proscribed by Article VII, Section II, of the Constitution of Missouri, R.S.Mo. Section 162.301(1).

OATH OF OFFICE

I, _____ (Board Member Name) , do solemnly swear that I am at least twenty-four (24) years of age, that I am a citizen of the United States and a resident taxpayer of _____ (County) in the State of Missouri, and that I will support the Constitutions of the United States and of the State of Missouri, and that I will abide by and uphold the Kansas City Girls Preparatory Academy Board Member Code of Ethics, and will faithfully demean myself in office.

Adopted and or ratified 3/12/18

Policy 0340: School Board Organization- Code of Ethics

The purpose of the Board is:

To govern and control the affairs of the School as provided by law and Board policy.

To discover and interpret the educational needs, attitudes, and interests throughout the School as a guide to developing and setting priorities for an educational program.

To exercise judgment in reviewing, considering and voting on school wide policies affecting the operation of the school.

To oversee the management and fiscal control of the School as provided by law and to review, evaluate, and judge the effectiveness of the educational program.

The roles of members of the Board are:

To recognize that it is the responsibility of the Board to see that the school is properly administered, not to administer them.

To hold the Chief Executive Officer responsible for the implementation of Board policies and the administration of the School.

To give the Chief Executive Officer authority commensurate with his/her responsibility.

To vote on Board matters only after considering the recommendation of the Chief Executive Officer and any interested citizens.

To maintain a working rapport with other members of the Board and the Chief Executive Officer.

To respect and encourage the right of others to hold and express opinions.

To support the Board once a legal decision has been made by a majority vote.

To avoid inappropriate or disparaging remarks, in or out of Board meetings, about other Board members or their opinions.

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

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

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

In addition, members of the Board will:

Work through the Chief Executive Officer and his/her staff.

Support the Chief Executive Officer's efforts to appoint the most qualified persons as employees of the School.

Reinforce the efforts of the Chief Executive Officer and the staff so that they may perform their assigned responsibilities in the most effective manner.

Provide the Chief Executive Officer counsel as requested or required.

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

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

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

Avoid conflicts of interest.

Adopted and or ratified 3/12/18

Policy 0342: Board Organization- Nepotism, Conflict of Interest and Financial Disclosure

The Board may employ a person related within the fourth degree to a Board member, provided the related Board member does not debate or vote upon the employment issue and such hiring is made with the consent of the entire Board. However, the Board may not under any circumstances employ one of its own members. The Board may vote to employ a Board member subject to the requirement that such Board member resign his or her seat on the Board in order to accept such position of employment.

In order to consider employment of a Board member's spouse, the position must have been advertised publicly. In addition, the Chief Executive Officer must consider and submit a written affirmative recommendation to the Board as to the hiring of the Board member's spouse. When the spouse of a Board member is considered for employment, the names of all applicants for that position, as well as the name of the applicant hired, are to be discussed at a Board meeting and should be included in the Board minutes.

Members of the Board will conduct themselves in a manner which complies not only with the letter of conflict of interest laws, but also in the spirit of those provisions. Board members will at all times make good faith efforts to avoid the appearance of a conflict of interest. If a situation arises which involves the potential for a conflict of interest, the individual Board member will declare his interest and will refrain from debating or voting upon the question of engaging or using the business entity in question.

Contractual and Business Relationships

No Board member shall, as an individual or the employee, owner or shareholder of a Company in which the Board member or the spouse or child of a Board member has an interest:

- 1) Perform any service for the School for compensation. .
- 2) Sell, rent or lease any property to the School for consideration.
- 3) Attempt, for any compensation other than the compensation provided for the performance of his/her official duties, to influence the decision of the Board or the School on any matter.
- 4) Sell, rent or lease any property to the School.

Use of Confidential Information

A Board member shall not use or disclose confidential information obtained in his/her official capacity in any manner with the intent to cause financial gain for himself/herself, any other person, or any business. This also precludes the use of mailing lists or the school mail for any communication other than that directly related to school matters. The term Confidential Information shall mean all information whether transmitted orally or in writing which is of such a nature that it is not, at that time, a matter of public record or public knowledge.

Financial Interest Statement

All Board members will disclose to the public all potential Board member and employee conflicts of interest including:

- 1) Proposed transactions between a Board member, Chief Executive Officer, purchasing agent, Treasurer, or legal counsel, and any person related within first degree consanguinity (to such persons and the School, excluding compensation received as an employee or payment of any tax, fee or penalty due to the School. Disclosure will include the dates and identities of the parties in the transaction.
- 2) Proposed Transactions between any business entity in which such individuals have a substantial interest. Disclosure will include the dates and identities of the parties in the transactions.

The Chief Executive Officer will make written disclosure of the following:

- 1) The name and address of each employer who provided income of one thousand dollars (\$1,000) or more to the Chief Executive Officer.
- 2) The name and address of each sole proprietorship which the individual owned; the name, address and general nature of business conducted by each general partnership or joint venture in which he/she was a partner or participant; the name and address of each partner or co-participant in the partnership or joint venture unless the information is already filed with the Secretary of State; the name, address, and general nature of business or any closely held corporation or limited partnership in which the individual owned ten percent (10%) or more of any class of the outstanding stock or limited partner's units; and the name of any publicly traded corporation or limited partnership which is listed on a regulated stock exchange or automated quotation system which the individual owned two percent (2%) or more of any class of outstanding stock, limited partnership units, or other equity interests.
- 3) The names and addresses of each corporation for which the individual served as director, officer, or receiver.

Personal Services

Board members should not expect personal or professional assistance from the School employees except to the extent relating directly to their responsibilities on behalf of the School or to the extent that such assistance is available to a member of the general public in similar circumstances or with similar needs.

Exceptions to this policy may be made only by a majority vote of the full Board, which vote shall include a statement as to why it is in the best interests of the School for such policy exception to be made.

Board members will file the Personal Financial Disclosure reports by May 1 for the preceding calendar year with the Missouri Ethics Commission.

**Kansas City Girls Preparatory Academy
Board Member Conflict of Interest Disclosure Statement**

1) I have received and read, understand and agree to abide by Kansas City Girls Preparatory Academy's Policy 0342: Board Organization- Nepotism, Conflict of Interest and Financial Disclosure.

2) Please check one.

A. ____ To the best of my knowledge, no circumstances exist involving me, or a member of my family, that are or may be perceived as a conflict of interest within the meaning of the Policy and neither I, nor a member of my family, are affiliated with an organization with which Kansas City Girls Preparatory Academy does or is likely to do business.

or

B. ____ To the best of my knowledge, there do exist circumstances involving me, or a member of my family, that are or may be perceived as a conflict or potential conflict of interest within the meaning of the Policy, including the affiliations such as relationships with grantees or potential grantees, contractors, or others with whom Kansas City Girls Preparatory Academy does or is likely to do business.

Organization Name	Person with Conflict	Relationship to Board Member	Nature of Affiliation

Board Member Name

Signature

Date

**Adopted and or ratified 3/12/18
Policy 0350: Board Organization- Board Compensation**

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

Adopted and or ratified 3/12/18

Policy 0351: Board Organization- Board Travel

Travel and accompanying expenses may be authorized by a majority of the Board for any of its members to attend conferences, meetings, seminars, conventions, etc., at the state, regional and national levels. Travel expenses may include transportation, lodging, meals and registration fees. All reimbursement of expenses shall be governed by the School's Travel and Reimbursement Policy as approved by the Chief Executive Officer (See Policy 3440).

Each Board member who has been approved for travel shall submit to the Treasurer an itemized account of anticipated expenses and may request and receive an advance for these expenses. Upon completion of travel, an actual expense account report, with appropriate receipts, shall be filed with the Treasurer within the next two (2) weeks, unless an extension is otherwise authorized by Chief Executive Officer.

Travel requests will not normally be approved in the three months prior to the completion of a Board member's term.

Adopted and or ratified 3/12/18

Policy 0360: Board Organization- Board Committees

The Board shall have the following standing committees: Governance Committee, Finance Committee, Discipline Committee and Audit Committee. Standing Committees shall make periodic reports to the full Board as to business conducted at such standing committee's meetings.

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

Governance Committee: The Governance Committee shall have the authority to evaluate and recommend policies, procedures and/or practices necessary (1) for the efficient operation of the School and (2) to ensure the School operates in compliance with State and Federal laws and regulations. The Governance Committee shall also have the authority to review the School's employment activities, performances of School personnel (including evaluation of the Chief Executive Officer) and the School's talent retention and recruiting practices. The Governance Committee is also vested with the authority and responsibility to investigate reports of actual or potential violations of the policies of the School (including by not limited to the Code of Ethics), to ensure that appropriate resources are dedicated to such efforts and to implementing the policies, and to make decisions and recommendations and actions as appropriate. The Governance Committee shall make recommendations to the full Board for a final determination with respect to matters evaluated by the Governance Committee.

Discipline Committee: Members of the Governance Committee will also serve as members of the Discipline Committee, excluding the Chief Executive Officer. The Discipline Committee shall conduct hearings for long-term (11-180 days) student suspensions and student expulsions that are referred to such committee pursuant to the hearings and appeals processes as set forth in the Student and Parent Handbook. The Discipline Committee shall render decisions and make recommendations to the full Board for a determination of final consequences.

Finance Committee: The Finance Committee shall have the authority to evaluate and recommend fiscal controls, policies, procedures and/or practices to ensure the School's performance of bookkeeping, accounting, bidding expenditure and other financial activities are conducted in compliance with Federal and State laws and regulations and the policies of the Board. The Finance Committee shall also have the authority to retain auditors to evaluate the fiscal controls in place and the School administration's compliance with such controls.

Audit Committee: Members of the Finance Committee, excluding the Chief Executive Officer, will also serve as members of the Audit Committee. The Audit Committee may coordinate, monitor, and work closely with leadership and staff to prepare the School for its annual independent audit. The Audit Committee also may participate in the decision to hire the auditor and should be responsible for evaluating the audit process and recommending whether or not to reengage the audit firm for subsequent audits. The Audit Committee is also the body that coordinates and schedules the auditors' presentation of findings to the Board of Directors, making sure that the full board understands any recommendations made by the auditors before formally accepting the audit report. Finally, the Audit Committee recommends changes in practices or reporting in order to maintain or bring the School into a "best practices" position.

Special Committee Guidelines

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

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

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

Committee Meetings

Meetings of committees appointed by the Board or at the Board's direction including advisory committees appointed for the specific purpose of recommending policy, policy revisions, expenditures of public funds to the Board or to the

Chief Executive Officer will comply with the notice and open meeting provision applicable to Board meetings. The School's custodian of records will maintain a current list of such advisory committees.

Quorum Requirements

Any meeting at which a majority of Committee members have gathered and at which business properly placed before the Committee is discussed shall be considered a Committee meeting and shall be subject to the requirements of Board policies and open records laws of the State of Missouri. Committee members should be aware of this requirement and avoid attendance at any such meetings unless Board policy has been followed in the setting of the meeting.

Adopted and or ratified 3/12/18

Policy 0410: Board Meetings

Regular

The regular meeting of the Board shall be held on the 2nd Wednesday in each month, at the hour approved by the Board and subject to the requirement that public notice as required by Board policy is given in advance. Public meetings may be conducted in person or by conference call, video chats, Internet conferences, e-mails and Internet message board.

Special

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

Quorum and Majority Vote

The presence of a majority of the Board constitutes a quorum for the transaction of business. However, the letting of contracts, employment of personnel, approval of bills for payment and the ordering of warrants require an affirmative vote of a majority of Board members.

Closed Meetings

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

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

Recording of Board Meetings

The open sessions of Board meetings may be audio or video taped provided the Board is made aware of such recordings prior to the start of the Board meeting. The Board has adopted guidelines set forth herein to minimize the potential disruptive effect of such recordings.

Firearms and Weapons

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

Notice

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

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

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

Recording of Meetings

The Board permits its open sessions to be audio or video recorded subject to the following restrictions:

No additional artificial lighting may be used for a video recording.

Individuals wishing to video record an open session of the Board must locate themselves behind individuals attending the meeting.

No microphones may be placed on or near the tables where the Board and the administration are seated for purposes of individual audio recording.

Board meetings will not be interrupted to respond to questions or requests from individuals recording the meeting.

The Board must be made aware of any recording activities prior to the start of the Board meeting.

These guidelines are adopted to minimize disruption of Board meetings and to minimize any inconvenience to individuals attending the Board meetings.

Adopted and or ratified 3/12/18

Policy 0411: Board Meeting Agenda

A tentative agenda for each regular, special or proposed closed meeting of the Board shall be prepared by the Board Chair in consultation with the Chief Executive Officer. Any member of the Board may request items to be placed on the agenda. The tentative agenda, related materials and minutes of the previous meeting shall be e-mailed to each member of the Board at least four (4) days prior to the stated meeting unless a special emergency meeting is called at a time which makes the four day prior notice impossible.

The Board Chair shall finalize and approve a final agenda in a timeframe to permit inclusion of the agenda in any public notice of Board meetings. The final agenda shall be provided to each Board member at the beginning of the Board meeting. The final agenda for each meeting of the Board shall be adopted or modified by a motion by a majority of those Board members present. Once the agenda is approved, it shall require a vote of a majority of the Board members present to make additional modifications.

The agenda for closed sessions shall be on a separate document; however, the motion to close a meeting must be voted on during a public meeting and must also include the reasons for closing the meeting with references to the specific topics under the provision of Section 610.021, R.S.Mo. as valid grounds for a closed meeting session. (Refer to Policy 0430 – Executive Sessions.)

Adopted and or ratified 3/12/18

Policy 0412: Meetings - Participation by Public

A designated period of time may be provided for public comments at all regular Board meetings. The Board is very interested in citizen viewpoints and problems; however, citizens are encouraged to work through problems at the school and/or administrative levels before coming to the Board. Remarks may be limited to three minutes and to one appearance, thus allowing a maximum number of participants in the allotted time period in which citizens are to speak to issues. Questions directed to the Board may not always be answered immediately. All questions will be responded to by an appropriate person as soon as possible. Persons who wish to suggest items for the agenda should contact the Chief Executive Officer. The Chair at each Board meeting shall be authorized to enforce these limitations on public participation. Expansion of an individual member of the public's time to speak must be authorized by a majority vote of the Board.

Adopted and or ratified 3/12/18

Policy 0420: Meeting Minutes

Open Session Minutes

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

Closed Session Minutes

A separate minute book used solely for the purpose of executive sessions shall be used to record the minutes. Under such circumstances, the Board members and others in attendance are honor-bound not to disclose the details or discussions or minutes of the executive session. Any vote taken during a closed session will be taken and recorded by a roll call vote.

Adopted and or ratified 3/12/18

Policy 0430: Meetings- Executive Sessions

The Board reserves the right, as provided by law, to close meetings, records and votes as they relate to the matters below. All discussion and action by the Board in executive session must be related to the reasons set forth in the motion to enter executive session. The minutes of the executive session shall be recorded and maintained in a separate, confidential minute book. (See Policy 0420 - Minutes.)

Legal Matters

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

Real Estate Matters

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

Personnel Matters

Actions related to the hiring, firing, disciplining or promotion of a School employee when the performance or individual merits of this employee is considered. Any vote on a final decision to hire, fire, promote or discipline will be available to the public within seventy-two (72) hours of the close of the meeting, except that good faith efforts will be made to notify the affected employee prior to the information becoming publicly available. Disclosure of Board action on such personnel matters will include notice of how each Board member voted on the proposition.

Student Matters

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

Employee Negotiations

Preparations for negotiations with employees and employee representatives, including any work product of the Board.

Test Matters

Testing and examination materials before the test or examination is given and until use of the test is discontinued.

Bidding Matters

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

Personnel Records

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

Communications with School Auditor

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

Security Systems

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

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

Adopted and or ratified 3/12/18

Policy 0510: Policy Development and Review and Adoption

The development and adoption of policies to govern operation of the School are the responsibility of the Board. In developing policy, the Board may solicit input from the community, staff and other professionals.

At any meeting of the Board, policies governing the schools may be enacted, amended or repealed by a majority vote. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Implementation

The Chief Executive Officer is assigned the responsibility for insuring that all Board policies, rules and regulations are implemented. The Board authorizes the Chief Executive Officer to develop administrative guidelines in order to implement Board policy. The Chief Executive Officer shall notify all employees and students of their need to abide by Board policies and regulations. Administrators shall prepare staff, student and parent handbooks that interpret Board policies and state rules and regulations which affect each population set. The handbooks shall be revised annually and distributed within the first month of the school term.

Review

The Board shall review written policies on a continuing basis to ensure consistency and legality of Board action and administrative decisions. Policies shall be reviewed and revised as a result of newly enacted state and/or federal legislation, court decisions, as a result of research and/or policy development as presented by state and/or national organizations and agencies, or for other reasons as determined by the Board.

Posting Board Policies and Handbooks

During periods of time in which the School maintains a web site, the Board's policies and regulations along with the Student & Family Handbook will be posted on the School's official web site.

Operational Changes

The Board will submit proposed operational changes to the School's sponsor for approval as soon as practical.

Adopted and or ratified 3/12/18

Policy 1210: Calendar Requirements- School Year and School Day

The Board will annually adopt by May 15 a school calendar for the following school year that will provide for a minimum of 174 days and 1,044 hours of pupil attendance and provide the requirements as set forth in the School's charter. The beginning of the school year will not generally be set more than ten (10) days prior to Labor Day.

The length of the school day will meet or exceed State Department of Elementary and Secondary Education requirements. A school year and school day in excess of the state required minimum may be recommended by the Chief Executive Officer and approved by the Board.

If the Schools are dismissed due to inclement weather after school has been in session for three or more hours, that day shall count as a full day. When the total hours lost due to inclement weather exceed twelve (12) hours, the time must be made up in half- or full-day additions to the school term.

The School shall be required to make up the first six (6) school days lost or canceled due to inclement weather and half the number of days lost or canceled in excess of six (6) days. For purposes of this Policy, "inclement weather" shall mean ice, snow, extreme cold, flooding or a tornado, but not excessive heat.

Adopted and or ratified 3/12/18

Policy 1300: Equal Opportunity

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

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

Adopted and or ratified 3/12/18

Policy 1310: Equal Opportunity- Civil Rights, Title IX, Section 504

The School will use its best efforts to comply with:

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

The School shall appoint an administrator(s) to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The School may designate only one employee to serve as both the Title IX and Section 504 Coordinator. In that case, the individual must assume the responsibilities of both coordinators. Those responsibilities are outlined in Regulation 1310.

It is the policy of the School to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination under Section 504 and Title IX.

This policy and the corresponding regulation do not pertain to the identification, evaluation or placement of students under Section 504. The topics of the identification, evaluation and placement of students under Section 504 are set forth in the School's Section 504 Compliance Manual.

The Chief Executive Officer is authorized to establish regulations for the orderly and effective administration of this policy and the Chief Executive Officer is authorized to change those regulations.

The person to whom the responsibilities of the administrator or Coordinator of this policy are assigned shall have such duties included in their official job description at the time such person is hired.

Adopted and or ratified 3/12/18

Regulation 1310: Equal Opportunity- Civil Rights, Title IX, Section 504

The Chief Executive Officer has created this regulation to detail the policies and procedures for the administration of Board Policy 1310.

This Regulation outlines the responsibilities of Title IX and Section 504 Coordinators and provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination based on sex under Title IX or disability under Section 504. For appeal procedures relating to the identification, evaluation or placement of students under Section 504.

DEFINITIONS

Section 504 - Section 504 of the Rehabilitation Act of 1973.

Title IX - Title IX of the Education Amendments of 1972

Grievance - A complaint alleging a violation of (1) any School policy, procedure or practice covered by Title IX or Section 504, or (2) other federal or state civil rights laws, rules and regulations or Board policy prohibiting discrimination on the basis of sex or disability - other than a complaint regarding a student's identification, evaluation or placement under Section 504. Section 504 programming for students is covered under separate School regulations (Regulation 2110 - Equal Education Opportunity, and Regulation 6250 - Instruction for Students with Disabilities).

Federal and State Civil Rights Laws, Rules and Regulations - The Constitutions of the United States and the State of Missouri, the Americans with Disabilities Act of 1990, and the Missouri Human Rights Act, and rules and regulations applicable thereto.

Grievant(s) - A student of the School, the parent/guardian of a student of the School, or a patron of the School, or an employee of the School, who submits a grievance.

School - Kansas City Girls Preparatory Academy.

Section 504 and Title IX Coordinators (Coordinators) - The employee(s) or other personnel designated to coordinate the School's efforts to comply with Section 504 and Title IX. The responsibilities of these individuals shall include receiving and facilitating the processing of complaints. The names of the Coordinators shall be identified in various School publications and shall be posted. If the grievance relates to an alleged wrongful act by the person(s) identified to hear the grievance, the grievant may request the Coordinator(s) to assign a different employee to meeting the grievant.

Day - A working day. Saturdays, Sundays and school holidays shall not be included when calculating number of days in the grievance process. Unless otherwise noted, day will include summer vacation days, exclusive of Saturdays and Sundays.

COORDINATORS' RESPONSIBILITIES (Section 504 and Title IX Coordinators)

- 1) Develop a Section 504 grievance procedure which provides for due process for use by students and staff; develop a Title IX grievance procedure for use by students and staff, provide information about the availability and use of the grievance procedure and maintain a record of all grievance problems and solutions.
- 2) Develop a job description for the Section 504 and Title IX Coordinator; inform School personnel of the Coordinators' responsibilities and assure periodic meetings to update staff on Section 504 and Title IX activities.
- 3) Provide ongoing review of School bulletins, catalogs, Board policies, counseling procedures, yearbooks, and administrative regulations and practices related to compliance with Section 504 and Title IX.
- 4) Ensure that annual notice of the Section 504 and Title IX Coordinators' name, address, and telephone number is placed in school catalogs, handbooks, etc.

- 5) Review student-sponsored organizations and suggest criteria for compliance with Section 504 and Title IX.
- 6) Become familiar with resources/information for assistance with LEA selfevaluation and remediation available from the Office for Civil Rights.
- 7) Develop a systematic procedure for monitoring compliance with Section 504 and Title IX.
- 8) Disseminate information about student rights in relation to Section 504 and
- 9) Title IX.
- 10) Disseminate facility accessibility information to students and staff.
- 11) Assure that cooperative training agreements and/or LEA contracts have appropriate nondiscrimination statements.
- 12) Evaluate present treatment of practices relating to pregnant students to determine compliance with Title IX regulations.

GENERAL PROVISIONS

The Coordinators shall receive complaints, actively and independently investigate the merit of those complaints, and assist the parties in resolution of those complaints. The Coordinators may be utilized as a resource by any party at any level of the grievance procedures.

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, and sources of referral of applicants for admission and employment with the School have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IX or Section 504.

Relevant records shall be made available to the grievant to the extent appropriate under the particular circumstances of the specific complaint and as permitted by law.

The grievance procedures herein do not deny the right of the grievant to file formal complaints with other appropriate state or federal agencies, such as the Missouri Human Rights Commission, United States Department of Education office for Civil Rights, or the Equal Employment Opportunity Commission. Similarly, these procedures do not deny any right of the grievant to seek private counsel for complaints alleging discrimination.

In most instances involving a student under eighteen years old, the student's parent/guardian should participate in the hearing and resolution process.

No student or employee of the School shall intimidate, harass or retaliate against any person filing a grievance or any person participating in the investigation or resolution of a grievance.

If a grievance is taken to the Board for a formal contested hearing, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, to cross-examine witnesses called by the opposing party, and to submit documentary evidence into the record.

TITLE IX GRIEVANCE PROCEDURE

Level 1: Immediate Supervisor (Informal and Optional - may be bypassed by grievant.)

Employees claiming sex discrimination may first discuss the grievance with their immediate supervisor, with the object of resolving the matter informally. A student or parent with a sex discrimination complaint may discuss it with the teacher, counselor, or building administrator involved.

Level 2: Title IX Coordinators

If the grievance is not resolved at Level 1 and the grievant wishes to pursue the grievance, it may be formalized by filing a complaint in writing on a Compliance

Violation Form. This form may be obtained from the applicable Title IX Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within fifteen (15) working days from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request that a meeting concerning the complaint be held with the applicable Title IX Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The applicable Title IX Coordinator shall investigate the complaint and attempt to solve it. A written report from the Coordinator to the complainant regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level 3: Chief Executive Officer

If the complaint is not resolved at Level 2, the grievant may proceed to Level 3 by presenting a written appeal to the Chief Executive Officer within ten (10) working days after the grievant receives the report from the applicable Title IX Coordinator. The grievant may request a meeting with the Chief Executive Officer or his/her designee. The Chief Executive Officer or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Chief Executive Officer or his/her designee within ten (10) working days after receiving the written appeal.

Level 4: Board

If the complaint is not resolved at Level 3, the grievant may proceed to Level 4 by presenting a written appeal to the Chair of the Board within ten (10) working days after the grievant receives the report from the Chief Executive Officer. The grievant may request a meeting with the Board. The Board has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board at their next regularly scheduled meeting. The grievant will be notified in writing of the decision within ten (10) working days after the Board action.

The procedure in no way denies the right of the grievant to file a formal complaint with the Missouri Civil Rights Commission, the Office for Civil Rights, or other agencies available for mediation or rectification of rights grievances, or to seek private counsel for complaints alleging discrimination.

SECTION 504 GRIEVANCE PROCEDURE

The procedures below must be utilized with regard to discrimination claims under Section 504. Claims relating to identification, evaluation, or educational placement must be challenged using the procedures outlined in Policy and Regulation 1310.

Level 1: Dean of Students (Informal and Optional - may be bypassed by Grievant)

Many problems can be solved by an informal meeting with the affected parties. An individual with a complaint is encouraged to first discuss it with the teacher, counselor, Dean of Students, or School Leader involved, with the purpose of resolving the matter promptly and informally. Similarly, employees with a complaint are encouraged to first discuss the complaint with the immediate supervisor.

Level 2: Section 504 Coordinator

If the complaint or issue is not resolved at Level 1, the grievant may file a written grievance with the Section 504 Coordinator. The written grievance must be filed with the Coordinator within fifteen (15) days of the event or incident giving rise to the grievance, or within fifteen (15) days of the date the grievant could reasonably have become aware of the event or incident. Extensions of the fifteen (15) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require.

The written grievance should include the following information:

The nature of the grievance - what is the event, incident or circumstance that is the reason for the complaint.

The remedy requested - what would the grievant like to see happen if the Coordinator were to sustain the grievance.

The grievant's signature and the date of the grievance.

The Coordinator shall have the authority to investigate all written grievances. The Coordinator may request that an independent investigator, who is not an employee of the School, be assigned by the School to conduct the investigation. When possible, the Coordinator shall work toward resolution of the grievance. This resolution shall be reduced to writing and signed by all parties. If the parties cannot agree on a resolution to the grievance, the Coordinator shall complete the investigation and make a determination regarding the merits of the complaint. The Coordinator shall notify the grievant and the Chief Executive Officer in writing of his/her determination within fifteen (15) days after receipt of the written grievance. The fifteen (15) days may be extended (1) at the request of the grievant, (2) with consent of all parties, or (3) if the Coordinator is on vacation or is otherwise unavailable during the fifteen (15) day period due to an emergency or other unforeseen circumstances.

If the Coordinator concludes that the allegations contained in the grievance have merit, the Coordinator shall make a recommendation to the Chief Executive Officer as to the appropriate action to be taken by the School. If the Chief Executive Officer agrees with the recommendation of the Coordinator, the grievance will be sustained, and the recommended remedial action will be implemented. The Chief Executive Officer may sustain the grievance, yet modify the recommended remedial action. The Chief Executive Officer shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Chief Executive Officer is on vacation or is otherwise unavailable during the five (5) day period due to an emergency or other unforeseen circumstances.

If the Coordinator concludes that the allegations contained in the grievance are without merit, the Coordinator shall make a recommendation to the Chief Executive Officer that the grievance be denied. If the Chief Executive Officer agrees with the recommendation of the Coordinator, the grievance will be denied. The Chief Executive Officer shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Chief Executive Officer is on vacation or is otherwise unavailable during the five (5) day period due to an emergency or other unforeseen circumstances.

If the Chief Executive Officer disagrees with the recommendation of the Coordinator, whether sustaining or denying the grievance, the Chief Executive Officer shall state his/her reasons for disagreeing with the recommendation in writing, set out his/her conclusions and the reasons therefore, and notify all parties of the decision in writing within five (5) days of his/her receipt of the recommendation from the Coordinator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Chief Executive Officer is on vacation or is otherwise unavailable during the five-(5) day period due to an emergency or other unforeseen circumstances. If the Coordinator or Chief Executive Officer is alleged to have violated this Policy, the grievant may request to bypass the respective individual.

Level 3: Board

Any party aggrieved by the decision of the Chief Executive Officer or in disagreement with the proposed remedial action may make a written appeal to the Board. Such written appeal shall be filed in writing with either the Chief Executive Officer or the Secretary of the Board. Such written appeal must be filed within ten (10) days of receipt of the decision of the Chief Executive Officer. Extensions of the ten (10) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require. Upon receipt of a written appeal, the School shall place the grievance on the agenda of the next meeting of the Board following the fifth day after the appeal is received, or at such Board meeting thereafter as may be agreed upon by the parties.

At the hearing before the Board, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, cross-examine witnesses called by the opposing party, and to submit evidence into the record.

The Board shall render its decision within thirty (30) days. The Board shall report its decision in writing. All parties shall receive a copy of the decision.

The hearing before the Board shall be considered a contested case for purposes of Chapter 536, Revised Statutes of the State of Missouri.

Level 4: Circuit Court

Any party aggrieved by the decision of the Board may appeal the decision to the Circuit Court of the County, in accordance with Chapter 536, Revised Statutes of the State of Missouri, or to the applicable federal court.

Other Options

At any time during the grievance process, a grievant may file a complaint with the United States Department of Education, Office for Civil Rights (Kansas City, Missouri) or the Missouri Commission on Human Rights. Employee grievants may also file a complaint with the Equal Employment Opportunity Commission.

Adopted and or ratified 3/12/18

Policy 1405: School/Community Relations- Parent/Family Involvement in Education

The Board recognizes the positive effects of parents/families' involvement in the education of their children. The Board is committed to strong parent/family involvement in working collaboratively with School staff as knowledgeable partners in educating School students. In order to implement the Board's commitment to parent/family involvement in education, the Chief Executive Officer will appoint a committee of parents, staff, and community representatives to serve as the School's Parent Involvement Committee no later than December 1 of each school year following the School's first operational year. The Committee's responsibilities will include recommendations for family activities at the school, effective communications, and guidance to school staff on matters affecting families. The Committee may include members of the Board of Directors. Any program evaluation reports or official recommendations for the following school year will be prepared and submitted to the Chief Executive Officer annually by June 1 of each year following June 1 of the School's first operational year. The evaluation will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are migratory workers, are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

In order to implement the Board's commitment to parent/family involvement in students' education, the School has implemented an educational involvement plan with the following features:

Regular two way communication between school and parents/families. Such communication will include but not be limited to scheduled parent visits to school, electronic and print communication, use of translators when appropriate, and school activities intended to build relationships between school staff, families, and students.

At the direction of the Chief Executive Officer, provide professional development opportunities for School staff to facilitate productive parent/school involvement in promoting education of students.

Involve parents in meaningful activities to enhance student learning and build stronger relationships with school staff.

Enhance opportunities for parents/families to visit the School in a safe and open atmosphere that does not distract from student learning.

Affirmatively involve parents in School decisions which affect their children as deemed appropriate by the Chief Executive Officer.

Adopted and or ratified 3/12/18

Policy 1410: School/Community Relations- Relations with Law

Enforcement Authorities

It is the School's policy to cooperate fully with law enforcement agencies in promoting the welfare of the School's students, staff and community. School officials will satisfy the reporting requirements of the Safe Schools Act.

Adopted and or ratified 3/12/18

Policy 1420: School/Community Relations- Community Use of School Facilities

School facilities may be made available for community use when facilities are not required for instructional or administration purposes at the discretion of the Chief Executive Officer. Use of School facilities is subject to approval of the community group's application to the Chief Executive Officer and is subject to conditions established by the Board or the Chief Executive Officer. The Chief Executive Officer may establish regulations governing community use of the School facilities. All such regulations must be approved by the Board within sixty (60) days of their being established.

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

No use of School facilities will be permitted to interfere or diminish the quality of activities taking place during the School's extended daily schedule for staff and students.

Adopted and or ratified 3/12/18

Policy 1425: School/Community Relations- School Volunteers

The School appreciates 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 either supervised or unsupervised contact with a child must complete an application for the position, have a satisfactory criminal records check, fingerprint screening, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Family Care Safety Registry. The approval of volunteers and volunteer activities will be at the discretion of the Chief Executive Officer and/or Dean of Students.

Adopted and or ratified 3/12/18

Policy 1430: School/Community Relations- Visitors To Schools

The School welcomes visits by parents/guardians, Board members, volunteers and patrons of the schools provided those visits do not interfere with student learning or regular school activities. The School reserves the right to deny visits to classrooms or other areas in which students may be distracted by visitors at any time. As a general rule, the School will not allow visitors, tours, or observations to take place during the first 60 school days of each new school year.

All visitors shall report to the Front Office desk on entering the building so that the Front Office will be aware of their presence. Anyone wishing to meet with a staff member at the school must schedule an appointment through the Front Desk no less than 24 hours in advance of the meeting or have prior approval from Administration. The staff member will accommodate the request at the earliest appropriate time that does not interfere with student learning or the staff member's regular school duties.

Groups of visitors wishing to visit the School or facilities shall make their request to the School in advance of the proposed visit. If appropriate, the School will accommodate the request at the earliest time that will not interfere with student learning.

All persons who do not obtain permission from the Chief Executive Officer's office to visit the School, who do not have a scheduled appointment to meet with a School staff member, or visitors who create serious distractions to the learning environment in the building or on the premises, shall be considered trespassers and subject to arrest and prosecution.

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

Observations by Parents, Advocates, or Others

Under applicable state and federal law, a parent does not have a right to observe his/her child in the educational setting. However, if a parent, advocate, or other person wishes to conduct an observation of any child, activity, teacher, or classroom, he or she must submit a written or verbal request to the School.

The School will accommodate the request at a time that will not interfere with student learning.

Adopted and or ratified 3/12/18

Policy 1431: School/Community Relations- Code of Conduct: Adults

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

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

In order to ensure a safe and orderly environment in which our students can maximize their educational and social development, the Chief Executive Officer shall be authorized to establish regulations with respect to the conduct of adult visitors in compliance with the following directives:

Verbally aggressive behavior, which would include, but not be limited to, threats, excessively loud talking or yelling, intimidation, and profanity, may result in limited access to school premises and school activities for up to one (1) year. The length of the restriction will be determined by the Chief Executive Officer.

Physical or violent behavior will result in a ban by the Board from school premises and activities, and will be referred to law enforcement.

Failure to comply with the restricted access provided in these regulations may result in the filing of civil and/or criminal charges.

All visitors will have a scheduled appointment or will be on school premises to schedule an appointment before meeting with school staff members.

Adopted and or ratified 3/12/18

Policy 1432: School/Community Relations- Prohibition Against Firearms and Weapons

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

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

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

Adopted and or ratified 3/12/18

Policy 1440: School/Community Relations- Research Requests

Requests for research studies involving students and/or staff of the School must be submitted to the Chief Executive Officer for approval. Any research utilizing human subjects must be authenticated by the sponsor. Written permission from parents of the students to be involved must also be obtained as well as approval of the Chief Executive Officer.

The School will provide its sponsor with the necessary information and data to conduct research and make decisions to support and improve charter schools. Student privacy will be respected in all such matters.

The School reserves the right to deny any research request for any reason.

The following steps must be taken by the researcher to obtain approval of a research project:

Obtain a copy of the School's policy statement on research requests, school visits, and school visitors.

Present a letter of introduction and authentication to the Chief Executive Officer from the responsible official, i.e., department Chair or above, of the institution of higher education or the professional organization.

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

Obtain approval by the Chief Executive Officer/designee.

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

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

Sign an agreement using the form provided by the Chief Executive Officer's office.

Adopted and or ratified 3/12/18

Policy 1450: School/Community Relations- Public Access to School Documents

The School provides public access for the inspection and copying of the School's public records. As a general practice, the School requires advance payment of a copy fee that does not exceed twenty-five (25) cents per page for pages not larger than eight-and-a-half by eleven inches and a search and duplication fee that does not exceed the average hourly rate of pay for School clerical staff. However, copies of the School's public records may be provided without a fee or at a reduced fee when the Board determines that a reduction is in the public interest. In assessing fee reductions, the Board will consider the potential that the reduction will significantly contribute to public understanding of the School's operations and will consider the degree of commercial value to be gained by the person requesting a fee reduction. In accordance with state law, search time that would require more than clerical duplication of documents may be charged at the actual cost of research time.

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

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

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

the School's Charter;

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

The Chief Executive Officer may enact regulations to ensure the orderly administration of this policy.

Adopted and or ratified 3/12/18

Regulation 1450: School/Community Relations- Public Access to School Documents

The following regulations are adopted by the Chief Executive Officer to ensure full and open disclosure of the School's public records.

Public Records

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

The phrase public records does not include:

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

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

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

Request for Inspection and/or Duplication

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

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

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

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

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

Unauthorized Removal of Public Records

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

Commercial Use of School Records

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

Adopted and or ratified 3/12/18

Policy 1460: School/Community Relations- Community Involvement in Decision Making

The Board recognizes that many people may be especially qualified to take an active part in school affairs because of their training, experience, or personal characteristics and encourages them to take an active part in school affairs.

Members of the Board will be open to input from members of the community. The Board may give substantial weight to the advice it receives from individuals and community groups interested in the School, but shall use its own judgment in arriving at decisions. Board members will act in what they believe is in the best interest of School students given existing finances and circumstances of the School.

Adopted and or ratified 3/12/18

Policy 1461: School/Community Relations- Parent Involvement in Decision Making

As required by State or Federal Law, Regulations, or Board Policy the Chief Executive Officer or designated representative is expected to perform the following duties in a reasonable manner and along a reasonable timeline with respect to community input:

Solicit parents' suggestions in the planning, development, and operation of programs.

Consult with parents about how the school can work with parents to achieve the program's objectives.

Provide to parents timely information concerning program evaluations.

Facilitate willing participation by parents in program activities.

Provide timely responses to parents' recommendations.

Establish parent advisory councils as needed or deemed appropriate by the Chief Executive Officer.

Inform parents concerning the selection of students for programs, objectives for the child, the child's progress, advice on ways parents may help the child, and provide when possible materials to help parents assist their children in special programs.

Adopted and or ratified 3/12/18

Policy 1470: School/Community Relations- Public Gifts to Schools

The Board recognizes the educational value of appropriate gifts to the school from families, private foundations, other civic groups, corporations, or individuals, and encourages their use to enrich the instructional program. Therefore, gifts and grants which may serve to enhance and extend the work of the schools may be received by the School and reported to the Board.

Adopted and or ratified 3/12/18

Policy 1475: School/Community Relations- Memorials

Sadly, the death of a student, former student, or staff member is an event that may occur at any time. Temporary memorials can provide students the opportunity to give testimony to their peers, as well as learn how to direct their generosity to grieving family members. The opportunity to participate in temporary activities and projects can help students and staff come to accept the finality of their loss. An initial memorial site will be designated by the Chief Executive Officer when deemed appropriate where flowers, poems, pictures, and stuffed animals are placed in an area where those who wish not to be reminded can easily avoid that location. Memorial items will be removed after the family funeral in a way that permits presentation of these symbols of caring to the family.

Memorials for staff and students lost through suicide will not be established. This policy is the result of the fact that recognition of student suicide may adversely affect others predisposed to suicide.

Adopted and or ratified 3/12/18

Policy 1480: School/Community Relations- Public Complaints

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

- 1) Teacher
- 2) School Leader (Instruction or Curriculum matters) or Dean of Students (student discipline and all other matters)
- 3) Chief Executive Officer
- 4) Board

Any complaint about school personnel will be investigated by the Chief Executive Officer before submission to, consideration by and action by the Board.

Adopted and or ratified 3/12/18

Policy 1510: Office Methods and Data Management- Custodian of School Records

The Board will designate the custodian of records who shall maintain, protect, and make such records accessible to authorized persons. Unless otherwise announced, the Secretary of the Board will serve as the School's custodian of records.

Adopted and or ratified 3/12/18

Policy 1515: Office Methods and Data Management- Statement of Confidentiality

In the course of working for Kansas City Girls Preparatory Academy, Board Members, Associates, and other representatives of the School and its affiliated entities (“Associates”) often have access to information that is and should be treated as confidential, whether communicated verbally, electronically, or in writing. Associates share a common interest in and responsibility for respecting the character of such information as confidential and for ensuring that such information is not improperly disclosed or used. While public accountability and transparency are essential to the School, there are times when circumstances dictate that certain information not be disclosed or used.

Examples of such confidential information include but are not limited to the following, to the extent not otherwise generally made known by others outside the School:

- information that the law classifies as confidential, such as certain employment, health, or medical information about School Associates or identifying information about minors;
- certain information about the School’s investments, fund managers, fund activity, confidential market factors, and activity of businesses in which the School has invested either directly or indirectly;
- certain communications with the School’s legal counsel, whether internal or external;
- information obtained about employees of organizations with which the School contracts;
- information about individual participants in program partner or School activities;
- information specifically identified as confidential or the inherent nature of which unambiguously suggests that confidentiality is expected;
- information about positions taken by individual Associates with regard to a potential program strategy or partner;
- information provided in such a way that the circumstances of disclosure suggest confidential treatment, including when we inform others that we will treat the information as confidential;
- information gathered in evaluating a program partner relationship; and
- lists of contact information generated from events, programs, or activities that the School sponsors.

Accordingly, except as required in the normal course of their responsibilities to the School, Associates may not disclose confidential information to third parties or knowingly allow others to disclose such information, without prior written consent from the School’s Chief Executive Officer or his/her designee. Associates may not inappropriately use or knowingly allow others to use any confidential information, including but not limited to advancing any private interest (their own or another’s) or otherwise for personal gain. The restrictions in this paragraph apply during tenure with the School and thereafter.

Any Associate who knowingly or intentionally fails to abide by the terms of this policy shall be subject to discipline up to and including termination or other appropriate legal action without further notice. Any Board Member who knowingly or intentionally fails to abide by the terms of this policy shall be subject to removal upon the affirmative vote of a majority of the other Board Members then in office.

If you have any questions about whether information is confidential or otherwise, please contact the General Counsel.

Adopted and or ratified 3/12/18

Policy 1516: Office Methods and Data Management- Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school, and to do so must inform the School Leader three (3) days in advance by written request. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading, submitting a written request to the School Leader detailing the information they believe is inaccurate, and as applicable providing the corrected information. The School Leader will investigate the potential conflict of the record, and decide within five (5) days if correction is required. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing, before the Chief Executive Officer. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record, which must identify the records for which consent to disclosure is being given, the purpose of the disclosure, and the party or class of parties to whom the disclosure is being made. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials within the school with legitimate educational interest (including contractors if they perform functions the school would otherwise use employees for so long as the contractor is under direct control of the school and the Contractor agrees to the non-disclosure requirements);
 - Officials of other schools or school systems in which the student seeks or intends to enroll (so long as the disclosure is for purposes related to the student's enrollment/transfer), upon condition that the School makes a reasonable attempt to notify the student's parents, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. The School will respond to other schools or school systems within five (5) business days of receiving the request. The notification requirement is satisfied if the School annually states a general intention to honor requests by other schools for school records regarding that student in relation to a request for transfer in an annual FERPA notice to the parents;
 - Specified state and national officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school, provided studies do not result in disclosure of single student information;
 - The Federal Food Service Program, provided the information is disclosed in an aggregated form;
 - Accrediting organizations;
 - Child welfare agencies with a right to access a student's case plan if the agency has the right to care for the child;
 - A victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense. The disclosure may only include the final results of the disciplinary proceeding conducted by the institution of postsecondary education with respect to that alleged crime or offense. The institution may disclose the final results of the disciplinary proceeding, regardless of whether the institution concluded a violation was committed;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

As part of the student's record, the School maintains a record of all parties that have requested or obtained access to a student's education records and indicating the legitimate interest from the above list that each party has in obtaining this information. All disclosures made of student information require the recipient to agree that it will not disclose the information without the consent of the students' parents. The School reserves the right to include appropriate information in the educational record of any student concerning disciplinary action taken against such

student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, or disclosing such information to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student. FERPA does not prohibit disclosure of student records to sex offender registries.

Requesting Records for Placed Students

Within forty-eight hours of enrolling a nonresident pupil, the school official enrolling a student, including any special education student, shall request those records required for student transfer and those discipline records required by the Safe Schools Act, from all schools and other facilities previously attended by the pupil and from other state agencies including the Department of Social Services, Department of Mental Health, Department of Elementary and Secondary Education and all subdivisions thereof, and any entities involved with the placement of the student within the last twenty-four months.

Noncustodial Parent's Rights to Receive Child's School Progress Reports

Unless a noncustodial parent has been denied visitation rights, such noncustodial parent or any parent who has joint custody of a child shall, upon request and payment of an administrative fee sufficient to cover the cost, receive any deficiency slips, report cards or pertinent progress reports regarding that child's progress in school. If a noncustodial parent has been granted restricted or supervised visitation because the court has found that the custodial parent or the child has been the victim of domestic violence or abuse, as defined in sections 455.010 and 455.501 R.S.Mo, by the noncustodial parent, the court may order that the reports and records made available pursuant to this subsection not include the address of the custodial parent or the child.

The School shall annually set an administrative fee estimated to cover the costs of preparing, copying and mailing the student information required to be provided pursuant to this section.

Directory Information

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, dates of attendance, and the most recent previous educational agency or institution attended by the student. 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. The School must notify parents and eligible students annually of their rights under FERPA, including the above information as well as their right to file a complaint with the Department of Elementary and Secondary Education for failures to comply with this section.

Adopted and or ratified 3/12/18

Policy 1520: Office Methods and Data Management- School Annual Report

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

The Board's annual report will be made publicly available and subject to review by each household with a student enrolled in the School. Copies of the School Accountability Report Card shall be available at the School building and shall also be available to all media outlets serving the School. The School Accountability Report Card will include the following information:

- 1) Enrollment.
- 2) Rates of pupil attendance.
- 3) High school dropout rate.
- 4) Staffing ratios, including the ratio of students to all teachers, to administrators, and to classroom teachers.
- 5) Average years of experience of professional staff and advanced degrees earned.
- 6) Student achievement as determined through the assessment system developed pursuant to section 160.518.
- 7) Student scores on the SAT or ACT, as appropriate, along with the percentage of students taking each test.
- 8) Average teachers' and administrators' salaries compared to the state averages.
- 9) Average salaries of non-certificated personnel compared to state averages.
- 10) Average per pupil expenditures for the School
- 11) Percent of the Schools operating budget received from state, federal, and local sources.
- 12) Number of students eligible for free or reduced lunch.
- 13) School calendar information, including days of student attendance.
- 14) Parent-teacher conferences and rates of participation.
- 15) Staff development or in-service training.
- 16) Data on course offerings.
- 17) Special education programs.
- 18) Early childhood special education programs.
- 19) Parents as teachers programs.
- 20) Vocational education programs.
- 21) Gifted or enrichment programs.
- 22) Advanced placement programs.
- 23) Data on the number of students continuing their education in post-secondary programs.
- 24) Information about job placement for students who complete School vocational education programs.
- 25) Rates, duration of, and reasons for suspensions of ten (10) days or longer and expulsions of students.

The School's Annual Report will be available for distribution to all media outlets serving the School, and will be made available to all School patrons, and to each member of the General Assembly representing a legislative district that contains a portion of the School's attendance area.

Adopted and or ratified 3/12/18

Policy 1600: Private, State and Federal Programs Administration

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

Adopted and or ratified 3/12/18

Policy 1610: Private, State and Federal Programs Administration- Protection of Student Rights

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

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

Political affiliations of the student or student's family;

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

Sexual behavior and attitudes;

Illegal, antisocial or self-incriminating behavior;

Critical appraisals of other individuals with whom respondents have close family relationships;

Religious practices and affiliations;

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

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

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

Adopted and or ratified 3/12/18

Policy 1620: Private, State and Federal Programs Administration- Private, State and Federal Funding

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

All employees of the School who plan to apply to an outside agency (private, corporate, or governmental) for grants or other types of funds for School use must obtain approval for the request from the Chief Executive Officer or his/her designee before preparing an application. The Chief Executive Officer will inform the Board in a timely manner of all approved grant applications.

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

If a grant requires participation by children in experimental types of instruction, written permission of the School Leader and students' parents must be secured.

The Chief Executive Officer may establish regulations for the orderly administration of this policy and procedures for obtaining the review and/or approval of any such applications.

Adopted and or ratified 3/12/18

Policy 1620: Private, State and Federal Programs Administration- Private, State and Federal Funding

KCGPA will adhere to all federal guidelines including OMB Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations," OMB guidance A-87 and 34 CFR 80.20 for financial management standards, 34 CFR 80.36 for procurement standards, 34 CFR 80.32 for inventory management standards, and EDGAR 80. KCGPA will only use a bank that will collateralize funds in excess of the FDIC limit.

OMB Circular A-87 mandates that all costs paid with federal funds be necessary (needed for performance or administration of the grant), allocable (cost benefits the program in proportion to the amount of money paid), and reasonable (LEA follows sound business practices, pays a fair market price, and acts with prudence under the circumstances. Funds should be targeted where the needs are greatest. EDGAR covers three broad components:

- 1) financial management
- 2) procurement
- 3) inventory management systems.

Federal grant dollars should be used to supplement, not replace (i.e., supplant) spending that would have happened anyway using local money had the federal funds not been available. Additionally, KCGPA will comply with maintenance of effort (MOE) and Excess Cost requirements. The Chief Executive Officer and Director of Operations will be responsible for completing grant budgets, applications and budget amendments, with the final authorization provided by the Chief Executive Officer and Board Chair (when applicable).

KCGPA will ensure that reimbursement requests cover the appropriate grant period and will verify that all goods/services for which KCGPA is seeking federal reimbursement have not only been purchased and paid for but have been actually received by the school. It will retain invoices and contracts onsite as backup for reimbursement requests. KCGPA will follow the first in/first out (FIFO) policy when seeking reimbursements of its federal grants. KCGPA will seek to draw down the earlier grant period of a grant when multiple years of a grant are concurrently open.

Time and Effort Requirements

KCGPA will abide by the time and effort requirements of the Missouri State Department of Elementary and Secondary Education for employees paid with federal funds. This includes either Semi-Annual Certifications or Personnel Activity Reports. For each employee whose salary is partially or fully paid with federal funds an appropriate time and effort record must be maintained by KCGPA.

For an employee whose salary is fully covered by one cost objective, a Semi-Annual Certification must be completed.

A Semi-Annual Certification must:

- Be executed after the work has been completed
- State that the employee worked solely (100% of time and effort) on activities related to a particular cost objective
- Identify the cost objective
- Specify the reporting period
- Be signed by the employee or a supervisor with first-hand knowledge of the work performed
- Be dated

For an employee who works on multiple cost objectives, a Personnel Activity Reports (PARs) report must be completed.

A PAR must:

- Be executed after the work has been completed (projections of how an employee is expected to work or position descriptions are not sufficient)
- Account for the total activity for which each employee is compensated, including part-time schedules or overtime (total activity means all of the time an employee works, not just the amount of time worked on a federal program)
- Identify the cost objectives
- Specify the reporting period
- Be prepared at least monthly and coincide with one or more pay periods
- Be signed by the employee (unlike a semi-annual certification a supervisor's signature alone is not sufficient, although an subgrantee may choose to require a supervisor to sign the PAR in addition to the employee as an extra internal control)

- Be dated

Prior to paying an employee for extra work beyond the employee's contract, written documentation that indicates the extra work to be performed, the date(s) of performance, and the amount to be paid must be prepared. If a contract is established, it must be signed by KCGPA and the employee.

It is the role of the Director of Operations to create, distribute, and ensure completion of all Semi-Annual Certification and Personnel Activity Reports for each fiscal year. Staff administering activities of grants provided by federal funds shall be responsible for ensuring compliance with the requirements of each of the above regulations as well as the specific requirements contained in the grant agreements.

Adopted and or ratified 3/12/18

Policy 1621: Private, State and Federal Programs Administration- Title I

Title I is the Elementary and Secondary Education Act, which is the comprehensive federal statute relating to the funding of schools. It is Board policy to make good faith efforts to comply with the requirements of Title I where applicable.

Parent Involvement

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

Staff Qualifications

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

Reporting Requirements

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

The Chief Executive Officer is authorized to establish regulations for the orderly administration of this Board policy.

Adopted and or ratified 3/12/18

Regulation 1621: Private, State and Federal Programs Administration

The Title I Director or the Chief Executive Officer's designee is responsible for implementation of the Title I policy. The designation of these duties is described below. Title I duties may differ from those listed below based on annual approval of the school-wide application and school-wide pool submitted by the School.

Title I Staff Responsibilities

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

Provide an orientation meeting for parents each school year before the end of the first trimester.

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

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

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

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

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

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

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

Title I Staff Qualifications

Teachers

Title I teachers must meet the following qualifications:

Have obtained full state certification as a teacher or hold an approved alternative certification as a state-approved proxy for full state certification.

Hold at least a bachelor's degree.

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

Secondary teachers - have demonstrated a high level of competency in each of the academic subjects that they teach.

Paraprofessionals

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

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

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

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

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

Title I Building Level Responsibilities

Title I teachers (if employed by the School based on approval of its school-wide plan and budget) will provide parents with written reports each trimester on the progress of their children, so that parents can know the extent to which they are learning. Teachers will be available for individual conferences at the regularly scheduled School Parent/Teacher Conference dates and at other times by appointment. Meeting times will take into account the need to accommodate a variety of parent work schedules.

Through these reports and conferences, Title I teachers will provide parents with the results of evaluations of student progress. These evaluations will include, but will not be limited to, test results, measurements of homework turned in, homework completed, student attitudes and student behavior.

The School will:

Design and sponsor activities to address the needs of children which are unmet due to the absence of one parent.

Design types of parent involvement that do not involve being at school, such as helping teachers by assembling materials at home for use in classroom activities.

Offer opportunities and materials for parents to participate in classroom activities.

Parent Notification of Teacher Qualifications

At the beginning of each school year, the School will notify the parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

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

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

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

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

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

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

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

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

Title I Grievance Procedure

Any parent, other individual, or organization alleging a violation of state or federal laws, rules, or regulations or an approved application by the School in the administration of Title I shall file with the Chief Executive Officer a written complaint containing the specific nature of the alleged violation, the time and place of the violation, and related details of the alleged violation. The Chief Executive Officer shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint. A copy of the written complaint and the Chief Executive Officer's response shall be provided to each

member of the Board. If complainant is not satisfied with such response, he or she may submit a written appeal to the Board indicating with particularity the nature of disagreement with the response and his/her reasons underlying such disagreement.

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

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

Adopted and or ratified 3/12/18

Policy 1710: Administrative Organization and Roles- Administrative Reports

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

The School will provide its sponsor with all information necessary to confirm compliance with all provisions of the School's charter and relevant state statutes in a timely manner as requested by its sponsor. Specifically, the School will provide its sponsor in a timely manner, a copy of all Core Data Screens submitted to the Kansas City Public Schools or the Department of Elementary and Secondary Education if requested.

Adopted and or ratified 3/12/18

Policy 1720: Administrative Organization and Roles- Chief Executive Officer

The Chief Executive Officer is the chief administrative officer of the School. The Chief Executive Officer, under the direction of the Board, is responsible for the general supervision of the schools and all School personnel. The Chief Executive Officer is a non-voting officer of the Board and shall be responsible to the Board for the execution of the policies, rules and regulations and directives given by the Board.

The Chief Executive Officer is the authorized representative and signatory for all official matters pertaining to the School, subject to limitations imposed by the School's signature authorization policy (See Policy 3430).

Terms of Employment

The Chief Executive Officer's contract will be based on a twelve-month year, with salary and work year to be established by the Board.

Chief Executive Officer Contract

The Chief Executive Officer may be employed by the Board for a term of from one (1) to three (3) years. The terms of the Chief Executive Officer's employment will be contained in a written contract signed by the Chief Executive Officer, the Board Chair and the Board Secretary. During the term of the Chief Executive Officer's contract, the amount of compensation and benefits provided in the contract may not be changed except with unanimous consent of the Board.

Termination

The employment of the Chief Executive Officer terminates upon expiration of the Chief Executive Officer's letter agreement or at the will of the Board. The decision to extend the Chief Executive Officer's contract or to deny such extension lies in the total discretion of the Board.

In addition, and as provided in the Chief Executive Officer's letter agreement, the Chief Executive Officer may be terminated by mutual consent, termination for cause, or death or incapacity.

Review and Evaluation of the Chief Executive Officer

The Board Chair and the Governance Committee shall cause an evaluation of the Chief Executive Officer to be completed in or by May in each School year. The Chief Executive Officer's evaluation will be based, in part, upon the Chief Executive Officer's annual goals provided to the Board Chair. In addition, the Governance Committee and the Board Chair or his/her designee, shall receive input in regards to the Chief Executive Officer's performance from direct reports of the Chief Executive Officer in addition to as many of the teachers and students of the School as the Board Chair shall deem appropriate.

Specific Chief Executive Officer Duties

It is expected that the Chief Executive Officer shall:

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

Evaluate the School Leader's decisions and determinations with respect to curriculum development and provide input to the Board with respect to the School Leader's establishment of School curricula.

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

Make recommendations for the employment, promotion, assignment, transfer, or dismissal, of a School School Leader. All other decisions regarding School personnel are at the discretion of the Chief Executive Officer.

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

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

Conduct a program of public relations which will keep the community fully informed of the activities, successes and needs of the School as deemed appropriate by the Chief Executive Officer. The Chief Executive Officer shall maintain a cooperative working relationship between the School and the community by regularly attending community and school activities that are vital to the interests of the School and its students.

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

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

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

Work with the Secretary and Chair of the Board to provide an agenda to Board members prior to all regular Board meetings, with appropriate background information.

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

Supervise and evaluate School administrative personnel.

Supervise and evaluate the School Leader(s), making annual recommendations to the Board for employment, retention and compensation.

Consult with the School Leader in establishing curricula and teacher evaluation parameters.

Resolve student disciplinary problems resulting from referrals by the Dean of Students or School Leader.

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

Adopted and or ratified 3/12/18

Policy 1725: Administrative Organization and Roles- School Leader

The School Leader is the primary teacher for the School. The School Leader, as designated by and in consultation with the Chief Executive Officer, is responsible for the establishment of all curricula, teaching protocol, teacher hiring, teacher supervision, teacher training and development, teacher and curriculum evaluation, student discipline and the establishment of policies and guidelines that are necessary for the carrying out of the above duties.

The School Leader shall report to the Chief Executive Officer and the Chief Executive Officer will make decisions with respect to compensation and discipline of the School Leader. The Board shall also have the authority to review and overturn any disciplinary decisions the Chief Executive Officer may make with respect to the School Leader. The Chief Executive Officer will evaluate the performance of the School Leader in or by May in each school year. The School Leader's evaluation will be based, in part, upon the School Leader's annual goals provided to the Chief Executive Officer.

The School Leader may make reports directly to the Board regarding the curriculum, teachers and progress of students at each Board meeting at the discretion of the Chief Executive Officer.

Terms of Employment

The School Leader's letter agreement will be based on a twelve-month year, with salary and work year to be established by the Chief Executive Officer and reported to the Board.

Adopted and or ratified 3/12/18

Policy 2600: Policies With Respect to Students and Student Discipline

The Board authorizes the Chief Executive Officer to establish policies and procedures with respect to student issues and discipline of students and as may be necessary to administer this policy. Such policies shall be set forth in writing and published in a Student and Family Handbook which shall be presented to the Board for review and approval with such amendments as the Board deems appropriate, prior to the 15th day of August each year. The Student and Family Handbook shall be presented to the parents of each student and shall be made available publicly on the School's official web site.

Upon approval by the Board, the policies as established in the Student and Family Handbook shall be the official policies of the School. The Chief Executive Officer may make amendments to the Student and Family Handbook and enforce such amendments as School policy for a period of no more than thirty (30) days, at which time the Chief Executive Officer shall be required to obtain Board approval and ratification of such amendment at the next regularly scheduled monthly Board meeting. If such amendment is not presented to or approved by the Board, then the amendment shall be null and void and the amendment shall have no force as a policy of the School.

In no instance may the policies, procedures or Student and Family Handbook instituted by the Chief Executive Officer be contrary to these School Board policies.

At a minimum, the Student and Family Handbook shall address the following:

- Daily Schedule, Inclement Weather, Vacation & Teacher Work Days;
- Early School Release, Volunteers, Visitors;
- Overview of Courses, Standards for Promotion, Academic Assessment;
- Special Education Programs;
- Academic Records;
- School Meals, Mobile Phone and Electronics Policy, Technology Use and Technology User Privacy;
- Dress Code;
- Student Attendance, Truancy and Compulsory Attendance;
- Student Discipline and Appeals Processes;
- Bus Transportation and Student Expectations On Such Transportation;
- Student Drop Off/Pick Up;
- Student Code of Conduct;
- Discipline of Students with Disabilities;
- Hazing & Bullying;
- Harassment;
- Due Process;
- Reporting to Law Enforcement;
- Disciplinary Offenses Categories;
- Corporal Punishment;
- Student Searches;
- Anti-Discrimination Policies;
- Student Health and Health Services;
- Tobacco (including E-cigarettes and vaping devices), Alcohol and Illicit Drugs;
- Damaged Property;
- Lost and Found;
- School Attendance Restrictions; and
- Reporting Of Child Abuse (policy listed in the School's personnel policy handbook).

The School will provide annual in-service training concerning the School's discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, the School discipline policy, discipline of students with disabilities, and the requirements of student confidentiality.

Notice Provisions, Requirements, and Definitions of The Missouri Safe Schools Act

As required by Missouri State law, it is the policy of the School that School administrators are required to report acts of school violence to all teachers and other School personnel who are directly responsible for the student's education or otherwise interact with the student on a professional basis while acting within the scope of their assigned duties. "Acts of school violence" include exertions of physical force with the intent to do serious physical injury, which is

defined in Missouri Revised Statutes § 565.002(6) as an injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of the function of any part of the body.

In addition, Missouri State law requires School administrators to the appropriate law enforcement agency, as soon as possible, any of the following felonies or any act which, if committed by an adult, would be one of the following felonies if committed on school property, including, but not limited to, actions on any school bus in service on behalf of the School or while involved in school activities:

First Degree Murder under 565.020, R.S.Mo.;
Second Degree Murder under 565.021, R.S.Mo.;
Kidnapping under 565.110, R.S.Mo.;
First Degree Assault under 565.050, R.S.Mo.;
Second Degree Assault under 565.060, R.S.Mo.;
Rape in the First Degree under 566.030, R.S.Mo.;
Rape in the Second Degree under 566.031, R.S.Mo.;
Sodomy in the First Degree under 566.060, R.S.Mo.;
Sodomy in the Second Degree under 566.061, R.S.Mo.;
Burglary in the First Degree under 569.160, R.S.Mo.;
Burglary in the Second Degree under 569.170, R.S.Mo.;
Robbery in the First Degree under 569.020, R.S.Mo.;
Distribution of Drugs under 195.211, R.S.Mo.;
Distribution of Drugs to a Minor under 195.212, R.S.Mo.;
Arson in the First Degree under 569.040, R.S.Mo.;
Voluntary Manslaughter under 565.023, R.S.Mo.;
Involuntary Manslaughter under 565.024, R.S.Mo.;
Felonious Restraint under 565.120, R.S.Mo.;
Property Damage in the First Degree under 569.100, R.S.Mo.; • Possession of a Weapon under 571, R.S.Mo.;
Child Molestation in the First Degree under 566.067, R.S.Mo.;
Sexual Misconduct Involving a Child under 566.083 R.S.Mo.;
Sexual Abuse in the First Degree under 566.100 R.S.Mo.; • Harassment under 565.090, R.S.Mo.; and/or
Stalking under 565.225, R.S.Mo.

The School will fully cooperate in any investigation and encourages its personnel to prosecute students who are involved in conduct that threatens or causes physical harm to them. In addition, if the School is notified by the juvenile officer that a petition has been filed alleging that a student has committed a serious offense against persons or property, teachers and other School personnel with a need to know will be notified of that information.

Acts of violence, or drug-related activities as listed above, are serious violations of the discipline policy. The school will maintain records of any serious violations of the discipline policy. Such records will be available to teachers and employees with a need to know.

The School shall report rates and durations of, and reasons for, student suspensions of ten (10) days or longer and expulsions. Any student who has been suspended for an act as outlined above or drug-related activity shall be prohibited from being within 1,000 feet School property (or any property at which official School activities may be conducted) during suspension unless he/she is (1) accompanied by a parent/guardian, (2) in attendance at another school at he/she enrolled and such school is within 1,000 feet of the School, or (3) such student resides within 1,000 feet of the School.

Any information regarding serious offenses will be kept confidential and will only be used for the limited purposes of assuring that good order and discipline are maintained in the school. This information may not be used as the sole basis for not providing educational services to a student.

If a student's Individualized Education Plan (IEP) includes an indication that the student's condition includes violent behavior or a behavior disorder that information will be provided to any teacher and other school personnel with a need to know such information or that is involved in educating such child pursuant to that child's IEP.

Adopted and or ratified 3/12/18

Policy 2620: Discipline- Firearms and Weapons in School

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

As used in these policies, the terms weapon and firearm shall have the meanings ascribed to them in R.S.Mo §160.261(6).

The Chief Executive Officer may review exceptions and permit limited exceptions to this policy for strictly educational purposes only (for example, a Civil War reenactment demonstration).

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

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

The School will take the following action upon determining that a student has brought a firearm or weapon to school:

The School will refer the student to the appropriate criminal justice or juvenile delinquency system, and

The School may, at its discretion, provide a student suspended under this Policy with educational services in an alternative setting.

Adopted and or ratified 3/12/18

Policy 2630: Discipline- Closed Campus

With the safety and welfare of the students in mind, the Board has closed all campuses during the school day. Permission to leave school will be granted only for valid reasons, and only with a written request signed by a parent/guardian. In emergency situations, a telephone call from a parent/guardian may suffice, with approval of the Chief Executive Officer, School Leader, or Dean of Students.

Adopted and or ratified 3/12/18

Policy 2650: Discipline- Student Vehicle Use

The Chief Executive Officer has the authority to regulate student use of automobiles at school. Use of school property for student parking purposes is a privilege that may be denied due to violation of school regulations and school policies. Student vehicles parked on school property are subject to search by school officials where there is reason to believe a vehicle contains materials prohibited by school regulations.

Adopted and or ratified 3/12/18

Policy 2653: Discipline- Student Participation in Secret Organizations and Gangs

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

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

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

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

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

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

Soliciting others for membership in any gangs.

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

Committing any other illegal act or other violation of School policies.

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

Adopted and or ratified 3/12/18

Policy 2654: Discipline- Student Use and Care of School Property

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

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

Adopted and or ratified 3/12/18

Policy 2672: Discipline of Students with Disabilities

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

The School will comply with all state and federal laws governing the discipline of students with disabilities, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, applicable regulations, and state and local plans for compliance with the law. In addition to the process outlined in special education law, students with disabilities will receive the same due process afforded other students.

Adopted and or ratified 3/12/18

Policy 2730: Student Welfare- Supervision of Students

Students are to be under supervision of the professional staff at all times during school hours and at school sponsored activities.

It is the responsibility of the School Leader, Dean of Students and Chief Executive Officer to arrange for adequate supervision. It is the duty of teachers to perform assigned supervision. Students are not to be left unsupervised during the school day whether in instructional areas or on the playground.

Adopted and or ratified 3/12/18

Policy 2740: Student Welfare- Student Safety

The Board places a high priority on the safety of its students and employees, and maintaining an atmosphere where orderly learning is possible and encouraged. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed upon the offender. Likewise, failure to obey standards of conduct as outlined in the School's Student & Family Handbook may result in disciplinary consequences, which may include detention, in school suspension, suspension, and/or expulsion.

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

The School will notify the Children's Division of the Missouri Department of Social Services and 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.

Adopted and or ratified 3/12/18

Policy 2745: Student Welfare- Student Transportation

Personnel (including teachers and administrators) of the School are not permitted to transport students in their personal vehicles or via any other mode of transportation in which the staff member is the vehicle operator. In cases of emergency where the well-being of the student is at risk, students may be transported by staff in personal vehicles as long as there are no fewer than two staff people in the child's presence at all times and the staff members have made attempts to contact the parents of the child to arrange other transportation.

Adopted and or ratified 3/12/18

Policy 2760: Student Welfare- Foster Care Bill of Rights

The School is committed to ensuring and facilitating the proper educational placement, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for foster children, the School will designate a person to oversee and assess the School's foster care program. Unless otherwise approved by the Board, the Dean of Students will oversee and assess the School's foster care program.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or to return to a previously attended school in an adjacent district. The School will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school or non-sectarian school in compliance with School policies, regulations and practices.

If a child in foster care is absent from school due to a decision to change the placement of a pupil made by a court or child placing agency, or due to a verified court appearance or related court-ordered activity, the grades and credits of the pupil will be calculated as of the day the pupil left school and no reduction in grades will occur as a result of the pupil's absence under these circumstances.

Students in foster care who have completed the graduation requirements of the School while under juvenile court jurisdiction will receive a diploma in the same manner as other students.

Adopted and or ratified 3/12/18

Policy 2770: Student Welfare- Seclusion and Restraint

The Board hereby adopts a no-use policy with respect to Seclusion and Physical Restraint and the use of such discipline and behavior management techniques shall be prohibited except for emergency situations to prevent injury to students or school personnel while awaiting the arrival of law enforcement personnel

“Physical restraint” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

“Seclusion” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware.

Applicability of this Policy

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

Adopted and or ratified 3/12/18

Policy 2780: Student Welfare— Reporting and Investigating Child Abuse/Neglect

The School and its employees will take action to protect students and other children from harm including, but not limited to, abuse and neglect, and will respond immediately when discovering evidence of harm to a child. Employees must cooperate fully with investigations of child abuse and neglect. The Board prohibits discrimination, negative job action or retaliation against any School employee who, in good faith, reports alleged child abuse or neglect, including alleged misconduct by another School employee.

Employees failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution.

School Liaison

The Chief Executive Officer serves as the School liaison and forwards that information to the local division office of the Children's Division (CD) of the Missouri Department of Social Services. The Chief Executive Officer may designate in writing a specific person or persons to serve as the School's official liaison and/or to develop protocols in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate School personnel.

The liaison(s) will also serve on multidisciplinary teams used in providing protective or preventive social services along with law enforcement, the juvenile officer, the juvenile court and other agencies, both public and private.

Training

The Chief Executive Officer or his/her designee shall implement annual training necessary to assist staff members in identifying possible instances of child abuse and neglect, including annual updates regarding any changes in the law. Such training shall:

Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.

Emphasize how to establish an atmosphere of trust so that students feel that the School has concerned adults with whom they feel comfortable discussing matters related to abuse.

Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another School employee.

Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.

Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

Reporting Child Abuse/Neglect

The Board requires staff members to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any School official or employee acting in his or her official capacity who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, shall directly and immediately make a report to the CD, at least within 24 hours, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made, and even then the investigation may be limited if the report involves sexual misconduct by a School employee. Employees who make such reports to the CD must notify the Chief Executive Officer or his/her designee that a report has been made. The Chief Executive Officer will notify any designated liaison about the report.

The Chief Executive Officer or his/her designee may notify law enforcement or the juvenile office when appropriate. If an employee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition to notifying the Missouri CD pursuant to

this policy, he or she may also make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state.

In accordance with law, if a student reports alleged sexual misconduct on the part of a School employee to an employee of the School, the employee who receives the report and the President/CEO shall immediately report the allegation to the CD as set forth in law. For the purposes of this policy, the term "sexual misconduct" is defined as engaging in any conduct with a student, on or off School property, that constitutes the crime of sexual misconduct; harassment as defined in Policy 4810 and as set forth in the Student and Parent Handbook under the Student Code of Conduct, as determined by the School; or child abuse involving sexual behavior, as determined by the CD.

The reporting requirements in this section are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. No employee making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report. Further, the Chief Executive Officer and other School administrators shall ensure that any employee mandated by law to make a report shall have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for such time as is required to make any mandated report.

Investigating Child Abuse/Neglect

Except in situations involving sexual misconduct, when the CD receives a child abuse report alleging that an employee of the School has abused a student, the report shall be immediately referred to the Chief Executive Officer (or the Chair of the School Board in situations concerning the Chief Executive Officer), who will conduct an initial investigation. If the initial investigation determines that the report relates to a spanking by a certificated School employee or the use of reasonable physical force against a student for the protection of persons or property by any School personnel administered pursuant to School policy, or if it is determined that the sole purpose of the report is to harass a School employee, the report will be investigated as detailed below in accordance with law. All other reports of any nature will be immediately returned to the CD for investigation.

Harassment, Spanking or Protection of Persons or Property

If a report to the CD relates to a spanking by a certificated School employee or the use of reasonable physical force against a student for the protection of persons or property by any School personnel administered pursuant to School policy, or if it is determined that the sole purpose of the report is to harass a School employee, the Chief Executive Officer, Board Chair or a designee of either will notify law enforcement of the county in which the alleged incident occurred. The School will jointly investigate the matter with the law enforcement officer. The Chief Executive Officer, Board Chair and their designees are authorized to contact and utilize the School's attorney to assist in the investigation.

Once the investigation is concluded, the law enforcement officer and the investigating School personnel will issue separate reports of their findings, no later than seven (7) days after the School receives notice of the allegation from the CD.

The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

Sexual Misconduct Involving an Employee

The School takes all allegations of sexual misconduct seriously, regardless of the source. When an allegation is made, School employees will immediately take appropriate action to protect students and other children, which will include reporting to the CD in accordance with Board policy and notifying the Chief Executive Officer. The Chief Executive Officer or his/her designee will contact law enforcement and begin an investigation.

In accordance with law, if a student reports alleged sexual misconduct on the part of a teacher or other employee of the School to a School employee, the employee who receives the report shall notify the Chief Executive Officer immediately and report the allegation to the CD. The CD will investigate all allegations of sexual misconduct involving School employees. The School may investigate the allegations for the purpose of making employment decisions.

Referral to the Office of Child Advocate for Children's Protection and Services

If the CD determines that a report of child abuse or neglect is unsubstantiated, the School or a School employee may request that the report be referred to the Office of Child Advocate for Children's Protection and Services for additional review.

Information from the Children's Division

In accordance with law, as mandated reporters, School employees reporting child abuse and neglect are entitled upon request to information on the general disposition of a report of child abuse or neglect and may receive findings and information concerning the case at the discretion of the CD. The CD will also notify the School when a student is under judicial custody or when a case is active regarding a student.

Any information received from the CD will be kept strictly confidential in accordance with law and will only be shared with School employees who need to know the information to appropriately supervise the student or for intervention and counseling purposes. All written information received by any School liaison or the School shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Information received from the CD will not be included in the student's permanent record.

Immunity

In accordance with law, any person who in good faith reports child abuse or neglect; cooperates with the CD or any law enforcement agency, juvenile office, court, or child-protective service agency of this or any other state in reporting or investigating child abuse or neglect; or participates in any judicial proceeding resulting from the report will be immune from civil or criminal liability.

Any person who is not an employee of the School and who in good faith reports to a School employee a case of alleged child abuse by any School employee will be immune from civil or criminal liability for making such a report or for participating in any judicial proceedings resulting from the report.

Adopted and or ratified 3/12/18

Policy 2785: Student Welfare– Wellness

The School is committed to the optimal development of every student and promotes opportunities for all students to achieve personal, academic, developmental, and social success.

The School shall strive to create positive, safe and health-promoting learning environments at every level throughout the school year.

The School shall promote a culture of student wellness focusing on good nutrition and physical activity to address student weight/obesity concerns, to facilitate student learning of lifelong healthy habits, and to increase student achievement.

Adopted and or ratified 3/12/18

Policy 2815: Student Services- Assessment and Referrals to Outside Services

The counseling staff or contracted counseling services provider, in consultation with other staff members, is responsible for the assessment of students' personal/social concerns at the recommendation of the Chief Executive Officer or his/her designee. Where necessary, the School will make available responsive services including individual and small group counseling, crisis counseling, and referral to other agencies or professional resources. The School will cooperate and assist other agencies with the diagnosis and treatment of students referred for responsive services. Student information will not be provided to outside agencies until the student's parents/guardians have signed a release of information form. Except as required by law, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the cost of diagnostic and treatment services provided outside the School is the sole responsibility of individual parents/guardians.

Adopted and or ratified 3/12/18

Policy 2820: Student Services- Psychological Testing of Students

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

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

All psychological services provided by the School or agencies contracted by the School will be in accordance with state and federal statutes and regulations concerning the privacy of student records and use of psychological services.

Adopted and or ratified 3/12/18

Policy 2850: Student Services- Inoculations of Students

All students attending School are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with School immunization requirements will result in exclusion from school until proof of compliance is provided. Students who are homeless will be given a grace period to obtain mandated immunizations as set forth in Policy 6273. This section shall not apply to any student if the parent(s) or guardian of such student objects in writing to the Chief Executive Officer against the immunization of the student because of religious beliefs or medical contraindications. In cases where any such objection is for reasons of medical contraindications, a statement from a duly licensed physician must also be provided to the Chief Executive Officer.

The Chief Executive Officer shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending the School, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health.

Adopted and or ratified 3/12/18

Policy 2860: Student Services- Students or Staff Members with Communicable Diseases

Policy 2860: Student Services- Students or Staff Members with Communicable Diseases

A student or staff member shall not attend classes or other school-sponsored activities, if they (1) have, or have been exposed to, an acute (short duration) or chronic (long duration) contagious or infectious disease, and (2) are liable to transmit the contagious or infectious disease, unless the Board or its designee has determined, based upon medical evidence, that the student or staff member:

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

School officials may require any child or staff member suspected of having a contagious or infectious disease to be examined by a physician and may exclude the child from school, in accordance with the procedures authorized by this policy, so long as there is a substantial risk of transmission of the disease in the school environment.

A student or staff member 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 or staff member 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 or staff members 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 or staff members will be informed. Willful or negligent disclosure of confidential information about a student's or staff member's medical condition by another staff member will be cause for disciplinary action.

The School will implement reporting and disease outbreak control measures in accordance with the provisions of Missouri Department of Health publication PACH16, "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 Nurse.

In the event of a significant outbreak of a communicable disease, the CEO and School Leader have the authority to close school entirely for the health and safety of all students and staff. The CEO and School Leader may also require a student or staff member to remain at home in case of the need for a period of isolation during the time when the student or staff member may be contagious or for a period of quarantine after exposure to the communicable disease.

Adopted and or ratified 3/25/20

Policy 2870: Student Services- Administering Medicines To Students

It shall be the policy of the School that the giving of medicine to students during school hours be discouraged and restricted to medication that cannot be given on an alternative schedule. The School recognizes that some students may require medication for chronic or short-term illness/injury during the school day to enable them to remain in school and participate in their education. Administration of medication with the assistance of School personnel may only be made after receipt of specific consent from a student's parents as set forth herein.

Employees providing routine first aid according to School procedures will be immune from liability or disciplinary action. Similarly, trained employees will be immune from civil liability for administering cardiopulmonary resuscitation and other lifesaving methods in good faith and according to standard medical practices. The Board also recognizes that the administration of medication may be required under Section 504 of the Rehabilitation Act of 1973 and/or the Individuals with Disabilities Education Act to provide a free appropriate public education for students identified as disabled under those laws.

In an effort to provide for the health and safety of students by avoiding the misuse of medication, the following procedures apply for administering medications at the School. School personnel will not give medication to students except under these conditions. These policies are intended to promote the well-being and safety of all students.

Transportation of Medication to the School

Students may not transport any medication, including prescription, over-the-counter, or herbal medication, to the School. All medication must be transported to the School by a parent/ guardian, and delivered to a staff member. Controlled medication (such as Adderall) must be brought to the School Nurse's office by a parent/guardian and will be counted by both the School Nurse and parent. Pill counts will be done once a week by the School Nurse. All medications must be picked up by a parent/ guardian within one (1) calendar week of the last day of school. All medications not picked up or scheduled for pick up will be disposed of the following day.

Over-the-Counter Medications

Over-the-counter ("OTC") medications will be administered sparingly when deemed necessary by the School Nurse. All OTC medication will be kept in the School Nurse's office. Parents/ guardians must provide a signed Parent Authorization for OTC Medication Administration form that includes the student's full name and date of birth for the administration of OTC medications. If the authorization form is not provided, School personnel will not administer OTC medication to the student. All OTC medications delivered to the School Nurse's office must be in the original, unopened bottle.

Prescription Medication

Prescription medication will be administered during school hours only if it has been deemed necessary by the student's physician. All prescription medication will be kept in the School Nurse's office. Prescription medication must be delivered to the School Nurse's office by a parent/guardian in the labeled bottle from the pharmacy. Inhalers must be in the original box with the pharmacy label. A signed Parent Authorization for Prescription Medication Administration form must be on file that includes the student's full name and date of birth, name of medication, and dose of medication.

A copy of written instructions from a physician stating the name of the student, name of the medication, the dosage to be administered, the times to be administered, and the current date must be brought with the medication. The medication label provided by the pharmacy at the physician's directions will be sufficient if the prescription was prescribed for the student and a current date is on the label. Any prescription medications, including inhalers, that don't have a prescription label will require a written note from the prescribing physician. The School does not allow students to take medication with another family member's name on the label.

Administration of Medication

The first dose of any prescription medication should be given at home whenever possible. The School Nurse can decide not to administer the first dose of a medication if, in her/his clinical judgment, it may compromise the safety of the student while attending school. In that instance, parents/guardians will be notified. The School Nurse, using his/her own professional judgment and in consultation with the parent/guardian, may allow select students to carry their own inhalers and epinephrine auto-injectors. A physician will need to provide a written treatment plan and authorization for select students to carry their own inhalers or epinephrine. A written parental authorization form is required for selfadministration of medication.

Medications Requiring Injection

If a medical condition exists requiring injectable medication, whenever possible the student should self-administer the medication.

If the School Nurse is unavailable, the parent/guardian will be responsible for making other arrangements.

If the injectable medication is required in an emergency and the School Nurse is unavailable, School personnel will call 911.

A prescription label or written order from the prescribing physician and a signed medication authorization form is required for the administration of all injectable medication.

Emergency Medication

The School is equipped with an epinephrine auto-injector, more commonly known as an Epi-Pen. In the event of anaphylaxis (a life-threatening allergic reaction that may be triggered by a food allergy, insect bite, or drug allergy), the Epi-Pen will be used by school personnel and 911 will be notified. The stock epinephrine is available for students with no prior diagnosis of anaphylaxis or in cases of known anaphylaxis where personal medication on hand is found to be flawed.

Emergency Medication for Field Trips

Students' personal emergency medications such as an epinephrine auto injector (Epi-Pen) must accompany the student on all scheduled field trips. This includes only those emergency medications that the Missouri State Board of Nursing has deemed allowable to delegate its administration by a non-health provider such as a teacher. The parent/guardian is responsible for providing emergency medications to the School. If the emergency medication has not been provided or is expired, the student may not attend the field trip.

Student Allergy Prevention and Response

The School will attempt to identify students with life-threatening allergies, including food allergies. At enrollment, the person enrolling the student will be asked to provide information on any allergies the student may have.

Students with allergies that rise to the level of a disability as defined by law will be accommodated in accordance with School policies and procedures pertaining to the identification and accommodation of students with disabilities.

All School staff members are required to follow any 504 Plan or IHP/EAP developed for a student by the School.

School staff members may use air fresheners, oils, or other such items intended to add fragrance in any School facilities, but shall desist from such use at the direction of the School Leader. This provision will not be construed to prohibit the use of personal care items that contain added fragrance, but the School Leader may require staff members to refrain from the use of personal care items with added fragrance under particular circumstances. Staff members are prohibited from using cleaning materials, disinfectants, pesticides or other chemicals except those provided by the School.

Prepackaged items used in concessions, fundraisers and classroom activities must include a list of ingredients on the package. If the package does not contain a list of ingredients, the list of ingredients must be available at the location where the package is sold or provided.

All staff members will be trained on the causes and symptoms of and responses to allergic reactions. Training will include instruction on the use and/or location and procedures associated with epinephrine premeasured auto-injection devices. Age-appropriate education on allergies and allergic reactions will be provided to students as such education aligns with state Grade-Level Expectations for health education.

Information about individual students with allergies will be provided to all staff members and others who need to know the information to provide a safe learning environment for the student. Information about individual students with allergies will be shared with students and others who do not have a legitimate educational interest in the information only to the extent authorized by the parent/guardian or as otherwise permitted by law, including the Family Educational Rights and Privacy Act (FERPA).

Response to an allergic reaction shall be in accordance with established procedures, including application of the student's 504 Plan or IHP/EAP. Information about known allergies will be shared in accordance with FERPA. Each building will maintain an adequate supply of epinephrine premeasured auto-injection devices to be administered in accordance with Board policy.

Illness and Injury Response and Prevention

School personnel will provide appropriate first aid and emergency treatment, and contact emergency medical services (EMS) when appropriate, for any individual who is injured or becomes ill while on school property, on school transportation, or at a school activity. Further medical attention, including the cost of services provided by EMS, is the responsibility of the individual unless otherwise required by law.

The School does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents/guardians or legal liability insurance. Parents/Guardians should be prepared to pay for their child's possible medical expenses.

Adopted and or ratified 3/12/18

Policy 2880: Student Services - Diabetes Management in the School Setting

Diabetes is a common chronic disease of childhood. Kansas City Girls Preparatory Academy is aware of the increasing number of children with diabetes who require accommodations during the school day to perform blood glucose testing, consume between-meal snacks, and take insulin injections or make insulin pump adjustments. This policy is to assist in the following:

to ensure the proper medical management and safety of the student, minimizing the possibility that diabetes-related emergencies might disrupt his/her educational and classroom activities, and
to provide guidance to enable the student with diabetes to successfully manage his/her diabetes and continue to achieve academically.

Communication between parent/guardian, school personnel, the student's health care providers, and the school nurse is important to successfully manage a student's diabetes in the educational setting.

Enrollment and Evaluation

Parents and guardians enrolling students with diabetes into the School are required to inform the School via the application and registration form. Upon such notice, the School will initiate the process to evaluate the student in accordance with the School's OCR-approved Section 504 procedures. Should the notice be provided during a time when school is not in session, the evaluation process will begin upon the student's first day of attendance at the School. During the evaluation process, the School may request medical records and/or request the ability to communicate with the student's medical provider to obtain additional information regarding the student's diabetes. If the student is found eligible for services, diabetes care services and accommodations will be specified in the Section 504/Title II plan, as well as in any diabetes health care plan.

Medical Supplies at School

Parents and guardians are to provide all necessary medical supplies to the School if any glucose/ketone testing or medication is to be given by School personnel. Pursuant to parent/guardian permission, any medical supplies transported to the School via the student, must be immediately checked in at the School nurse's office upon arrival. Written communication will be provided to the parents and guardians when supplies are running low to help prevent the student from running out of medical supplies during the academic day.

Emergency Supply Kit

Upon a written request from the School, Parents and guardians of students who are eligible for diabetes care services and accommodations under Section 504/Title II must provide an emergency supply kit to remain at the School. This kit is for use in the event of an emergency or disaster; it is not part of the daily supplies for the student. The emergency kit shall contain enough supplies for at least 72 hours, including the following items as appropriate:

Blood glucose meter, testing strips, lancets, and batteries for the meter
Urine and/or blood ketone test strips and meter
Insulin, syringes, and/or insulin pens and supplies
Insulin pump and supplies, including syringes, pens, and insulin in case of pump failure.
Other medications.
Antiseptic wipes or wet wipes
Quick-acting source of glucose
Water
Carbohydrate-containing snacks with protein
Hypoglycemia treatment supplies (enough for three episodes): quickacting glucose and carbohydrate snacks with protein
Glucagon emergency kit.

If the supplies in the emergency kit are used, the School will notify the parents and guardians in writing to refill the kit within two (2) school days.

Training of Staff

Annually, the School will provide two levels of training by qualified medical personnel to School staff who educate, serve, supervise, or transport students with diabetes, including, but not limited to, teachers, substitute teachers, aides, paraprofessionals. Training will be offered to the bus company for the bus drivers assigned to transport students of the School. For staff members who join the School after the annual training date, an opportunity to receive training will be provided. The School administration will determine the date of the training. However, the training shall occur in advance of educating, serving, or supervising a student with diabetes.

Level 1 training will be required for all the School staff, and will be offered to the bus company at the beginning of the school year. Level 1 training may include, but not be limited to the following topics: an overview of diabetes; how to recognize and respond to hypoglycemia (low blood glucose) and hyperglycemia (high blood glucose); and whom to contact for help in an emergency.

Level 2 training is designed for School staff members who will be responsible for implementation of a student's Section 504/Title II plan, as well as any diabetes medical management plan. Level 2 training will include, but not be limited to the following topics: the content of Level 1 training; identifying roles and responsibilities of individual staff members; procedures and brief overview of the operation of devices (or equipment) commonly used by students with diabetes; impact of hypoglycemia (low blood glucose) and hyperglycemia (high blood glucose) on behavior, learning, and other activities; and the student's Individualized Health Care Plan (IHP), 504 Plan, IEP, or other education plan.

Throughout the school year, the School nurse will provide ongoing support to those School personnel who have questions about providing care to students with diabetes under their supervision.

Adopted and or ratified 3/12/18

Policy 2940: Activities- Student Group Use of School Facilities

Pursuant to the Equal Access Act, the Board will provide an opportunity for studentinitiated non-curricular groups to conduct meetings on school premises, during non-instructional time or when such activities do not interfere with regular School operations, and will not discriminate against students on the basis of the religious, political or philosophical content of the speech at such meetings.

An activity is to be considered curricular if the subject matter is or will be taught in a regularly offered class; if the subject matter concerns the body of courses as a whole; if participation in the group is a requirement for a course; or if academic credit is available for participation. Extracurricular activities include activities organized and supervised under the auspices of the School. Extracurricular activities primarily involve students in activities occurring outside academic class time, for which no units of credit are awarded. Any activity which does not meet the definition of a curricular or extracurricular activity will be considered noncurricular.

The Chief Executive Officer may establish regulations to further the administration of this policy.

Adopted and or ratified 3/12/18

Policy 3100 - Financial Management

The Board will adopt a series of policies to provide direction regarding the School's budget and financial affairs which reflect the educational philosophy of the School and provide a framework in which the School's administration can effectively operate.

The budget and finance processes will conform to all state and local requirements as set forth by the State constitution, State statutes, Department of Elementary and Secondary Education rules, and Board policies.

Good business necessitates keeping accurate, legal and understandable records of receipts and expenditures. It is also essential that procedures be followed which will help to insure that the budget adopted by the Board is effective in providing parameters for the fiscal affairs of the School.

The purpose of the School budget and financial policies will be to provide direction for a systematized procedure that maintains continuity from year to year and informs the public regarding the education and financial operations of the School.

Adopted and or ratified 3/12/18

Policy 3106: Financial Management - Fraud Prevention

The School is committed to protecting the funds with which it has been entrusted. Minimizing the losses to fraud and corruption is an essential part of ensuring that all of the School's resources are used for the purpose for which they are intended.

The public is entitled to expect the School to conduct its affairs with integrity, honesty and openness, and demand the highest standards of conduct from those working for it and with it.

As part of this program, the Chief Executive Officer shall ensure that:

Ethics and conflict of interest training is given each year to all School employees;

A Chief Compliance Officer is appointed to serve the school, which shall be the School's legal counsel unless otherwise approved by the Board;

An annual financial statement audit is conducted by an independent audit firm under the director of the Finance Committee;

All Treasury, financial accounting and payment services shall be performed by the Treasurer.

Revised and adopted (6/11/2014)

Policy 3110: Financial Management - Preparation of Budget

Each year the Chief Executive Officer is required to submit to the Board for their consideration a detailed annual budget showing estimates of income and expenditures for the ensuing fiscal year. The Board may accept, reject, modify or request revisions of the budget, but will adopt a budget by June 30, according to statutory provisions.

By law the approved estimated expenditures for each fund cannot exceed the estimated revenues to be received plus the unencumbered beginning cash balance for the fund. After the beginning of the fiscal year, the Chief Executive Officer shall review with the Board the adopted budget in relationship to the beginning cash balances for each fund.

Adopted and or ratified 3/12/18

Policy 3111: Financial Management - Fiscal Year

The fiscal year begins annually on the first day of July and ends on the thirtieth day of the following June.

Adopted and or ratified 3/12/18

Policy 3112: Financial Management - Budget Implementation and Transfer

The annual budget governs the expenditures and obligation of all funds for the School. The overall budgeted expenditures for a fiscal year may not be exceeded without Board approval. The Treasurer will establish procedures for funds management and reporting.

The Treasurer will prepare a monthly statement to account for each month's expenditures and the total spent to date for the fiscal year. The monthly statement will include all receipts and remaining balances for each fund account.

Adopted and or ratified 3/12/18

Policy 3120: Financial Management - Petty Cash

A petty cash fund is a small amount of money (\$300.00 or less) that is managed by an administrator in order to purchase small amounts of supplies or cover unanticipated small expenses, such as materials or refreshments for emergency meetings or unexpected guests. The petty cash fund may have been obtained with a requisition to the School Finance Office, raised by a P.T.O., or from a student or community fund-raising event. The designated administrator is accountable for this fund. Funds collected in excess of \$100.00 must be processed immediately for proper deposit and are not to be held at a school site.

The petty cash fund must be used for school purposes (purchase of emergency supplies) and must be documented with receipts. If an administrator accrues out-of-pocket expenses, a requisition for reimbursement should be submitted on a monthly basis with back-up information and receipts.

Teachers may not make petty cash purchases without the prior approval of an administrator.

Petty cash should not be used as a short cut to obtain supplies except in an emergency or in cases where very small items make it impractical to order through channels.

Adopted and or ratified 3/12/18

Policy 3130: Financial Management - State and Federal Projects

With Board approval, the School may operate various specially funded programs that must be administered in accordance with particular federal and/or state laws, regulations and other conditions for use of such funds.

The Chief Executive Officer shall be the designated School official responsible for coordinating funded projects, administering programs and ensuring that the various departments operating these programs do so within the guidelines of the particular program. The administration shall keep accurate and separate records, as required by state and federal programs, to enable the School to verify program compliance and success. The Chief Executive Officer shall keep the Board fully informed.

Staff involvement will be solicited by the administration in the planning, implementation and evaluation of programs authorized and approved within the guidelines of Title I of the Improving American Schools Act of 1994 and/or other significant legislative enactments. The vehicle for such involvement shall be determined by the administration, with the approval of the Board.

Adopted and or ratified 3/12/18

Policy 3140: Financial Management - Banking Services

The Board shall determine the banks for School funds depositories and the Board may enter into a contract of one to five years duration for the deposit of School funds.

In order to open new bank accounts in the School's name, the Chief Executive Officer and the Treasurer must sign the account authorization. Wire transfers of funds into School accounts must be authorized in writing by the Chief Executive Officer and Treasurer or other individual authorized by the Board. In both instances, the Chief Executive Officer may appoint a designee to sign for creation of new accounts and for wire transfers. However, such appointment must be in writing.

Adopted and or ratified 3/12/18

Policy 3160: Financial Management - Investment of School Funds

The Board has an obligation to the patrons of the School to direct the management of School funds. The primary objective of the School's investment plan will be legality, safety, liquidity, yield and the provision of a capital base for future needs. In the management of such funds, the School adheres to the "prudent investor" rule. Investments will be made with judgment and care, under the circumstances which persons of prudence, discretion and intelligence exercise in the management of their own investments. Funds will be managed for investment, not for speculation considering the safety of the funds invested and the probable income to be derived.

Investments shall comply with the conflict of interest requirements imposed by the State of Missouri or United States Government. School personnel, including Board members, who are involved in the investment of School funds, will not engage in any personal business activity which could:

- 1) Impair their ability to make impartial decisions concerning investment of School funds;
- 2) Conflict with proper execution of the School's investment program; or
- 3) Create an appearance of impropriety.

School employees and directors involved in investment of School funds will disclose any material interests in financial institutions in which they conduct business. Such disclosure will include, but not be limited to any personal financial/investment positions that could be related to the performance of the School's investment portfolio. Similarly, School employees and directors involved in investment of School funds will not engage in personal investment transactions with the same individual with whom business is conducted on behalf of the School.

The Treasurer will direct the preparation of quarterly investment reports providing a summary of the School's current investment portfolio and all transactions executed since the last report.

Such investment reports will be prepared by the appropriate bank(s) or security dealers for review by the Board's finance committee. Investment reports are considered to be public records and will be made accessible to the public.

Adopted and or ratified 3/12/18

Policy 3170: Financial Management - Procurement

In accordance with Board Policy 3430, School staff shall be prohibited from committing the School to any expenditure or using a credit card to make purchases without prior authorization from the Chief Executive Officer, School Leader, Director of Finance and Operations, or Treasurer.

Procurement Standards

Procurement procedures reflect State and local laws and regulations, conforming to Federal law 2 C.F.R. 200.318 when using federal funds. Procurement procedures will be maintained in written form.

Conflict of Interest and Gratuity Violation

The School will maintain a contract administration system which ensures contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. No employee, officer or agent of the grantee or subgrantee shall participate in the selection, or in the award or administration of a contract if a conflict of interest, real or apparent, would be involved. The School will not purchase supplies or materials from a staff member of the School, nor from a parent, child or member of the household of the staff member. Neither will the School purchase supplies, materials or services from a member of the Board or from a member of his/her household, or from a firm in which he/she holds a major interest.

The School will review all proposed purchases over \$10,000 to avoid unnecessary or duplicative items, and maintain records sufficient to detail the significant history of procurements. These records will include: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

The Board members, officers, and employees of the School may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. The School shall disclose, in a timely manner, in writing to the federal or state agency awarding funding all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal funding.

Questions, concerns or complaints regarding procurement may be made to the School's Treasurer or to the ethics hotline maintained by Ethics Point, a third party service provider, at (844) 420-9062. The person to whom the complaint is made will respond within 10 days. Where a School employee or Board member has violated this procurement process or constitutes a gratuity violation, discipline may follow up to and including termination of employee or removal from the Board. The Board will contact law enforcement and file a report or sign a complaint on behalf of the School in situations where a crime may have occurred.

To prevent restriction on competition, procurement transactions will ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition, but shall identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

Required Contract Provisions

As required by 2 C.F.R. 326, certain contract provisions must be included when using federal funds. The required provisions may be found in Addendum A.

Endorsements

Employees of the School will not endorse products or services in such a manner that will identify the employee as an employee of the School.

Solicitation/Distribution

The advertising of sale or distribution of any goods or service on School property, for any School activity, shall have prior approval from the Chief Executive Officer. This includes but is not limited to: School personnel, students, parents/guardians, relatives, general public and commercial businesses.

Solicitations of School Staff

In any purchasing activities all employees shall refrain from soliciting, discourage the offer of, and decline gifts if offered by any vendor wishing to do business with, or who is doing business with the School. Instead of making an offer of gifts, the vendor should be encouraged to discount the price of the goods to the School. Agents, solicitors, and salespersons will be denied the privilege of seeing the School staff during the School day except with permission of the administration.

Procurement Procedures

Definitions:

- Competitive Bidding – A process of obtaining products or services where the School contacts providers or advertises, and interested providers submit quotes, offers, bids or sealed bids from which the School chooses. Competitive bidding may include the solicitation and submission of offers electronically or through a web-based system. The requirement for providers to submit sealed bids is one type of competitive bidding.
- Competitive Negotiation – A process of obtaining a contract for products or services where the School contacts providers or advertises a request for proposals (RFP) detailing the scope, specifications, terms and conditions of the proposed contract and the criteria on which the proposals will be analyzed, then negotiates separately with each responsive provider to award the contract.
- Debarred – Exclusion from state or federal government contracting and subcontracting for products or services.
- Lowest or Best Bid or Offer – The provider with the best product or service based on School criteria that may include price, value, quality of product, history of performance, recommendations and other qualities important to the School.
- Products – All physical property other than real estate including, but not limited to, supplies, books, furniture, machinery and equipment.
- Provider – A vendor of products or an independent contractor providing services to the School.
- Purchase – Obtaining or procuring products or services for the School in exchange for money or anything of value.
- Purchasing Card – A credit card in the School's name on which the School has placed automatic restrictions such as the amount that can be charged per day, where the card may be used or the type of purchases that can be made with the card.
- Quote – A pricing offer by a provider regarding the supply of materials or performance of services subject to specified conditions.
- Services – All providers of labor or professional expertise other than that provided by School employees in the scope of their duties including, but not limited to, services such as construction, auditing, bond underwriting, consulting, janitorial services and food services.

Purchasing Supervision

Director of Finance and Operations will serve as the School's Purchasing Officer or will designate a Purchasing Officer. The School Purchasing Officer will supervise School purchasing and will ensure that purchases are made on behalf of the School that conform to the Board-adopted budget.

General Rules

- 1) All funds received by School staff on behalf of the School shall be deposited in School accounts. All funds deposited with the School, regardless of source, are considered School funds. Any purchases made with these funds must comply with School policies and procedures.
- 2) No contract will be entered into or bill paid without proper documentation and approved spending authority of the staff person handling such responsibilities on behalf of the School.
- 3) Regardless of the purchase method used, the School will select the lowest or best bid or offer unless there is written justification for accepting another offer. The School reserves the right to waive minor technical defects in a bid, reject any and all bids, reject any part of a bid, advertise for new bids, or make the purchase on the open market if the product or service can be obtained at a better price. If the scope of the purchase changes substantially, the School will rebid the product or service unless otherwise provided in this procedure.
- 4) Purchases may only be made through a contract, credit or purchasing card, or through petty cash, when appropriate. In rare circumstances when one of these methods of payment is not available, the School may reimburse an employee for a purchase made with the employee's personal funds. Employees should contact the Purchasing Officer prior to making a purchase outside the authorized methods to ensure reimbursement.
- 5) All purchases must be attributed to a budget code, and funds must be available in that code prior to making the purchase.
- 6) If the requested expenditure does not fit into a budget code or would go beyond the approved amount in that budget code, the request will be forwarded to the Treasurer for review. If the Treasurer determines

that the request is reasonable but will require an amendment to the current budget, the Treasurer will include the request as an agenda item at the next Board meeting.

- 7) All purchases must be appropriately documented consistent with auditing guidelines.
- 8) School staff will provide the School's tax-exempt letter to vendors before making any purchase that may be taxed.

Procurement Methods

School staff will research all purchases and compare prices prior to making decisions regarding the expenditure of School funds. To ensure a diverse pipeline of potential vendors, priority during the research phase will be given to vendors certified as Minority Business Enterprise (MBE) and/or Women's Business Enterprise (WBE).

Micro-Purchasing: Employees are expected to utilize the Approved Providers List (see below) maintained by the Purchasing Officer when making a purchasing decision under \$10,000, and the purchase may be awarded without the solicitation of competitive bids.

Small Purchasing: If the estimated expenditure is more than \$10,00 but less than \$250,000, the employee authorized to make the purchase must:

- 1) Notify the Purchasing Officer of the needed purchase. The Purchasing Officer may send electronic notices of the proposed purchase to all providers on the School provider list. The Purchasing Officer may decide to directly conduct or oversee the purchase or allow the authorized employee to conduct the purchase.
- 2) Obtain at least two (2) quotes or offers from providers. The employee may solicit bids, quotes or offers directly from providers and may utilize bids received by fax, telephone, e-mail and catalog comparison.
- 3) If fewer than two (2) providers sell or provide the service or product, document that fact and consult the available provider(s).
- 4) Provide the Purchasing Officer with the proper documentation, including documentation of which provider was chosen and the reasons for selecting that provider.

Competitive Purchasing: If the estimated expenditure is \$250,000 or more, the purchase will be made through competitive negotiation or competitive bidding.

A. Competitive Negotiation:

- 1) Requests for proposals will be advertised on the School's website and solicitations will be mailed or sent by electronic notice to potential providers.
- 2) The School will select the lowest or best offer as determined by the evaluation criteria established in the RFP and any subsequent negotiations. In determining the lowest or best offer, negotiations may be conducted with responsive providers for the purpose of understanding and clarifying the proposal and verifying that the proposal responds to the School's needs. All providers submitting proposals shall be accorded fair and equal treatment with respect to any opportunity for negotiation and subsequent revision of proposals.
- 3) Revisions may be permitted after submission and before award for the purpose of obtaining best and final offers. The Purchasing Officer shall have the right to reject any or all proposals and advertise for new proposals or purchase the required products or services on the open market if they can be obtained at a better price.

B. Competitive Bidding

- 1) The School employee authorized to make the purchase must first notify the Purchasing Officer of the purchasing need. The Purchasing Officer will directly conduct or oversee the purchase.
- 2) The Purchasing Officer may also solicit sealed bids directly from providers.
- 3) It is the provider's responsibility to ensure that bids are received no later than the appointed date and hour. Late bids will not be considered and will be returned unopened to the bidder.
- 4) The Purchasing Officer or designee will publicly open all bids received and will maintain all documentation of the purchase, including which provider was chosen and the reasons for selecting that provider.
- 5) If after having received bids in accordance with this procedure the Purchasing Officer finds the same product or service at a lower cost through a catalog or an online vendor that did not submit a bid, the Purchasing Officer may advise the Chief Executive Officer to reject all sealed bids and purchase through the catalog or online vendor, unless formal or sealed bidding is required by law.
- 6) Except as prohibited by law, the School may change the scope of the purchase and accept a provider's offer without rebidding the purchase when bids received are unreasonable, have unacceptable terms and conditions, are noncompetitive, or when the low bid exceeds available funds. The Purchasing Officer must first determine in writing that time or other circumstances will not permit the delay required to resolicit

competitive bids. Each responsive bidder who submitted a bid under the original solicitation must be notified of the change and given a reasonable opportunity to modify his or her bid and submit a best and final bid. In cases where the bids received are noncompetitive or the low bid exceeds available funds, the ultimate amount agreed upon must be lower than the lowest rejected bid of any responsive bidder under the original solicitation

Exceptions to the Regular Competitive Purchasing Process

1) Single Source or Unique Circumstance Purchases

The Purchasing Officer may waive the requirement of competitive proposals when he or she determines in writing that there is only a single feasible source for the purchase. Immediately upon discovering that other feasible sources exist, the Purchasing Officer shall rescind the waiver and proceed to procure the products or services through the competitive process as described in this procedure. A single feasible source exists in any of the following circumstances:

- Products or services are proprietary and only available from the manufacturer or a single distributor.
- Based on past procurement experience, it is determined that only one distributor services the region in which the products or services are needed.
- Purchases are available at a discount from a single distributor for a limited period of time, and the discount is significant based on the current market price and/or the last price paid for the product or service.
- Specific parts or authorized maintenance must be utilized to maintain validity of a warranty.
- The services of a particular provider are unique, such as speakers on a particular topic or authors.

2) Approved Providers

In some circumstances where products and services are routinely needed, the Purchasing Officer may competitively negotiate for the product or service for use throughout the school year, based on past usage of the product or service. Such circumstances include, but are not limited to, the purchase of textbooks, office supplies or other maintenance services. The Purchasing Officer will use the single source purchasing process for unique products or services. Once a provider has been approved, School employees may purchase the designated products or services from the approved providers without additional competitive bidding.

Before designating approved providers, the Purchasing Officer will first determine that the School will receive quality products and services from the providers at a reasonable cost to the School. The Purchasing Officer will review and re-designate approved providers annually to ensure that the prices of the products and services provided remain competitive. Textbook providers will only be designated as approved providers if all statutory requirements are met. Approved providers may be designated at any time.

3) Cooperative Purchasing

Cooperative purchasing should be utilized when it is determined to be to the financial advantage of the School. Before joining a cooperative purchasing program, the Purchasing Officer will conduct an analysis to determine whether the cooperative purchasing program will result in a cost savings to the School based on the School's history of expenditures. This analysis will be conducted on an annual basis to determine whether the School should continue to participate in the program.

4) Real Estate Brokers and Other Real Estate Services

In situations where the School will discuss or make decisions regarding the lease, purchase or sale of real estate in closed session as allowed by law, the School is not required to publicly advertise and seek sealed bids for the services of a licensed real estate broker or other services incident to the sale, regardless of the ultimate cost of the service provided. Instead, the Purchasing Officer will contact at least two (2) service providers to obtain bids or quotes for services and make a recommendation to the Board, or the School may contract with a real estate broker or other service provider that has previously provided services to the School. This exception does not apply to services required to be publicly bid by law, such as construction services, or other services for which there is a specified selection process in law or policy, such as architectural, engineering and land surveying services.

5) Emergency Situations

Unless prohibited by law, the Chief Executive Officer may waive the requirement of competitive bids or proposals when he or she determines that there exists a threat to life, property, public health, or public safety or when immediate expenditure is necessary in order to protect against further loss of or damage to property, or to prevent or minimize serious disruption in services. If an employee utilizes this exception, he or she will contact the School's

Purchasing Officer and the Chief Executive Officer immediately to explain the situation. Emergency purchases shall be made with as much competition as is practical under the circumstances, which may include calling known providers to obtain a quote or e-mailing vendors on the provider list and requiring an immediate response. Emergency purchases will only be utilized to purchase those products or services that are necessary to alleviate the emergency.

Legal Compliance

In addition to the bidding requirements of this procedure, the School will comply with all laws with respect to acquiring products and services including, but not limited to, the following:

- 1) The School must competitively bid auditing services and select an auditor who meets the qualifications set by the Department of Elementary and Secondary Education (DESE). See 5 C.S.R. 30-4.030.
- 2) The selection of food service management companies will be made in accordance with bidding requirements in state and federal law. See 7 C.F.R. § 210.16; 5 C.S.R. § 30-680.010.
- 3) When purchasing services using federal E-Rate Funds, the School will comply with federal law detailing the competitive bidding process. See 47 C.F.R. § 54.503.
- 4) Transactions with School Board members or employees, or businesses they own, will only be conducted as required by law and Board policy. See RSMo §§ 105.454, .458.

Criminal Background and Family Care Safety Registry Checks

No contracted workers or service providers will be employed until the School obtains a clear criminal record check as required the Missouri Department of Elementary and Secondary Education and a clear check of the Child Abuse/Neglect Registry maintained by the Missouri Department of Social Services. The administration may also conduct random background checks after employment.

Provider Lists

The Purchasing Officer or designee will maintain lists of providers interested in receiving electronic notices of proposed School purchases. Any provider may request to be added to the list. It is the provider's responsibility to update contact information. The Purchasing Officer will not include providers who have been suspended or debarred at the state or federal level, and the Purchasing Officer will remove providers when the School discovers that the provider has been suspended or debarred. The Purchasing Officer may remove providers from the provider list if they have not submitted a bid or proposal in more than one year or have proven to be unreliable or unqualified. The Purchasing Officer will attempt to notify removed vendors using the last known e-mail address.

Debarred or Suspended Providers

The School will not do business with providers who have been suspended or debarred on a state or federal level, unless the Chief Executive Officer authorizes the transaction and provides the Board written justification. If the School is currently under contract with a provider who becomes suspended or debarred, the School will comply with all legal obligations to the provider, but will not do business with the provider in the future until the provider is no longer suspended or debarred or the superintendent approves the purchase in writing. The Purchasing Officer will monitor the state and federal information regarding suspension and debarment and will immediately notify staff members if a provider with whom the School regularly does business is suspended or debarred. Before making purchasing decisions, School staff will consult the Purchasing Officer for confirmation that the desired provider is in good standing. An employee may make a written request to the Treasurer to purchase from a suspended or debarred provider if the provider is a single-source provider or there are other extenuating circumstances. The written request must include the specific reasons the School should continue to do business with the provider.

Adopted and or ratified 3/12/18

Policy 3170: Addendum A

2. C.F.R. 200 Appendix II- Procurement

In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, as applicable:

- A. Contracts for more than the simplified acquisition threshold currently set at \$150,000, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.
- B. All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.
- C. Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”
- D. Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”).
- E. Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5).
- F. Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of “funding agreement” under 37 CFR § 401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.
- G. Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387).
- H. Mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42 U.S.C. 6201).
- I. Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide Excluded Parties List System in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), “Debarment and Suspension.” The Excluded Parties List System in SAM contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
- J. Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award of \$100,000 or more must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352.
- K. See 2 CFR § 200.322 Procurement of recovered materials.

Adopted and or ratified 3/12/18

Policy 3180: Financial Management - EDGAR, the Electronic Data Gathering, Analysis, and Retrieval

EDGAR, the Electronic Data Gathering, Analysis, and Retrieval system, performs automated collection, validation, indexing, acceptance, and forwarding of submissions by companies and others who are required by law to file forms with the U.S. Securities and Exchange Commission (SEC).

However, some documents are not yet permitted to be filed electronically, and consequently will not be available on EDGAR. Other documents may be filed on EDGAR voluntarily, and consequently may or may not be available on EDGAR. For example:

Form 144 (notice of proposed sale of securities) may be filed on EDGAR at the option of the filer.

Forms 3, 4, and 5 (security ownership and transaction reports filed by corporate insiders) filed before June 30, 2003 may be filed on EDGAR at the option of the filer, but those filed on or after that date must be filed on EDGAR.

Filings by foreign companies and foreign governments before November 4, 2002 either could be made on EDGAR at the option of the filer, or were not permitted to be filed electronically, but from that date on, these filings must be made on EDGAR.

It should also be noted that the actual annual report to shareholders (except in the case of investment companies) need not be submitted on EDGAR, although some companies do so voluntarily. However, the annual report on Form 10-K or 10-KSB, which contains much of the same information, is required to be filed on EDGAR.

Our rules require that an unofficial PDF copy of a document be substantively equivalent to the official filing of which it is the copy. That is, the PDF document must be the same in all respects except that the PDF document may be formatted differently and may contain graphics. It is the filer's responsibility to make sure of this. The EDGAR system cannot check to make sure the two documents are the same. You should look at the official filing if you need to see what has been filed with the SEC.

Unofficial PDF copies are not subject to certain liabilities under the federal securities laws that are imposed only on filings. They are, however, subject to most of the civil liability and anti-fraud provisions. In addition, PDF copies that are prospectuses retain prospectus liability under Section 12 of the Securities Act.

Adopted and or ratified 3/12/18

Policy 3190: Financial Management - Payroll Deductions

Accurate & Timely Payroll

The Director of Finance and Operations shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

School employees shall be paid:

- In United States currency;
- 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
- By the electronic transfer of funds to the employee's bank pursuant to a direct deposit agreement signed by the employee.

Paydays

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

Withholding of Wages

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

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

Teachers Retirement System

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

Adopted and or ratified 3/12/18

Policy 3310: Revenue - Revenue from Tax Sources

State Tax Sources

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

The Chief Executive Officer or Treasurer is responsible for filing all required reports and forms to obtain state funds to which the School is entitled to receive according to developed rules and regulations.

Adopted and or ratified 3/12/18

Policy 3331: Revenue - Borrowed Funds

State law authorizes the Board to borrow funds in anticipation of the collection of taxes 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.

Adopted and or ratified 3/12/18

Policy 3340: Revenue - Building Use

All receipts from fees for the use of school property by individuals or community groups shall be deposited in General Revenue.

501(c)(3) public charities are permitted to use the building without first obtaining approval from the School's Bond Compliance Officer. The School will not charge a fee to any 501(c)(3) public charity that desires to use the facility unless the collection of such a fee is approved by the School's Bond Compliance Officer.

Adopted and or ratified 3/12/18

Policy 3380: Revenue- Sale/Lease of Real Property

The Board may vote to sell or lease real property, land, and/or buildings which are no longer needed by the School. Only the Board shall be authorized to approve the sale of any real estate owned by the School.

Adopted and or ratified 3/12/18

Policy 3390: Revenue- Sale/Lease of Personal Property

The Board shall be vested solely with the authority to approve or authorize the sale of School property. Whenever the School has personal property (i.e., desks, file cabinets, materials, equipment) which the School no longer needs, a majority of the Board may vote to sell or lease such surplus property. Surplus personal property may be sold or leased to a city, state agency, municipal corporation, or other governmental subdivision of the state for public purposes at a mutually agreed price and upon notice to the public. In the alternative, the School may sell or lease such surplus personal property to the highest bidder. Public notice of the sale or auction of surplus personal property will be published once a week for two consecutive weeks in a general circulation newspaper published within the county in which the School is located. The sale itself will occur as scheduled by the Board at least seven (7) days after the final published notice. The proceeds from the sale or lease of surplus personal property will be placed in the appropriate fund.

Adopted and or ratified 3/12/18

Policy 3410: Accounting and Reporting- Accounting System

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

Adopted and or ratified 3/12/18

Policy 3430: Accounting and Reporting- Authorized Signatures

The Board requires at least two signatures to be included as authorized signatures on all financial accounts of the school.

Once per year, as part of the compliance requirements of the Commission, the CEO will certify that the financial institutions that serve the charter school have on file the authorization of the designated individuals

In the event of relinquishment or closure, at least one current board member must be an authorized signature on all financial accounts of the schools.

The Board has delegated fiscal expenditure authority to School personnel as set forth below, to be exercised within the limits set forth below:

Title	Budgeted or Unbudgeted Expenditures and Contracts
Treasurer, School Leader	Up to & including \$5,000
Designated Head of Department	Up to & including \$10,000
Director of Finance and Operations	Up to & including \$25,000
Chief Executive Officer	Up to & including \$100,000
School Board	No Limit

Title	Check Signing (One of two signatures)
Any authorized check signer	Up to & including \$25,000
Any 2 authorized check signers	Over \$25,000

The Chief Executive Officer may, from time to time, delegate expenditure authorization (i) to exempt nonmanagers at the Treasurer, School Leader level, or (ii) to appropriate budget managers for payment of routine monthly administrative expenditures (e.g., payroll taxes, health insurance, building maintenance services, food services, etc.) which have been incurred in accordance with the approval levels set forth above. Such delegation must include a written notification to the Treasurer indicating the time-frame and nature of the authorization.

The Board authorizes the individuals identified above to approve and bind the Organization to incur expenditures up to and including the amounts specified above.

The Board authorizes the Chief Executive Officer to execute and sign those contracts and agreements for which prior Board approval has been documented as provided for above. The Board will be deemed to have granted its prior approval for a contract with a specific vendor when it has approved a budget containing a line item expenditure that identifies the name of the vendor that will deliver the goods or services for that specific line item. The Chief Executive Officer shall have authority to finalize the terms of the contract and execute the contract with the identified vendor so long as the agreement does not: authorize expenditures in substantial excess of the approved line item expenditure amount; substantially increase liability to the school; substantially change the scope of service provided by the vendor; or violate other board policies.

The Chief Executive Officer and other officers are charged with responsibility for and are empowered to take those actions reasonably necessary to implement this policy.

Adopted and or ratified 3/12/18
Amended 11/20/19

Policy 3440: Accounting and Reporting- Travel and Reimbursement

The Board approves reimbursement of School expenses that have been preapproved by the Chief Executive Officer or School Leader of the School in accordance with signature authorization limitations. Expenses may be reimbursed subject to the following requirements:

The School will reimburse expenses by following the governmental employees rates as established by IRS Publication 1542.

- Expense reimbursement limitations are as follows:
 - Airfare - Coach/economy rates
 - Hotel - \$99/night (or geographically comparable rate)
 - Rental Car - \$55/day (including tax)
 - Mileage - \$0.51/mile
 - Meals - \$61/day (daily maximum, not a per diem)
- Detailed receipts should be provided for all reimbursable expenses.
- Itemized receipts should be provided for all meals.
- Meals will be reimbursed for the staff member only unless prior approval is secured from the Chief Executive Officer.
- Alcohol will not be reimbursed.
- Mileage is only reimbursable for travel outside of an employee's home city, or for excessive mileage approved by the Chief Executive Officer.
- Other expenses, such as internet service, phone calls, tips, etc., are reimbursable within reasonable limitations. Staff should contact the Chief Executive Officer, or be responsible for using their best discretion knowing that excessive expenditures will not be remunerated.

The Chief Executive Officer may make amendments to the Travel and Reimbursement Policy and enforce such amendments as policy for a period of no more than thirty (30) days at which time the Chief Executive Officer shall be required to obtain Board approval and ratification of such amendment or the amendment shall have no force or effect.

Adopted and or ratified 3/12/18

Policy 3450: Accounting and Reporting- Sales Tax

Pursuant to Chapter 144, R.S.Mo., the school is exempt from Missouri sales and use tax on purchases. All sellers or vendors shall be furnished a copy of the official State of Missouri Tax Exemption Letter by the Finance Office at the time a purchase order is delivered, or following an order for a refund of sales taxes already paid.

Administrators, teachers, or other school staff who have been authorized to make purchases for the School from local retail dealers will provide a copy of the tax exempt letter to such dealer at time of purchase whenever possible, or will make every effort to secure a refund for sales taxes already paid.

School representatives are prohibited from using the School tax-exempt letter for purchase of articles for personal use.

Adopted and or ratified 3/12/18

Policy 3460: Accounting Reporting- Student Attendance Accounting

An accurate accounting of student attendance, transportation and food service records shall be kept by the School. The records will be in accordance with state law and appropriate regulations of the Missouri Department of Elementary and Secondary Education.

The Chief Executive Officer or his/her designee will be responsible for maintaining student attendance accounting, and for submitting monthly reports of such records to the Board as requested by the Board, which will in turn be responsible for preparing reports to be submitted to the appropriate state offices.

Adopted and or ratified 3/12/18

Policy 3510: Auditing- Annual Audit

The books and accounts of the School will be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The School shall competitively bid auditing services and the Treasurer shall place before the Board the matter of the retaining of a certified public accountant. The auditor shall be selected by the Board. The audit shall be presented to the Board for examination.

The Chief Executive Officer will be responsible for filing copies of the audit with the proper authorities as prescribed by law.

Adopted and or ratified 3/12/18

Policy 3520: Information Technology – Vendor Assessment

This policy documents the considerations and evaluations that shall be performed as part of selecting an information technology solution for use at the School. This assessment seeks to validate that a chosen solution provides appropriate controls for business continuity, information security, privacy, integrity, availability, and regulatory compliance.

The head of the School's department that will utilize or be responsible for utilizing the system (the "Business Owner") is responsible for identifying the business objectives and expectations to be met by an identified solution. The Director of Technology and Data (DTD) is responsible for (1) assessing the technical ability of the vendor and the solution to meet these objectives and (2) leading the process to have the relevant KCGPA stakeholders assess that the system complies with this policy. The DTD will work with legal counsel, operations and the Business Owner to assess the sufficiency of the vendor's business processes and contractual documents.

For each solution assessed, the DTD will lead the process to complete a system assessment form similar to the form set forth in Exhibit A.

Assessment Objectives

In order to assess each solution, the DTD will ensure the following objectives are documented:

Information Storage: What, if any, data is to be stored within the solution, and the objectives to be met regarding the security and confidentiality of the information including:

Security Impacts associated with loss or disclosure of the data, including:

- Reputational
- Financial
- Productivity
- Legal
- Safety
- Other areas as identified through the assessment process

Ownership and Confidentiality

Regulatory or Compliance requirements (including Family Educational Rights and Privacy Act ("FERPA"))

Service Criticality: Availability and performance requirements of the solution and the data that is stored by it. This will include the specifying availability needs during normal operations, recovery requirements associated with a disaster, as well as any specific performance specifications.

Data Retention / Service Longevity: Requirements to maintain service or data over time. This will specifically identify any concerns over long-term access to the information within or use of the solution.

Other Information: Other concerns or risks identified for the solution are to be identified and documented in order to ensure a thorough assessment of the solution.

Assessment Criteria

Primary Criteria: For an assessed solution, if one of the two following standards is achieved, the solution will be deemed to meet requirements and no further evaluation is required.

However, for any solution that has been documented as having the highest Service Criticality level during the Objectives Assessment, the Primary Criteria may not be deemed to have been met unless (i) there is a documented business continuity plan for the solution and the data housed within it, (ii) the plan has been reviewed with the Business Owner, and (iii) there are service level agreements in the vendor agreement that ensure the business continuity plan may be implemented.

For any solution that has been documented as being required to comply with FERPA through the Assessment set forth above, the DTD will work with legal counsel and the Business Owner to document the vendor agreement contains the FERPA related provisions attached as Exhibit B.

Organizational Stability: The long term stability of the solution and the existence of appropriate controls for the solution can be inferred to exist if it is documented that the vendor providing the solution is of sufficient size and financial stability. This shall be assessed by utilizing one or more of the following criteria:

- Financial Stability

- Dunn and Bradstreet Rating
- Public Financial information
- Other criteria as needed

Established history of the organization and/or service

Established customer base and/or market share of the solution

Regulatory and Compliance: The solution as utilized by the School may be inferred to be reasonably and effectively meeting required objectives if it is documented that an established and appropriate auditing framework (e.g.- SOC Type 2, ISO 27000, CSA STAR, NIST, PCI, Safe Harbor) has been employed by the vendor and the audit provides a reasonable expectation that the solution meets the school's requirements.

Secondary Criteria: For an assessed solution, if the above Primary Criteria are not met, the DTD will lead a further evaluation in all or some combination of the following areas and will document (i) the assessment criteria used and (ii) that the assessment was sufficient to validate that the School's objectives for using the system will be met.

Regardless of the evaluation method employed, for a solution that has been documented as having the highest Service Criticality level during the Objectives Assessment, the Secondary Criteria may not be deemed to have been met unless (i) there is a documented business continuity plan for the solution and the data housed within it, (ii) the plan has been reviewed with the Business Owner, and (iii) there are service level agreements in the vendor agreement that ensure the business continuity plan may be implemented.

Likewise, for any solution that has been documented as being required to comply with FERPA through the assessment set forth above, the DTD will work with legal counsel and the Business Owner to document the agreement contains the FERPA related provisions attached as Exhibit B.

Information Ownership: Ownership of the data, if any, within the solution must meet the objectives defined. This may be one of the following:

Information is owned by the School

Information is owned by the Service Provider

Information is Public

Some combination of the above

When the ownership category is defined, the DTD will verify that that appropriate legal protections exist within the vendor agreement to protect the School's defined data interest.

Information Privacy and Security: The solution will be evaluated to ensure objectives of Security and Privacy can be achieved.

This assessment will include some combination of the following:

Information Security Policy and Privacy Policies exist and are appropriate

Vendor's ability to provide student data protections specified under

FERPA

solution is subject to periodic security audit

Information disclosure is subject to ownership restrictions and further anonymization, aggregation, or release approval as appropriate

Access controls exist and can support accessibility requirements

Other appropriate security and privacy issues

Service Availability: The solution availability objectives shall be reviewed according to at least some combination of the following:

Provided Service Level Agreements (SLAs)

Historical and industry performance indicates sufficient availability

Vendor provided availability performance records

Availability architecture documentation

Other appropriate issues

Disaster Recovery: The ability for the solution to meet KCGPA objectives in the event of a catastrophic failure of the organization or solution a combination of the following shall be reviewed:

- ISO 27031 or equivalent business continuity attestation
- Vendor provided disaster recovery policy, procedures, architecture, and/or test verification records
- Other appropriate issues

Long Term Information Accessibility: The ability for the solution to meet KCGPA objectives regarding the long-term accessibility of the associated information, for example in the case of a vendor insolvency, some combination of the following shall be reviewed:

- Vendor provided escrow of solution and/or data
- Alternate equivalent solutions exist that are accessible with minimal conversion cost and effort
- Independent KCGPA data and system accessibility provided via backups, redundant systems, or otherwise
- Historical and industry performance indicate sufficient long term accessibility
- Other appropriate areas

Policy Maintenance

It is the responsibility of the DTD to maintain this IT Vendor Assessment Policy. For each solution that has the highest service criticality level, the solution shall be assessed no less than once every two years.

**Exhibit A- System/Vendor Assessment Form
IT Vendor Assessment Evaluation Form**

System Overview

System Name:	
Vendor:	
Business Purpose:	

Assessment Objectives

Information Storage Requirements:	(Must include what data will be stored within the system)
Service Criticality:	
Data Retention/Service Longevity Needs:	
Other Consideration:	

System Approval Criteria

	Yes	No
Was a Primary Criteria Used to Approve The System.		
If Yes, which Primary Criteria was used? Explain Rationale For Using This Criteria.		
Vendor Stability Regulatory/Compliance (See page 2 of IT Vendor Assessment Policy For Descriptions)		

If No, which Secondary Criteria was used? Explain Rationale.
 Information Ownership
 Information Privacy and Security
 Service Availability:
 Disaster Recovery:
 Long Term Information Accessibility:
 (See page 3-4 of IT Vendor Assessment Policy For Descriptions)

	Yes	No
Does This System Have Highest Service Criticality Level?		
If Yes, please explain the business continuity plan for the system. Components/Considerations for the plan should include: Recovery Time (how soon must the system be back up and operating) Recovery Point (i.e.- how frequent must backups be) Vendor's backup/disaster recovery plan or configuration to accommodate the above. KCGPA's own data backup plan (if applicable) System security or design components Designated Contacts or Personnel In Charge of System Recovery Contract Provisions/Service Level Agreements that address the above points.		

	Yes	No
Does This System Store Data Subject To FERPA Requirements?		
If Yes, does the vendor agreement have the terms set forth in Exhibit A of the IT Vendor Assessment Policy?		
Justification for not including Exhibit A terms if terms are not included.		

Assessment Approvals

The below listed individuals have reviewed the above information and agree that the system is appropriate for use by KCGPA.

 DTD Role

Name:

Date:

 Legal Role

Name:

Date:

 Business Owner Role

Name:

Date:

 Operations Role

Name:

Date:

Exhibit B- FERPA Compliance Checklist

A purpose for transferring data to the Vendor via the solution has been defined.

The purpose is:

The data being transferred to the Vendor via the solution has been defined. The data to be transferred is:

Terms addressing the following concerns are included in the vendor agreement.

The Vendor may not disclose The Data or any portion thereof to any third party (including any governmental or social services agency) without first obtaining the express written consent from (1) School's Director of Finance and Operations or (2) the parents of a student to whom The Data relates. In no event may Vendor sell or use or disclose The Data to a third party for use in marketing.

Vendor is performing the services set forth in the Agreement on behalf of School.

Vendor's use and maintenance of The Data shall be on behalf of the School and the School shall at all times retain legal ownership and control over The Data. Upon termination or expiration of this agreement, or upon request from School, Vendor shall delete The Data from its systems including any and all backups of the Data that Vendor may have.

Vendor shall be obligated to permit the parents of any student to whom a portion of The Data relates to granted access to the system in order to review the portion of The Data related to his/her child(ren), and only to the portion of The Data related to his/her children, without charge to the parent. In the event the parent believes The Data to be inaccurate, the parent shall raise such concern with School and School shall either correct The Data, or permit the parent to place a notation in the student(s)' record indicating that he/she disagrees with the accuracy of the information.

Vendor either (1) does not store the data outside the United States or (2) documented the foreign storage solution is FERPA compliant.

In the event The Data or any portion thereof is disclosed to, or accessed by, a third party in a manner that is not permitted by this agreement (a "Data Breach"), Vendor shall notify School of the fact of the Data Breach no later than three (3) business days after it has learned of the Data Breach and Vendor shall cooperate with School to remedy the Data Breach to the extent possible.

In the event the system collects information directly from School's students that are under the age of 13 at the time the data is provided, Vendor understands that the provisions of Children's Online Privacy Protection Act ("COPPA") apply, including that Vendor is required to make parental account activation and consent a prerequisite to the collection of any personally identifiable information about a student.

The School may conduct and audit of Vendor's systems and the manner in which it provides the services to ensure its compliance with the provisions of this agreement.

Adopted and or ratified 3/12/18

Policy 3610: School Activities Funds- Management

School activity funds are used to finance a program of student activities which supplement but do not take the place of the instructional programs provided by the Board. Whether funds are collected from student contributions, club dues, special activities, or result from admissions to events or from other fund-raising activities, all funds will be under the jurisdiction of the School's Chief Executive Officer or Treasurer. The funds will be expended to benefit students currently enrolled in school. The management of the funds will be in accordance with good business practices, including sound budgetary and accounting procedures, and will be audited in the same manner as School funds. There shall be full disclosure of the sources and expenditures of all funds.

Adopted and or ratified 3/12/18

Policy 3710: Insurance- Insurance Programs

The Board shall maintain adequate insurance programs to cover property, liability and personnel, within the requirements of good risk management and state law. The administration will recommend to the Board the kind and amount of property, casualty and/or liability insurance needed for the protection of the School property, employees, and Board of Education, and will administer insurance authorized by the Board, unless otherwise directed.

Every effort shall be made to obtain insurance at the most economical cost consistent with required service by obtaining quotations or by negotiations, whichever method is advantageous to the School.

The School will maintain coverage on all buildings and capital outlay contents. Coverage should be 100% without coinsurance if available.

Liability coverage should include comprehensive general liability, employee benefits liability, vehicular liability and board legal liability.

Adopted and or ratified 3/12/18

Policy 3730: Insurance- Liability Insurance

The Board recognizes that legal actions may be initiated from time to time against the School as a corporate entity, against the Board as a whole, against Board members as individuals, or against School officers, employees or other agents. The Board also recognizes the contribution that is rendered to the students of the School by volunteers and is mindful that legal actions may be initiated against these individuals as well.

To protect members of the Board, School officers, employees, other agents and volunteers in the performance of their duties and responsibilities, the Board will defend its Board members, officers, employees, other agents and volunteers against claims for suits arising out of the performance of their duties and responsibilities. The Board shall indemnify its Board members, officers, employees, other agents and volunteers against all financial liability or loss resulting from such claims or suits including judgments for damages, attorney's fees, fines, court costs and amounts paid in settlement of such matters and reasonable and customary ancillary costs. Ancillary costs may include, for example, travel expenses incurred by Board members or others if they must appear for a case that is being tried outside the area.

The protection provided by this policy shall apply on an occurrence basis, which means that an individual will be indemnified even though he/she is no longer a member of the Board or employed by or otherwise associated with the School when the lawsuit is filed.

The Board reserves the right, however, to deny representation and indemnification to any person covered by their Board policy in any instance in which there would be no coverage under the School applicable liability insurance program in which the claim "results in civil judgment or criminal conviction for" an intentional tort, immoral conduct, violation of any criminal or civil statute or violation of Board policy or regulations or administrative order or directive, whether verbal or written.

As a prerequisite to the right of legal representation and indemnification, any person who is served with legal notice commencing any action or proceeding against him/her for which indemnification is sought is required to immediately notify the Chief Executive Office of the legal action after receipt of such legal notice.

The School shall maintain a program of self-insurance and/or insurance coverage sufficient to provide the legal defense and indemnification described in this policy.

Adopted and or ratified 3/12/18

Policy 3740: Insurance- Bond For All Employees

All employees of the School shall be covered by a blanket bond in an amount to be determined by the Board with premiums to be paid by the School.

Adopted and or ratified 3/12/18

Policy 4110: Employment- Equal Opportunity Employer

The School is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

Adopted and or ratified 3/12/18

Policy 4120: Employment Procedures

The Chief Executive Officer is responsible for the employment of all staff members, with the Board receiving timely reports on personnel changes and approving the budget by which personnel are compensated. In approving applicants, the Chief Executive Officer will be guided by the desire to obtain individuals committed to providing the highest quality education for the School's students. For Title I staff qualifications and hiring, refer to Policy and Regulation 1621 – Title I.

No person will be employed by the Chief Executive Officer until the School obtains a clear criminal record check as required the Missouri Department of Elementary and Secondary Education and a clear check of the Child Abuse/Neglect Registry maintained by the Missouri Department of Social Services. The administration may also conduct random background checks after employment.

As part of the criminal records check, any person employed after January 1, 2005, shall submit two sets of fingerprints to be used by the Missouri Highway Patrol and the Federal Bureau of Investigation. The fingerprints shall be collected pursuant to standards determined by the Missouri Highway Patrol. However, any teacher who retires from any Missouri school and returns to the classroom as a part time teacher or a substitute within one year of retirement may be excused from a background check.

In order to hire a Board member's spouse, the position must have been advertised. (Refer to Policy 0342 – Nepotism, Conflict of Interest and Financial Disclosure.)

Former Employees

The Chief Executive Officer shall be authorized to provide information to potential employers about former employees, both certificated and non-certificated, to other public schools. This information includes disclosure that an employee has been dismissed for sexual misconduct or suspended where Children's Division has substantiated a claim of sexual misconduct with a student. Notice of this policy shall be provided to all current School staff and to all potential employers that contact the School regarding the possible employment of an employee.

Adopted and or ratified 3/12/18

Policy 4130: Employment- Personnel Policies

The Board authorizes the Chief Executive Officer to establish policies and procedures with respect to personnel issues and benefits. Such policies shall be set forth in writing and published in a Personnel Policy Handbook which shall be presented to the Board for review and approval with such amendments as the Board deems appropriate, prior to the 15th day of August each year.

Upon approval by the Board, the policies as established in the Personnel Policy Handbook shall be the official policies of the School. The Chief Executive Officer may make amendments to the Personnel Policy Handbook and enforce such amendments as policy for a period of no more than thirty (30) days, but the Chief Executive Officer shall be required to obtain Board approval and ratification of such amendment at the next monthly Board meeting. If such amendment is not presented to or approved by the Board, then the amendment shall be null and void and the amendment shall have no force as a policy of the School.

At a minimum, the Personnel Policy Handbook shall address the following:

- Attendance, Absences, Leave and Working Hours;
- Family and Medical Leave;
- Holidays and Vacation;
- Benefits and Insurance;
- Workers Compensation;
- Retirement Plans and Retirement Compensation;
- Conflicts of Interest;
- Description of policy for securing personnel services;
- Personnel qualifications; including prohibitions of employment for personnel with revoked or suspended license(s)
- Staff Conduct;
- Smoking, Alcohol and Illicit Drugs;
- Professional Development, Conferences and Travel;
- Suspension and Termination Procedures;
- Grievance and Complaint Processes and Procedures; and
- Annual Performance Review Processes and Procedures.

Adopted and or ratified 3/12/18

Policy 4140: Employment- Personnel Code of Ethics

I. Overview

Those who do the work of Kansas City Girls Preparatory Academy (“School”) are responsible for pursuing its vision and fulfilling its mission by acting in the School’s best interests at all times. This includes making decisions and engaging with people in ways that are and appear to be legal, fair, objective, impartial and credible. As Associates and representatives of the School (collectively “Associates” or individually “Associate”), we are the stewards of the Young Women’s Leadership Network’s legacy and the School’s reputation and credibility. We must operate with integrity and respect both in what we do and how we do it.

This Code of Ethics and the policies that underlie it (“Code”) are a formal guide for informing good judgment and shaping responsible behavior of Associates. Because no written code or policy can cover every situation, we must fulfill our responsibilities by complying with both the letter and the spirit of applicable laws and policies and by thoughtfully embodying and adhering to the highest standards of ethical behavior, which often exceed legal mandates. To the extent that this Code incorporates legal mandates, consequences to the School for violations could include penalties, expenses, and even loss of tax exempt or charter school status. Consequences for individuals could include personal fines, penalties, expenses, and loss of employment.

II. Core Principles

To help Associates internalize this Code and better inform the inevitable judgments that must be made as we strive to achieve the mission, Associates embrace the following core principles for implementing the Code (“Core Principles”), which Principles both incorporate and supplement the credo that guides our work more broadly:

- We are privileged to do this work.
- We will treat others as we want to be treated, with respect, concern, courtesy, humility, openness, and responsiveness.
- We will pursue excellence in everything we do and how we do it, recognizing that such excellence often must be driven from within each of us.
- We will responsibly and efficiently recognize and pursue opportunities, think creatively, and take thoughtful action.
- We will foster a culture of honesty and integrity.
- We will be loyal to the School’s mission and will avoid conflicts of interest.
- We will make prudent, wise, thoughtful, and leveraged use of all of the School’s assets – reputation, ideas, networks, personnel, and money.
- We will promote preventing, detecting, and quickly addressing violations of the School’s standards of ethical conduct.
- We will be accountable to and transparent with each other while still respecting needs for confidentiality.
- We respect the roles and responsibilities of the School Board in governing the School, will provide it with relevant information, and will follow the policies it adopts.

The School is committed to making sure that those who do its work and represent it know and understand the Code, including these Core Principles. Toward that end, the School will conduct regular training sessions, recognizing that many applications of the Code will involve situations that may not have been or be able to be specifically covered in formal training sessions. Consequently, the School encourages people to raise questions, concerns, and reports as provided for in Section IV below.

III. Policies

Below are summaries of several of the policies that are most relevant to the Code and its implementation.

Use of School Assets:

School assets are to be used solely for the benefit of the School and in furtherance of its vision, mission, and must be used as mandated by School Board Policy 0225. Making payments to a third-party for any reason that is unlawful, or would violate the Code, is prohibited and the reason for transferring funds to a third party must be disclosed with the documentation supporting disbursement.

Conflicts of Interest:

Associates must be diligent and transparent in managing situations in which their personal interests could conflict or appear to conflict with the interests and reputation of the School, and they must comply with the restrictions described in the School Board Policies 0342, 3106, 3160, 3170, and 4840.

A key to acting with integrity, ensuring compliance, and navigating the variety of conflict of interest situations that could arise is appropriate timely disclosure of such circumstances to an Associate's manager, the Chief Compliance Officer or Governance Committee as soon as the situation becomes apparent.

Fiscal Controls:

The School has adopted and implemented fiscal policies and safeguards to ensure assets are properly used in a manner consistent with the School's mission and vision, and in compliance with external regulatory requirements and the Code, including with regard to travel and expense reimbursement (see School Board Policies 3100, 3106, 3110, 3111, 3112, 3120, 3130, 3140, 3160, 3170, 3310, 3331, 3340, 3380, 3390, 3410, 3420, 3430, 3440, 3450, 3460, 3510, and 3610).

Confidentiality:

Student information is protected by law and may not be disclosed to persons other than the student to which the information relates, Associates involved in the education or discipline of the student, and the parents or approved guardians of such student except as permitted by law. Therefore, Associates may not disclose student information outside the School unless the disclosure is approved by the School's Custodian of Records.

Except as required in the normal course of their responsibilities to the School, Associates may not (a) disclose or allow others to disclose confidential information or (b) use or allow others to use any confidential information, including but not limited to, for advancing any private interest (their own or another's) or otherwise for personal gain. The use and disclosure of confidential information is subject to the Confidentiality policy set forth in the Personnel Handbook.

Anti-Discrimination and Anti-Harassment:

The School prohibits discrimination in any term or condition of employment, in the teaching and discipline of students, or in its selection of students, contractors, consultants, or vendors on the basis of race, color, national origin, ethnic background, citizenship, sex, gender, age, religion, disability, pregnancy status, sexual orientation, gender identity, veteran status, or other status protected by law ("Protected Status"). The School further prohibits any unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward an Associate, grantee, contractor, consultant, vendor, visitor or guest because of his or her Protected Status. See School Board Policies 1300, 1310, 4110, 4810, and the Personnel Handbook.

Political Activity and Contributions:

As a condition of our tax exempt status, laws and regulations prohibit the School from attempting to influence the outcome of any election for office. The School may not participate in, or intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office or engage in any lobbying activities. In addition to potentially creating problems under the law, violating this prohibition can undermine credibility, objectivity, and political neutrality which can interfere with our ability to most effectively pursue our vision and mission. Associates may engage in political activity on a personal basis provided the activities do not interfere with their ability to carry out their School responsibilities or create confusion between individual activity and School activity. Furthermore, such personal political activity must not take a form that could be construed as the School intervening in a political campaign. The following guidelines will help Associates avoid prohibited activities:

- Before becoming involved with a political campaign or activity, discuss permissible actions with the General Counsel to avoid potential impact on the School.
- Do not use School resources, facilities, or equipment (even telephones, copy machines, e-mail, computers, and business cards) when working personally in the political process or contributing to campaigns.
- Make clear that you are acting in an individual capacity and not on behalf of the School.
- Do not allow a campaign to list or use affiliations with the School in campaign materials, except as is required to be reported by law.

The School can discuss policy issues, provide general education on issues of public interest, and undertake other educational and advocacy activities, which we regularly do. However, when these activities relate to issues relevant to an election during an election season, they require careful wording and approval by the School's legal counsel.

Safety, Health and Environment:

The School is committed to providing a safe and healthy workplace for its Board Members, Associates, those who regularly work at our facilities, and our guests and visitors. The School encourages such people to be respectful of the environment and to try to minimize the effects of operations on the environment. We can only meet these commitments with the active cooperation of all Board Members, Associates, representatives, those who work at our

facilities, and guests and visitors which is why everyone has a responsibility to abide by safe operating procedures, guard their own health and respect the health of others, and use recycling systems.

IV. Resources, Reporting, and Managing Implementation

Adoption of and adherence to the Code are essential for its relevance and role in promoting the School's culture. To facilitate these objectives, the School Board has ensured that resources are available for asking questions and raising concerns, reporting actual or suspected violations, and managing the Code's ongoing implementation.

A. Compliance Resources:

When questions or concerns arise, an Associate or other person should raise the matter with their supervisor or immediate contact person or the next level of management as needed to appropriately inform good, legal, and ethical judgment and decision making. Additional sources include the General Counsel or another attorney on the Legal Team, the Director of Human Resources (if your matter involves employment), or the Treasurer (if your matter involves finance or audit matters). If you do not believe that these channels of communication can/should be used, you may contact the Chief Executive Officer, the Chair or any member of the School's Finance or Governance Committees, or any member of the School's Board.

B. Reporting Violations:

Associates have a responsibility to report promptly any violation or potential violation of law or the Code that they know about or that they have a reasonable good faith reason to suspect has occurred, is occurring, or may occur. The School welcomes and encourages anyone with such knowledge to make a report. Reports should be made as soon as the person has enough information to reasonably believe that what they are reporting is true. As is discussed further below and in the Policy, the School has committed that it will not retaliate or tolerate retaliation against a person who raises a concern, reports a violation, or cooperates in an investigation.

The School Board has established a variety of alternatives for reporting and receiving reports, including to an external third party who can accommodate anonymity, in order to most broadly meet the purposes of the Code. Reports may be made to the following people:

- An immediate supervisor or department leaders;
- Any member of the School's administrative team, including the Chief Executive Officer;
- The School's Chief Compliance Officer;
- Any member of the Human Resources team or any lawyer on the Legal Team;
- The Chair of the Finance Committee or any members of the Finance Committee;
- The school's outside legal counsel familiar with how to handle and address such reports; or
- The School's official ethics hotline maintained by Ethics Point, a third party service provider, at(844)420-9062. This option best accommodates anonymity if desired.

All reports will be received and acted on in confidence to the extent possible given legal requirements and the need to gather facts, conduct an effective investigation, and take necessary corrective action. Those who report or are the subject of a report can expect that such reports will be handled fairly, timely, and consistently so that matters are resolved as quickly as possible. The School will not retaliate directly or indirectly against anyone who makes a reasonable good faith report or inquiry nor will the School tolerate such retaliation. The School also makes the same commitment to anyone who cooperates with an investigation of any such report or inquiry.

The School's Chief Compliance Officer may disclose ethics violations at his/her discretion to the Chair of the School's Governance Committee and/or the Chair of the School's Finance Committee.

C. Non-Retaliation

The School will not retaliate directly or indirectly against anyone who makes a reasonable good faith report or inquiry nor will the School tolerate such retaliation by others. The School further makes the same commitment to anyone who cooperates with an investigation of any such report or inquiry. This means that the School will not terminate, demote, victimize, discipline, or otherwise act to the detriment of any such person or the organization that employs them nor will the School tolerate such behavior by anyone else. The School reserves the right to take those actions it deems necessary to discipline anyone who engages in retaliatory behavior or who has otherwise violated the Code even though they report themselves or cooperate with the investigation.

Managing Implementation of the Code:

The School Board has entrusted responsibility for ongoing implementation of the Code and its underlying policies to the Chief Compliance Officer and also has established a Governance Committee. The Chief Compliance Officer and the Governance Committee have been delegated authority and responsibility to investigate reports of actual or potential violations, to ensure that appropriate resources are dedicated to such efforts and to implementing the Code, and to make decisions and recommendations and actions as appropriate. The Governance Committee makes regular reports to the School Board as appropriate. The School's Chief Compliance Officer may disclose ethics violations at his discretion to the Chair of the School's Governance Committee.

The Chief Compliance Officer and the Governance Committee may consult with and be assisted by School Board Members, members of School administration, Associates and representatives, contractors, consultants, vendors, grantees, guests/visitors, and others as they deem appropriate to properly handle reports and otherwise fulfill their duties and responsibilities.

Exceptions:

No Code or set of policies can cover or address every conceivable situation. In some instances, the Code will have gaps that informed good judgment must fill. In others, the Code may appear more restrictive than is warranted under the specific circumstances, in which case it is appropriate to have processes for considering exceptions.

Requests for exceptions shall be made to the Chief Executive Officer, but the Governance Committee will be responsible for gathering appropriate information, analyzing it, and making a decision about whether to permit the exception. The Governance Committee will report requests and its decisions to School Board and the Chief Executive Officer. The Chief Executive Officer will report the decision(s) to the person seeking the exception.

Adopted and or ratified 3/12/18

Policy 4150: Employment – Staff Monetary Compensation

The School recognizes that monetary compensation is an integral part of a performance culture that recognizes achievement. It is also one of several factors that contribute to attracting, retaining, motivating, and rewarding the talented staff members that make the School great and that contribute to student success academically and in other ways. These objectives are achieved best when monetary compensation is known with clarity and/or able to be determined with certainty in advance.

School personnel generally fall into four categories regarding compensation:

- 1) Instructional Staff, who are hired in two academic year increments (although either may terminate the arrangement early) and who are paid in equal installments on regular paydays over an eleven (11) month period from on or about August 1 through July 31 of each year;
- 2) Early Instructional Staff are Instructional Staff with less than three (3) years of independent classroom experience.
- 3) Administrative and Operational Staff, who are hired without specific terms and who are paid in equal installments on regular paydays during and through the calendar year; and
- 4) Trainees who are hired on a preliminary basis for a short-term, usually around sixty days.

Compensation for the first three categories consists of some or any of the following:

- i. Base Compensation;
- ii. Merit Compensation Increases over time;
- iii. Exceptional Merit Increases;
- iv. Executive Bonuses for designated employees only; and
- v. Supplemental Pay

Compensation for trainees consists of base compensation only as provided for in their engagement letter.

Base Compensation

For Instructional Staff (including Teaching Fellows), base compensation for the first academic year increment of each two year agreement shall be stated with certainty in the employment contract before the person begins providing services for the first academic year increment, generally by July 30. Base compensation for the second academic year increment shall be determined in accordance with the policies and procedures below and shall be ascertained and stated in writing before the person begins providing services for such second academic year increment, generally by July 30.

For Early Instructional Staff who surpass two years of independent classroom teaching experience during a contract period, their base compensation for the next academic year shall be an amount set by the Chief Executive Officer in writing in advance* of the second academic year increment, provided the person is not on a performance improvement plan during the final evaluation period.

For 12-month Administrative and Operational Staff, base compensation beginning with the staff member’s hiring shall be stated with certainty in the engagement letter before the person begins working at the School. Compensation for services for years beginning each subsequent July 1st shall be determined in accordance with the policies and procedures set forth below and shall be stated with specificity in writing before July 30 of each subsequent year (which is and will be before the person begins providing services for the subsequent year).

Merit Compensation Increases:

Compensation for the second academic year of a two-year contract for Instructional Staff or years beginning on or about the subsequent August 1st for Administrative Staff shall be determined by the following:

- A. Prior year’s compensation, plus
- B. A Merit Increase equal to the greater of a cost of living increase (as determined by the School) or one percent (1%) of the prior period’s compensation, but only if the staff member is not rated as “beginning” or on a performance improvement plan during the final evaluation period, plus
- C. An Exceptional Merit Increase per the schedule below based on ratings in the final performance evaluation of the year:

Rating	Exceptional Merit Increase
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Effective	3%
Highly Effective	5%

Executive Bonuses

The School’s Board may designate certain executive personnel as eligible to receive bonuses and compensation adjustments other than or in addition to those provided for above based on a written plan established by the Board in advance of the period for which services are rendered and subject to evaluation. Such plan shall state the amount of the bonus pool available, targets/objectives to be achieved, and other criteria, including for partial payout, if any.

Supplemental Pay/Staff Bonuses

Supplemental Pay and Bonuses do not get incorporated into Base Compensation for subsequent years and are not factored into the Merit Compensation Increases. Supplemental Pay may be paid over time or in a lump sum. Bonuses are one-time, lump sum payments.

There are two categories of Supplemental Pay for fulfilling responsibilities assumed in addition to the staff member’s regularly assigned responsibilities: (1) those that are characterized primarily by the scope of the duties (e.g., coaching, being a grade team leader, etc.) (“Scope Duties”), and (2) those that are characterized primarily by virtue of the time commitment necessary to fulfill them on an interim or short term basis (“Other Duties”).

Supplemental Pay--Scope Duties. Regarding Scope Duties, a Supplemental Scope Duties Schedule* shall be provided to all staff by August 30 for the coming academic year and shall specifically describe the responsibilities and corresponding amount to be paid for fulfilling the responsibilities. If the need arises during the year to expand the Schedule, the School will update and distribute the revised Schedule * before anyone assumes those responsibilities or as near as possible to when performance of those responsibilities begins.

Except as provided in the next sentence, compensation for supplemental Scope Duties shall be paid according to the timing provided for in the Schedule, or upon leaving employment, provided in all cases that the responsibilities have been satisfactorily completed prior to that time. If the responsibilities of Scope Duties last an entire academic year, compensation will be provided in the regular paychecks by the end of January and the end of June.

Supplemental Pay--Other Duties. Regarding Other Duties, the responsibilities, projected time commitments, and pay amounts that are commensurate with the additional responsibilities shall be described in writing* in advance or as near as reasonably possible to the assumption of those responsibilities. This may not be a schedule as with Scope Duties but may be responsibilities assigned to a discrete person for which document will be developed and maintained.

Except as provided in the next sentence, compensation for Other Duties shall be paid according to the timing provided for in the writing that documents the duties and compensation or upon leaving employment, provided that prior to leaving employment a reasonable, good faith estimate can be made as to the prorated amount of the responsibilities are satisfactorily fulfilled.

Staff Bonuses. All non-executive staff may be eligible to receive a Bonus(es) based on performance during the preceding year or other evaluation period established in advance. The standards to be met, the criteria for assessing performance against those standards, and bonus amounts or percentages of Base Compensation shall be approved by the Chief Executive Officer in writing and in advance of the applicable performance period.* The assessment shall also be documented and included in the staff person’s file. Standards might include such topics as student achievement that substantially surpasses expectations, teamwork beyond that which is otherwise expected in a high performing environment, assuming new responsibilities and excelling at fulfilling them along with pre-existing duties and responsibilities.

Requirement That Compensation Be Reasonable

In all instances, total compensation – the aggregate of all amounts paid to a staff member for work performed -- shall be reasonable as evaluated against market conditions and comparable, peer opportunities, and as informed by relevant ranges established for levels within the School.

*Such documentation shall be provided to the Governance Committee.

Adopted and or ratified 3/12/18

Policy 4300: Contractors, Vendors and Consultants

Prior to performing services at the School, all contractors, vendors and consultants engaged by the School that may have either supervised or unsupervised contact with a child must have a satisfactory criminal records check, fingerprint screening, and have a satisfactory check of the child abuse/neglect records maintained by the Missouri Family Care Safety Registry.

Adopted and or ratified 3/12/18

Policy 4810: Staff Welfare- Anti-Harassment

The School recognizes its obligations to ensure that personnel are not subjected to unlawful discrimination and/or harassment in any term or condition of employment on the basis of race, color, national origin, sex, gender, age, religion, disability, pregnancy status, sexual orientation, veteran status, or other status protected by law. It is the School's goal to ensure conduct never rises to the level of unlawful behavior. Accordingly, the School prohibits conduct that is inconsistent with the School's values and beliefs even though it may not violate the law.

It is the School's policy to prohibit any unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward an associate because of his or her race, color, sex, gender, religion, age, national origin, disability, pregnancy status, veteran status, sexual orientation or any other protected status. The prohibition applies to all individuals who work for or with the School, including supervisors, personnel (whether employed, contracted, or volunteered), directors, officers, program participants, contractors, vendors, and/or suppliers.

Some examples of prohibited conduct include but are not limited to:

Offensive, sexist, off-color or sexual remarks, jokes, slurs or propositions or comments that disparage a person or group on the basis of race, color, age(40 and over), sex, pregnancy, gender, creed, disability, religion, national origin, ethnic background, military service or citizenship.

Derogatory or suggestive posters, cartoons, photographs, calendars, graffiti, drawings, other materials, or gestures. Inappropriate touching, hitting, pushing or other aggressive physical contact or threats to take such action.

Unsolicited sexual advances, requests, or demands, explicit or implicit, for sexual favors.

Any associate who has a question, concern, or complaint of discrimination or harassment based on race, color, sex, gender, religion, age, national origin, disability, pregnancy status, veteran status, sexual orientation, or other protected status is encouraged to bring the matter to the immediate attention of his or her supervisor, a member of management, a Board member, the corporate Secretary, or outside counsel. Any supervisor or member of management who becomes aware of potential violations of this policy is required to contact the Board Chair or the Secretary immediately.

The School prohibits retaliation against anyone for reporting discrimination or harassment, assisting in making a discrimination or harassment complaint or cooperating in a discrimination or harassment investigation. Any person who believes he/she has experienced or witnessed retaliation should immediately notify his/her supervisor, a member of management, a Board member, or the corporate Secretary.

All reports of inappropriate conduct will be promptly and thoroughly investigated, and the School will act to ensure that any improper conduct ceases immediately and corrective action is taken to prevent a recurrence. Any person, whether supervisory, non-supervisory, or member of management, who violates this policy will be subject to the full range of corrective action, up to and including termination of employment or engagement. The School will inform the complaining person of the resolution of the complaint as appropriate.

All complaints will be treated confidentially to the extent practicable for an effective resolution. No individual will suffer adverse employment consequences as a result of making a good faith complaint or taking part in the investigation of a complaint. An individual who knowingly alleges a false claim against another will be subject to the full range of corrective action, up to and including termination.

Corrective Action

The School administers a fair and consistent corrective action for unsatisfactory conduct at it. It is important that all associates are treated fairly and that corrective actions are prompt, consistent, and impartial. The major purpose of a corrective action is to correct a problem, prevent it from happening again, and prepare the associate for satisfactory performance in the future. In that regard and although employment is based on mutual consent and both associates and the School have the right to terminate employment at will, with or without cause or advance notice, the School may use progressive corrective action at its discretion.

Corrective action may include any of the following: 1) verbal warning, 2) written warning, 3) suspension with or without pay, or 4) termination of employment. When deciding which step to take, we will look at the severity of the offense and what action will place a stop to it, the existence of prior performance concerns, and knowledge of the School's policies among other things.

Disability Accommodations

The School is committed to complying fully with the Americans with Disabilities Act (ADA). We are also committed to ensuring equal opportunity in employment for qualified persons with disabilities. We will not discriminate against any qualified associate or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability or a person's diseases such as AIDS or AIDS-related virus, Sickle-Cell Trait, cancer, heart disease, or other life threatening illnesses or diseases.

Reasonable accommodation is available to a qualified associate or applicant with a disability when the disability affects the performance of job functions or the ability to complete the application process. Associates who believe they require a reasonable accommodation should discuss the accommodation with their supervisor or contact the Director of Human Resources.

The School is also committed to not discriminating against any qualified associate or applicant because the person is related to or associated with a person with a disability. The School will follow any state or local law that gives more protection to a person with a disability than the ADA gives. The School is committed to taking all other actions that are necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and any other applicable federal, state, and local laws.

Adopted and or ratified 3/12/18

Policy 4840: Staff Welfare - Conflict of Interest

Schools and other tax exempt organizations have a significant responsibility to earn and to maintain the public trust. Board and committee members and employees of the School have an obligation to ensure that transactions entered into by the School are legal, credible and fair and that protocol is in place so that they are perceived to be legal, credible and fair.

No written policy or guide can cover every situation; therefore, responsibility for integrity and fairness must be fulfilled through individual compliance with the spirit as well as the letter of the law governing nonprofit organizations, including applicable state and federal laws such as IRC § 4958, and by careful and thoughtful adherence to ethical behavior that often goes beyond legal requirements.

This makes it essential to develop and follow practices that identify, disclose and effectively address conflicts of interest, whether actual or perceived, and selfdealing in financial, investment, business and program relationships. Such practices should ensure fairness and the appearance of fairness in all of our dealings. Board and committee members and employees are expected to act with loyalty to and due care for the School interests consistent with their respective fiduciary responsibilities.

This Policy Statement should be viewed as presenting guiding principles, which should inform but not prescribe good judgment. The objective of each person subject to this Policy must be honesty, fairness and integrity in all aspects of business and personal conduct, with full disclosure – erring on the side of openness – in any situations that are, may become, or may be perceived as being conflicts of interest.

A conflict of interest exists when:

- An employee, contractor or manger takes part in a decision of the School in which she/he may reasonably be perceived as unable to remain impartial or objective in choosing between the interests of the School and service for personal benefit or gain, or the gain of a family member.
- A person has a role on both sides of a transaction with the School, and the person has a financial interest in or has the potential for financial gain or to be perceived as having such potential.
- An employee, contractor or manager uses, or permits others to use, for personal benefit or gain confidential information obtained in the course of serving the School.

In addition, a conflict of interest will be deemed to exist with regard to any transaction involving former employees or managers of the School or other persons who have been in a position to exercise substantial influence over the School at any time during the five (5) years immediately preceding consideration of the proposed transaction.

Notwithstanding any other provision of this Policy, a conflict of interest shall not be deemed to arise solely because of any person's association with a party to arrangements involving grants, gifts, and charitable contributions to the School or agreements to donate services or tangible or intangible goods or property to the School, provided that in any such instance the School has not given any materially valuable benefit or compensation to the other party or parties with whom such person is associated and there is no expectation of such benefit. Even in such circumstances, however, the person who would have a conflict but for this paragraph shall timely disclose the relevant relationship and such disclosure shall be documented. This paragraph does not excuse a conflict of interest grounded on the person having a financial interest in the underlying transaction or arrangement.

Situations in which there is a clear and obvious conflict of interest are relatively easy to identify. The possibility of a potential conflict or the appearance of a conflict of interest can be more difficult to recognize. Because the existence of close friendships and business associations could impair – or be perceived to impair – objective assessment, such relationships should always be disclosed to the Board. Disclosure of such relationships, no matter how remote, can alleviate misunderstandings that might arise later.

There are circumstances in which an actual or perceived conflict of interest might be present but the transaction could be permissible legally--and may even be advisable--despite the conflict or its appearance. When these and other analogous situations arise, the procedures and safeguards provided below must be observed.

Employees, contractors and managers should not derive any personal, material advantages from their connections with the School. They should use the School's property only for official purposes and may make no personal use of the School's programs or services in a manner that is not available on a comparable basis to a member of the general public. In connection with their duties at the School, employees, contractors, managers and others in close

relationship to them must not accept gifts, favors, or loans. Promotional gifts or meals with a value of less than \$25 are acceptable.

Information about the School that an employee may acquire in the course of his/her duties, and which is not generally known or available to the public, must be treated as confidential and proprietary. Such information should not be used for personal or professional advantage or for purposes detrimental to the School. No person associated with the School may use or allow others to use confidential information acquired through his/her relationship with the School for purposes other than in furtherance of their responsibilities to the School.

Procedure

- 1) Employees should annually complete a disclosure form distributed and collected by the Secretary of the Board through which such persons identify immediate family members (including their spouse, children, grandchildren, great grandchildren, parents, grandparents and their respective spouse) with whom and organizations with which the School has or may have or undertake transactions or arrangements. The form, a copy of which is attached, requires that such persons list all organizations, regardless of governance structure:
 - a. in which the person or a member of his or her immediate family serves in a fiduciary, policy-making, or managerial capacity;
 - b. in which he/she or his/her immediate family directly or indirectly owns a total of at least thirty five percent (35%) of the voting power, profits interest, or beneficial interest or in which such person or persons have a controlling or material financial interest; and
 - c. from which he/she or an immediate family member receives compensation as direct or indirect remuneration for services rendered or substantial gifts or favors.

Such persons must update this information during the year by informing the Secretary of any new relationships that develop.

The Secretary shall distribute information to all Board members and the Chief Executive Officer about the organizations identified by each employee.

Before determining if the School may enter the contemplated transaction, more information may be required to ensure that all material facts are known about the underlying transaction, market pricing, and competing providers. Decisionmakers should also assess the extent to which additional due diligence is necessary; a more advantageous transaction may be reasonably attainable from the proposed provider or a competitor, or whether independent expertise should be retained to assess the reasonableness of the transaction.

- 2) The person with the actual or perceived conflict should not be involved in the analysis, discussion or decision-making process. Exceptions may be made when such person has a relevant and unique experience or perspective and the Chair of the Board asks such person for his or her information.
- 3) In order not to inhibit discussion, in most instances, the person with the actual or perceived conflict should leave the area in which the discussion is occurring.
- 4) Except as otherwise provided, employees should not be in a position to make or influence decisions when they have an actual or perceived conflict of interest.
- 5) Except as otherwise provided, only the full Board may approve or authorize action if there is an actual or perceived conflict of interest involving the Chief Executive Officer or School Leader, in all cases ensuring that the transaction is in the School's best interests, for its own benefit, and is fair and reasonable. The Chief Executive Officer is authorized to permit exceptions to this policy and permit a transaction that would otherwise constitute a conflict of interest, but such exception approvals must be made in the School's best interests, for its own benefit, and after verifying that the transaction is fair and reasonable.
- 6) Each of the above steps should be recorded in minutes or other record of a meeting at which discussion occurs of a transaction that includes a conflict of interest.
- 7) The Chair and Chief Executive Officer shall ensure that new Board and committee members and employees receive orientation that sufficiently apprises them of the details of this Policy and applicable Procedures and that all employees annually acknowledge that they have read and understood and agree to comply with the Policy and its Procedures.

- 8) Any employee who knowingly and intentionally fails to abide by the terms of this Policy or its Procedures shall be subject to discipline up to and including removal or termination.

Adopted and or ratified (8/10/2011)

Kansas City Girls Preparatory Academy Team Member Conflict of Interest Disclosure Statement

3) I have received and read, understand and agree to abide by Kansas City Girls Preparatory Academy's Team Member Conflict of Interest Policy.

4) Please check one.

C. ___ To the best of my knowledge, no circumstances exist involving me, or a member of my family, that are or may be perceived as a conflict of interest within the meaning of the Policy and neither I, nor a member of my family, are affiliated with an organization with which Kansas City Girls Preparatory Academy does or is likely to do business.

or

D. To the best of my knowledge, there do exist circumstances involving me, or a member of my family, that are or may be perceived as a conflict or potential conflict of interest within the meaning of the Policy, including the affiliations such as relationships with grantees or potential grantees, contractors, or others with whom Kansas City Girls Preparatory Academy does or is likely to do business.

Organization Name	Person with Conflict	Relationship to Team Member	Nature of Affiliation

Team member Name

Signature

Date

Supervisor's Signature

Date

Revised and adopted (6/11/2014)

Policy 6110: Curriculum Services- Curriculum Development

The Board recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board directs the Chief Executive Officer to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels.

Adopted and or ratified 3/12/18

Policy 6111: Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Outstanding Schools Act of 1993 including the Show-Me-Standards: Section 160.514, R.S.Mo. and Code of State Regulations, 5 CSR 50-375.100. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the School shall at a minimum satisfy progress standards established by the State of Missouri regarding what students should know and be able to do by the time they graduate from high school.

Adopted and or ratified 3/12/18

Policy 6112: Curriculum Research

The Board directs that all curriculum developed and/or adopted by the School shall be based on sound research relative to how students best learn, or on innovative practices with strong indications of success. Resources to be consulted include, but are not limited to, local or area universities, State Department of Elementary and Secondary Education services, Association for Supervision of Curriculum Development, high-performing charter schools and charter school networks, and similar national, state and/or local curriculum organizations. Every effort should be made to insure that School curriculum is current and based on sound educational research findings.

Adopted and or ratified 3/12/18

Policy 6113: Curriculum Services- Curriculum Design

The design of School curriculum shall take into account curriculum frameworks offered by the State Department of Elementary and Secondary Education which are intended to provide assistance in aligning local curriculum with the Show-MeStandards.

Adopted and or ratified 3/12/18

Policy 6114: Curriculum Services- Curriculum Adoption

The Board entrusts the development and implementation of the School's curriculum to the Chief Executive Officer. The Board may request to review the school's curriculum and notify the Chief Executive Officer of its intent to vote on approval of the School's curriculum at any time between the last day of school and the last regularly scheduled board meeting prior to the start of the subsequent school year.

Adopted and or ratified 3/12/18

Policy 6115: Curriculum Services- State Mandated Curriculum: American History

As provided by state law, the School's curriculum will include American History components.

American History courses at all levels will include instruction in the details and events of the racial equality movement that have resulted in major changes in the laws and attitudes of the United States and of Missouri. Instruction will be sequenced in the proper time line.

Adopted and or ratified 3/12/18

Policy 6140: Curriculum Services- Services for Students with Disabilities

It is the policy of the School to develop an individualized educational plan (IEP) for each public school student with a qualifying disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and/or an accommodation plan, if necessary, for students who are qualified pursuant to Section 504 of the Rehabilitation Act.

The School will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, R.S.Mo., 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 Chief Executive Officer, Director of Special Education, 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.

Adopted and or ratified 3/12/18

Policy 6150: Curriculum Services- Curriculum for At-Risk Students

The Board directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, 5th grade through 12th grade, to address the special needs of students at risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education strategies, among others, as resources for curriculum development for students at risk.

Adopted and or ratified 3/12/18

Policy 6210: Instruction- Instructional Time

The primary focus of the School's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical instruction time.

The School welcomes the opportunity to have parents/guardians visit the School. All appointments with school personnel must be made through the Front Office at least 24 hours prior to the proposed visitation time. Upon entering the building, all visitors **must** report to the Front Office, sign in, and wear the provided visitor pass while in the building. When a parent/guardian needs to conference with a teacher or counselor, an appointment should be made no less than 24 hours in advance.

Groups of visitors wishing to visit the school or facilities shall notify the Chief Executive Officer as far in advance as possible to arrange and schedule a visit (not less than 48 hours in advance). All persons (non-parents/guardians) who do not obtain prior permission from the Chief Executive Officer to visit the school will not be permitted to enter the school.

The School will not tolerate any person whose presence disturbs classes or school activities or hinders the instructional process. Visitors to school property may not possess weapons, including concealed weapons, on school property, on school transportation, or at any school function or activity sponsored or sanctioned by the school unless the visitor is an authorized law enforcement official or is otherwise authorized by school policy.

All private or unauthorized vehicles need to follow the posted restrictions regarding one-way signs, parking, bus lanes, loading and unloading zones, etc. Vehicles are not to block other vehicles, and drivers should use only designated areas and routes for dropping off and/or picking up students at school.

The School reserves the right to deny school tours or school visits based on the best interests of students.

Adopted and or ratified 3/12/18

Policy 6230: Instruction- Textbook Selection and Adoption

The Chief Executive Officer will make all decisions regarding use and adoption of specific texts and textbooks.

Adopted and or ratified 3/12/18

Regulation 6231: Instruction- Textbook Usage - Students

At the beginning of each term, or semester as applicable, students are to be informed by the School of the school 's expectations of responsibility for school property and the need for care and return of books.

Parents/guardians are to be informed of the penalties for lost or damaged textbooks. No student is to be penalized if a book is lost because of factors beyond his/her control.

Adopted and or ratified 3/12/18

Policy 6231: Instruction- Textbook Usage - Students

Textbooks and materials on which assignments are based are to be available to each student. Under the guidance of the teacher and the rules for a particular class, a textbook or classroom resource should be available for the student to take home overnight or over a weekend so that the student may prepare homework assignments.

Textbooks, materials, and library books are to be treated with respect by the students, used wisely, cared for, and returned in good condition when the assignment or course is concluded. The student to whom a textbook or library book is issued will be held responsible for its return in good condition. A reasonable system of fines, penalties, or methods of repayment for a fair value of the book is to be developed. No student is to be penalized if the book is lost because of factors beyond his/her control.

Adopted and or ratified 3/12/18

Policy 6240: Instruction- Instructional Materials

The Chief Executive Officer or his/her designee shall formulate administrative regulations as necessary to be presented to teachers and educational staff relative to the purchase and appropriateness of instructional materials. Guidelines relative to guest lecturers or presentations shall be included.

Adopted and or ratified 3/12/18

Policy 6241: Challenged Materials

It is the policy of the Board to require that books and other instructional materials shall be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials shall not be excluded on the basis of the writer's racial, nationalistic, political or religious views. Every effort will be made to provide materials that present all points of view concerning international, national and local problems and issues of our times. Books, or other instructional or media materials of sound factual authority, shall not be prescribed, nor removed from library shelves or classrooms on the basis of partisan or doctrinal approval or disapproval. The School will strive to provide stimulating, effective materials that will be appropriate to the community's values and the students' abilities and maturity levels.

Instructional or media materials used in the School's educational program consist of various types of print and non-print materials. Despite the care taken to select those materials deemed to be educationally useful, occasional objections to the selection of instructional materials may be made by the public. However, the principles of academic freedom and the freedom to read must be defended, rather than the materials.

If a challenge is made, it should be properly channeled through guidelines and procedures established by the Board and outlined in the School's Student and Family Handbook.

On occasion, honest differences of opinion may arise about books or materials used in the public schools. In order to handle questions that might arise in an impartial and orderly manner, the following procedures shall be followed:

All complaints regarding academic programming or material shall be reported immediately to the Chief Executive Officer, whether these come by telephone, letter, or personal conference.

The person making the complaint shall provide his/her name, address, and phone number. The complainant will submit in writing the nature of the complaint, the specific materials or issue in question, and the requested resolution for the complaint.

This written statement must be completed and returned by the person making the complaint.

The Chief Executive Officer shall, within fifteen (15) days of receipt of the written request, consult with the School Leader and any other administrative or instructional personnel deemed appropriate

The Chief Executive Officer, and any other chosen staff shall meet, review the written request for reconsideration, read the questioned materials, evaluate, and prepare a written report of findings and recommendations.

The Chief Executive Officer may recommend that the questioned materials be:

Retained without restriction;

Retained with restriction; or

Not retained.

The Chief Executive Officer shall, at the next appointed meeting of the Board, report the complaint, review, and recommendations to the Board. The decision of the Board will be final.

The decision of the Board shall be reported to the Chief Executive Officer immediately following the Board decision, and to the complainant and to other appropriate professional personnel within three business days. The Chief Executive Officer shall see that the decision of the Board is carried out.

Adopted and or ratified 3/12/18

Policy 6242: Instruction- Religious or Controversial Issues

Religious education is the responsibility of the home and church. The espousal by any teacher or staff member of any particular religious denomination or faith is strictly forbidden; however, teachers may teach about religion with information being presented at an appropriate maturity level for students.

No partisan political views may be espoused by any teacher or staff member; however, teachers may teach about political parties and politics as related to the governmental systems of the nation or world.

Adopted and or ratified 3/12/18

Policy 6243: Instruction- Copyrighted Materials

It is the intent of the Board to delineate, enforce, and abide by the provisions of current copyright laws and regulations as they affect the School and its employees. The School will not purchase any videos, computer software, audio tapes, publications or other materials that have been illegally copied or reproduced.

Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets "fair use" standards, or unless written permission from the copyright holder has been received.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the School's copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.

Any materials produced by an employee (or employees) during the time he/she is paid for production of said materials shall be owned by the School, and any civil rights of authorship are forfeited with payment by the School for production of materials.

Adopted and or ratified 3/12/18

Policy 6250: Instruction for Students with Disabilities

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

The School will provide special education and/or other services, including transportation, 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, R.S.Mo., and Missouri's State Plan for Part B of the IDEA.

To obtain a copy of the School's IDEA procedural safeguards, including appeal procedures, please contact the Director of Special Education at 816-268-5660.

When providing print materials to students with visual impairments, the School will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely fashion via high quality accessible materials.

The Chief Executive Officer may implement regulations to ensure the orderly and fair administration of this policy.

Adopted and or ratified 3/12/18

Regulation 6250: Instruction for Students with Disabilities

The School will adhere to the Individuals with Disabilities Education Act, its implementing regulations, and the Missouri State Plan for Special Education. The School will observe the following guidelines in providing special education and related services to identified students with disabilities.

Transition Services

Beginning not later than the first IEP to be in effect when the child is sixteen (16), and updated annually thereafter, the School will implement appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

In addition, beginning not later than one year before the student reaches age eighteen (18), the School will provide to parent(s) of qualified disabled students under the IDEA a statement that the child has been informed of his or her rights under Part B of IDEA and that those rights will transfer to the student upon reaching the age of majority.

Extended School Year (ESY)

The IEP team will determine on an annual basis whether the student requires extended school year (ESY) services. If appropriate, the notice of the IEP meeting will include that the team will consider ESY services.

In determining whether the student requires ESY services, the IEP team may consider, among other factors, whether the student will suffer regression to such a marked degree that the student's skills may not be recouped in a reasonable time at the inception of the subsequent school year, the degree of impairment, the ability of the student's parents/guardians to provide educational structure at home, the student's rate of progress, the student's behavioral and physical problems, the availability of alternative resources, the ability of the student to interact with students without disabilities, the areas of the student's curriculum that need continuous attention, or the student's vocational needs.

If an IEP team determines that a student requires ESY, decisions regarding the type of special education and related services and their frequency, intensity and duration shall also be determined on an individualized basis and by the student's IEP team.

The IEP will reflect that the IEP team considered ESY services. If the IEP team determines that ESY services are required, the team will be responsible for preparing an appropriate ESY IEP or determining that the regular school year IEP will be implemented.

The School will not provide special education and related services on the site of any religious school. Pursuant to the Missouri constitutional prohibition against the expenditure of taxpayer funds to support parochial schools, the School will not provide transportation to a religious school from the student's home or from the public school to the religious school.

Due process rights for students with disabilities voluntarily enrolled in private schools pursuant to an IEP and their parents are limited. Only issues related to child find, including evaluations of the needs of the student, can be raised in a due process complaint. There is no due process right to challenge the services that a student receives from the private school in which the student is enrolled pursuant to his/her IEP. The School is responsible for child find and the provision of services for disabled students attending private schools chosen under the IEP, but NOT for resident students whose parents choose to enroll the student in a private school other than the one selected by the School under the IEP.

Adopted and or ratified 3/12/18

Policy 6255: Instruction- Independent Educational Evaluation Policy for Disabled Students under the IDEA

The parent or legal guardian of a student with a disability pursuant to the Individuals with Disabilities Education Act ("IDEA") or of a student suspected of having an IDEA disability has the right to obtain an independent evaluation subject to the provisions of this policy. The parent or legal guardian has the right to an independent educational evaluation at public expense if they disagree with an evaluation or any component of an evaluation obtained or conducted by the School. The parent or legal guardian may request one independent educational evaluation in response to each evaluation completed by the School. If the parent request for an independent evaluation comes one year or more from the date of the completion of the School's evaluation, the School may seek to complete a reevaluation prior to paying for an independent educational evaluation.

Definitions:

An independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the School. An independent educational evaluation must meet the educational evaluation criteria used by the School when it initiates an evaluation to the extent those criteria are consistent with the parent's right to an IEE.

Public expense means that the School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The School may, therefore, use whatever State, local, Federal or private sources of financial support are available to pay for the costs of an independent educational evaluation.

A parent is not required to notify the School prior to obtaining an IEE. However, if the parent or legal guardian requests an independent evaluation at public expense, the School will request that the parent provide a reason why he or she objects to the School's evaluation. In making that request, the School may not unreasonably delay either providing the requested independent educational evaluation at public expense or initiating a due process hearing to defend the School's evaluation.

If a parent requests an independent educational evaluation at public expense, the School will, without unnecessary delay:

Provide the parent or legal guardian with a copy of this policy and the School's IEE procedures; and

Provide the parent with information about where an IEE may be obtained within the parameters of this policy and the School's procedures; and

(a) ensure that an independent educational evaluation is provided at public expense; or (b) initiate a due process hearing to show that the School's evaluation is appropriate or that the IEE obtained by the parent did not meet School criteria.

If the School initiates a hearing and the final decision supports the appropriateness of the School's evaluation, the parent still has the right to an independent educational evaluation, but not at public expense.

If a parent or legal guardian obtains an IEE at private expense and presents that IEE to the School, the results of that evaluation must be considered by the School in any decision regarding the provision of a free appropriate public education to the student. In addition, any IEE obtained by the parents at private expense may be presented as evidence at a due process hearing regarding that student.

Adopted and or ratified 3/12/18

Regulation 6255: Instruction Independent Educational Evaluation Procedures for Students with Disabilities Under the IDEA

I. PARENT REQUEST FOR INDEPENDENT EVALUATION

The parent or legal guardian of the disabled student must present his or her request for an independent educational evaluation in writing to the School's Director of Special Education. If any other School staff member receives a written request for an IEE, such request must be immediately forwarded to the School's Director of Special Education.

When the parent or legal guardian of a student with a disability under the IDEA requests an independent educational evaluation, the Director of Special Education shall, within 10 business days, provide the parent or legal guardian a copy of this policy and procedure as well as information about where an independent educational evaluation may be obtained and the School's criteria for such evaluations.

When the School receives a request from the parent or legal guardian for an independent educational evaluation, the School will, without unreasonable delay and within 15 business days from the receipt of the request inform the parent or legal guardian that (1) the School will pay for the requested evaluation subject to the requirements of this policy; or (2) will initiate due process to defend the School's evaluation.

Before making the decision indicated in paragraph 3 above, the Director of Special Education may ask the parent or legal guardian for the reason or reasons why he or she objects to or disagrees with the School's evaluation or any component of that evaluation. However, the parent or legal guardian is not required to provide that reason and the School will not use the request or a lack of parental response to such a request to unreasonably delay its decision regarding whether to provide the requested independent educational evaluation at public expense or to initiate due process to defend the School's evaluation.

If the School's decision is to pay for the independent educational evaluation, the Director of Special Education will offer the parent or legal guardian the opportunity to convene the student's multidisciplinary team to develop an evaluation plan to address the areas to be evaluated and the independent evaluators who will assess the student. That plan will comply with the School's criteria for evaluator qualifications, geographic location and costs limitations as specified below in this procedure. Upon written parental consent for the independent evaluation, the School will arrange for completion of the evaluation.

Independent evaluators must agree to release the results of their independent evaluations to the School prior to receipt of payment for services. The results of any IEE will be considered by the student's multidisciplinary or IEP team with respect to any decisions involving the provision of a free appropriate public education to the student, as long as the IEE meets the criteria set forth in this procedure.

The parent or legal guardian may also proceed to arrange for completion of the independent educational evaluation without the multidisciplinary team meeting as described in Paragraph 5 above. However, the parent or legal guardian will then be responsible for ensuring that the independent educational evaluation, as completed, complies with the requirements of this procedure. Otherwise the School will not be obligated to pay for the cost of the IEE.

II. PARENT REQUESTS PAYMENT FOR COMPLETED INDEPENDENT EVALUATIONS

The parent/legal guardian of a student with a disability under the IDEA may obtain an independent evaluation without notification to the School and then request payment for that evaluation.

If the parent is requesting payment for an IEE already completed, the parent must notify the School's Director of Special Education, in writing, that they are requesting such payment. Upon receipt of that request, the School will provide the parent with a copy of the School's policy and procedures relating to IEEs, and the School may request that the IEE be provided to the School directly from the Agency or individual that completed it, along with an invoice for the amount due.

Within 15 business days of the receipt of the request, the School will notify the parent as to whether the School will initiate due process to establish the appropriateness of its own evaluation or pay for the cost of the IEE.

If the School decides to pay for the cost of the IEE, the School criteria for the geographic locations of the evaluator(s), the minimum qualifications of evaluator(s), the costs of the evaluation, and the use of approved assessment instruments as indicated in this procedure must be met. If the cost of the IEE exceeds the School's cost limitations, the School will inform the parent that the School will pay that portion of the cost that is within the School's limitations, if the School determines that an appropriate IEE could have been obtained within the cost limitations.

If the School initiates a due process hearing pursuant to paragraph 3 above and the final decision of the due process panel is that the School's evaluation is appropriate, the parent or legal guardian still has the right to an independent educational evaluation, but the School will not be required to pay for that evaluation.

If the parent or legal guardian obtains an independent evaluation at private expense, the results of that evaluation must be considered by the School, if that privately funded independent evaluation meets the School's criteria for evaluations, with respect to any decisions regarding the provision of a free appropriate public education to the child.

III. LOCAL LIMITATIONS FOR EVALUATIONS

Approved evaluators must be located within 45 miles of the School's Administrative Offices. Evaluators outside of this area will be approved only on an exception basis and the parent or legal guardian can demonstrate the necessity of using personnel outside the approved geographic area.

IV. COST LIMITATIONS FOR EVALUATIONS

The total cost of a multidisciplinary independent evaluation will be limited to a total cost of \$1,200. Single evaluations will be limited to the cost schedule listed below. These same cost limitations apply to the School when it conducts an evaluation. The maximum charges have been established to allow the School and parents to choose from among qualified professionals in the area and is intended to result only in the elimination of excessive fees. Costs above this amount will not be approved unless the parent or legal guardian can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services within the designated geographic area or that the student's unique circumstance justify an evaluation that exceeds the allowable cost criteria. When Medicaid or other public insurance will cover all or part of the costs of the independent educational evaluation, the School will assume payment only for the portion of the costs not covered by public insurance, provided that the use of that public insurance would not decrease any insurance benefit or otherwise negatively impact the child's or family's insurance coverage. If the child is covered by private insurance, the School may request parental consent to access that private insurance coverage.

V. MINIMUM QUALIFICATIONS FOR EVALUATORS

Evaluators with credentials other than those listed below will not be approved unless the parent or legal guardian can demonstrate the appropriateness of using individuals with other qualifications.

<u>Type of Assessment</u>	<u>Qualifications</u>
Academic Achievement	Certified Special Education Teacher, Director of Special Education School Psychological Examiner, School Psychologist, Licensed Psychologist, or Certified Regular Education Teacher
Adaptive Behavior	Director of Special Education Licensed Psychologist, Certified Special Education Teacher, School Psychological Examiner, or School Psychologist

Assistive Technology	Certified or Licensed Speech/Language Pathologist, Certified or Licensed Occupational Therapist, Certified Special Education Teacher (Master's Degree), or Director of Special Education
Audiological	Licensed or Certified Audiologist
Central Auditory Processing	Licensed or Certified Audiologist
Cognition	Licensed Psychologist Certified School Psychological Examiner, School Psychologist
Health	Licensed Physician
Motor	Licensed Physical Therapist or Occupational Therapist, or Certified Teacher of the Physically Impaired, or Adaptive Physical Education Specialist
Orientation/Mobility or Residual Vision or Functional Vision	Certified Teacher of the Visually Impaired
Social/Emotional/ Behavioral	Certified Special Education Director, School Psychological Examiner, School Psychologist, Licensed Social Worker, Licensed Psychiatrist or Psychologist
Speech/Language	Certified or Licensed Speech/Language Pathologist
Transition	Certified Special Education Director (Master's Degree)
Vision	Licensed Ophthalmologist or Optometrist
Visual Perceptual or Visual Motor	Licensed Ophthalmologist or Optometrist, Licensed Occupational Therapist, Certified Special Education Teacher, School Psychologist Examiner, or School Psychologist

VI. COST LIMITATIONS FOR EVALUATORS

A comprehensive, independent evaluation will be limited to a total cost of \$1,200. Unless an exception is granted by the Chief Executive Officer for good cause shown, single disciplinary evaluations will be limited to a maximum cost of \$300 each for qualified evaluators for any of the following areas:

Academic Achievement
Adaptive Behavior
Assistive Technology
Auditory Acuity
Auditory Perception (CAP)
Cognitive
Health
Neurological
Motor
Sensory-Motor Integration
Speech/Language
Social/Emotional/Behavioral
Vision
Functional Vision
Transition

Adopted and or ratified 3/12/18

Policy 6260: Instruction- Educational Surrogate

The Board directs the Administration to determine whether a disabled student is in need of a surrogate parent within thirty (30) days of the date of notification that the student is enrolled in the School. The Administration is directed to notify the Division of Special Education at the Missouri Department of Elementary and Secondary Education in writing within ten (10) days of the determination that such need exists.

Adopted and or ratified 3/12/18

Policy 6270: Instruction for At-Risk Students

The School shall meet all federal and state requirements for identifying and providing services to educationally at-risk students.

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.

The School's academic program is targeted at students often designated by State or Federal policy as "at-risk" of academic failure. All students in the school are given necessary support and intervention services such as language arts and/or mathematics instruction, reports to parents/guardians, and curriculum modifications to accommodate any special needs or deficits.

Adopted and or ratified 3/12/18

Policy 6273: Instruction for Homeless Students

The Board is committed to providing access to educational opportunities to eligible homeless students. Services will be provided consistent with federal law and with Missouri's state plan for the education of homeless children.

Enrollment/Placement

If a child identified as homeless requests admission to the School, the School will consider the best interest of the child, with parent/guardian involvement, in determining whether the child should be enrolled in the School or, if applicable, transported back to the school of origin. To the extent feasible, and in accordance with the student's best interest, the student should continue his or her education in the school of origin. If the student is unaccompanied by a parent or guardian, the homeless coordinator shall consider the views of the student in deciding where he or she will be educated. The choice regarding placement shall be made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere.

Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived at the discretion of the Chief Executive Officer if allowed by law. The student shall be enrolled even if he/she is unable to produce records required for enrollment, such as previous academic records, immunization records, proof of residency or other documentation. If the School is unable to determine the grade level of the student because of missing or incomplete records, the School shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

Services

Each homeless child or youth shall be provided services comparable to services offered to other students in the School including, but not limited to, transportation services; educational services for which the child meets the eligibility criteria, such as educational programs for disadvantaged, disabled, and gifted and talented students, vocational programs, and school meals programs; before- and after-school care programs; and programs for students with limited English proficiency.

Once school officials have determined that an enrolling student is homeless, the school's homeless coordinator must assist the student in obtaining his/her education, immunization, medical, and other records. According to the Stewart B. McKinney Homeless Assistance Act, the student must be enrolled in the interim. 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 § 167.181.3, R.S.Mo.

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 the School to provide for the transportation of the student. This may be achieved through the transportation services of this School, the school of origin, or another outside agency.

Records

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, and evaluations 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 a homeless child or youth enters a new school. Copies of records shall be made available upon request to students or parents/guardians in accordance with the Family Education Rights and Privacy Act.

Coordinator

The Board has designated the Family and Community Engagement Coordinator to serve as the School's homeless coordinator to ensure compliance with the Stewart B. McKinney Homeless Assistance Act. According to the Act, 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 School shall inform school personnel, service providers and advocates working with homeless families of the duties of the School 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 School'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: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the Chief Executive Officer 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 Chief Executive Officer by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The Chief Executive Officer will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Chief Executive Officer 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 Chief Executive Officer 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 School purposes, the decision of the Board is final.

Level IV - If the complainant is dissatisfied with the action taken by the School, a written notice stating the reasons for 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/her findings within thirty (30) days to the School and the complainant. If the findings support the action taken by the School, such action will be confirmed. If the findings support the allegations of the complainant, the School 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.

Adopted and or ratified 3/12/18

Policy 6274: Instruction for Migrant Students

The School will develop appropriate means to identify migrant students and to develop a plan to meet the educational needs of these children. Migrant students will be provided the full range of education and related services provided to other students. (See also Policy and Regulation 2270 – Admission of Migrant Students.)

The educational plan may consist of the following:

Assess the educational ability of the student and determine an accurate grade placement, course assignments and any special education services that may be needed.

Identify any health and social needs and contact the appropriate public agencies for extended services.

Provide professional development activities for the teachers and support staff as related to migrant students.

Involve the parents in the educational program.

Adopted and or ratified 3/12/18

Policy 6275: Instruction for Homebound Students

Homebound instructional programs will be administratively considered for nondisabled students who for health reasons are likely to be absent for more than ten school days. Decisions with respect to homebound instruction for disabled students under Section 504 or the IDEA are made by the students' 504 or IEP team.

The School will consider placing nondisabled students on homebound on a case-by-case basis. The Chief Executive Officer is authorized to establish regulations for the efficient administration of this policy.

Adopted and or ratified 3/12/18

Policy 6276: Instruction via Virtual Courses (Best Educational Interest Determination)

A student or the student's parent/guardian must notify the School Leader or designee before the student may enroll in a district-sponsored virtual course or a Missouri Course Access Program (MOCAP) virtual course through the School.

The School Leader or designee will educate the student and the student's parents/guardians about how virtual instruction is provided and the key differences between virtual and in-person instruction. The School Leader or designee will discuss the virtual course options available to the student, determine which course or courses interest the student and how the course or courses will assist the student in meeting his or her academic and personal goals. The School Leader or designee will also inform the student and the student's parents/guardians of whether the course is available in a traditional setting, whether the student must complete any prerequisites prior to taking a particular course and whether the prerequisite courses are offered by the district virtually or traditionally.

The School Leader or designee, in consultation with the student's parents/guardians and other relevant staff, such as the School Counselor or the Director of Student Support, will determine whether there is good cause to refuse the student enrollment in the course. Students or parents/guardians who disagree with the School Leader's or designee's determination about a MOCAP course can appeal the decision to the Board of Director and the Department of Elementary and Secondary Education (DESE). For all other virtual courses, students or parents/guardians may appeal the decision to the CEO or designee, and the CEO or designee's decision will be final. In accordance with federal law, if a student receives special education services, the student's individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved by the School.

If district staff determine that it is not in the best educational interest of a student to take a virtual course, that decision will be documented in writing and provided to the student and the parents/guardians.

Best Educational Interest Considerations

District staff should minimally consider the following when deciding whether a virtual course is in the best educational interest of a student but may consider other factors not listed.

- **District Course Availability**
 - If the course is offered onsite by the district, are there extenuating circumstances that make it difficult or impossible for the student to take the onsite course offered by the district?
 - If the course is offered onsite by the district and the student is able to take that course, what are the reasons the student wants to take the virtual course?
- **Virtual Course Characteristics**
 - Does the course meet or exceed district curriculum standards and graduation requirements?
 - Does the course align with the student's career goals and the student's individual career and academic plan (ICAP)?
 - If the course is for remediation, will it personalize instruction to the student's specific needs?
 - Is the district aware of any complaints or concerns regarding the quality of the course, and have those complaints or concerns been resolved?
 - Has the district had difficulty working with the course instructor or provider to ensure a student with disabilities receives the required accommodations or modifications?
- **Student Skills Necessary for Success in Virtual Courses**
 - Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course requirements without reminders?
 - Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
 - Has the student demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have sufficient nonverbal cues to indicate the student's level of understanding?
 - Does the student have the necessary computer or technical skills to succeed in a virtual course?
- **Other Relevant Factors**
 - Does the student have adequate access to computers, Internet and other necessary technology resources to participate in a virtual course and complete assignments?
 - If the student has previously attempted a virtual course and struggled with or failed the class, have the issues that caused the student to struggle or fail been identified and addressed?

Adopted and or ratified 3/25/20

Policy 6310: Libraries, Media and Technology Services

The Board believes that it is the responsibility of the School's library/media center to provide materials which reflect the ideals and beliefs of religious, social, political, historical and ethnic groups, and their contributions to American and world cultures. Materials will be selected which are related to and support the School's curriculum. Selection of and access to library/media materials will be based upon the contribution to the education program and the age appropriateness of the materials.

Intellectual Access

The library/media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library/media program should have access to resources and services free of constraints resulting from artificial barriers. Artificial barriers should not prevent students from accessing and using resources except as defined by School policies and regulations, including but not limited to selection, acquisition and Internet usage policies and regulations.

Confidentiality

The School recognizes the need for confidentiality of school library records. Therefore, no person will release any library record of any student, faculty or other library user to any third party except as provided by law.

Selection Criteria to Consider

Curriculum needs are considered first and foremost in selection of library materials and equipment.

Importance and Need of Subject Matter

Intended Age Level and Comprehensibility

Potential User Appeal

Quality and Durability

Authoritativeness

Price

Objectionable Materials

Students or parents/guardians who find materials in the library objectionable in any manner may make a formal complaint in writing to the Chief Executive Officer.

This written complaint will be reviewed and determined by the Chief Executive Officer after weighing the educational value of that particular book, filmstrip, etc., against the objection made by the complainant. Contingent on the Chief Executive Officer's decision, the material will be returned to the shelf for continued use, or removed from library circulation.

The Chief Executive Officer shall communicate the decision to the complainant.

Adopted and or ratified 3/12/18

Policy 6320: Libraries, Media and Technology Services

Technology Usage Policy

The School makes Internet access and interconnected computer systems available to students and faculty. The school provides electronic networks, including access to the Internet, as part its instructional program and to promote educational excellence by facilitating resource sharing, innovation, and communication.

The school expects all students to take responsibility for appropriate and lawful use of this access, including good behavior on-line. The school may withdraw student access to its network and to the internet when any misuse occurs. School teachers and other staff will make reasonable efforts to supervise use of network and internet access; however, student cooperation is vital in exercising and promoting responsible use of this access.

Violations

If a user violates this policy, the school will deny a student's access or will withdraw access and may subject a student to additional disciplinary action.

Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

School staff members are prohibited from using social networking sites to engage with students, parents, guardians, or to conduct any business or communication on behalf of the school. Parents, guardians, and students are asked to refrain from attempting to initiate contact with school staff in any manner other than through the Front Desk or via the teacher's school mobile phone.

Terms and Conditions

Acceptable Use - Access to the school's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the school; or (b) for legitimate business use.

Privileges - The use of the school's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator and/or Chief Executive Officer will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law;
- Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- Downloading copyrighted material for other than personal use;
- Using the network for private financial or commercial gain;
- Wastefully using resources, such as file space;
- Hacking or gaining unauthorized access to files, resources, or entities;
- Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- Using another user's account or password;
- Posting material authored or created by another, without his/her consent;
- Posting anonymous messages;
- Using the network for commercial or private advertising;
- Accessing social media sites;
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- Using the network while access privileges are suspended or revoked.

Indemnification - The user agrees to indemnify the school for any losses, costs, or damages, including reasonable attorney fees, incurred by the School, relating to or arising out of any violation of these procedures.

Vandalism - Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The school assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and school policy prohibit the republishing of text or graphics found on the Web or on school websites or file servers, without explicit written permission.

For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.

Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.

The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.

The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

Student work may only be published if there is written permission from both the parent/guardian and the student.

Adopted and or ratified 3/12/18

Policy 6410: Evaluation Services- Evaluation of Instructional Programs

The Board believes that maximizing the quality of School services and administrative decision-making requires the regular evaluation of all School programs. Evaluations may identify the success of School programs in meeting their objectives. Utilization of program evaluation should result in the improvement of School programs and will provide data for Board and staff decision-making. The Chief Executive Officer is directed to develop procedures for program evaluation and reporting.

The School utilizes a computer-managed benchmark testing system for collecting and compiling test results and achievement data that correlate with the Show-Me Standards, Grade-Level Expectations and course objectives. This information will be used to interpret and analyze the equity, effectiveness, and efficiency of the curriculum and instructional methodology. The School uses this interpretation and analysis of the benchmark data to determine disaggregated subgroup level or undereducated student level.

Adopted and or ratified 3/12/18

Policy 6420: Evaluation Services- Test Security

All standardized testing materials shall be stored, distributed and collected according to procedures that insure the security and authorized access to test booklets. The School's Data and Assessment Coordinator will serve as the Chief Executive Officer's testing designee and be responsible for the administration and security procedures for each testing site. The Chief Executive Officer may select an alternate designee at any time based on the best interests of students.

Teacher Responsibilities for Test Administration

Prior to the administration of any School or State standardized test, the Chief Executive Officer's designee will review with the teachers the testing guidelines that they and the students are to follow. The Chief Executive Officer's designee shall distribute this policy and any other testing guidelines to all teachers, require them to sign and return one copy and keep a copy for their files.

The guidelines listed below are examples; others may be provided by the Chief Executive Officer's designee.

Teachers are not to review the test questions or content prior to its being given to the students.

Teachers are not to give any assistance to the students during the administration of the test.

Teachers are to review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.

Adopted and or ratified 3/12/18

Policy 6440: Evaluation Services- Statewide Assessments

All students will participate in statewide assessments or alternate assessments as determined by a student's IEP team. The administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the grade level of students that will be administered each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the School office during normal business hours.

Adopted and or ratified 3/12/18

Policy 6450: Evaluation Services- Assignment of Grades

Student performance is assessed on a continual basis throughout the school year. This evaluation assesses student growth in academic achievement and personal growth. Grades will be assigned based upon student ability, achievement, effort, and cooperation.

A disabled student's IEP team or Section 504 team may determine that his/her academic requirements, including but not limited to the requirements for achieving a specific letter or numerical grade, may be modified or altered.

All decisions regarding grading standards, methodology, and reporting are at the discretion of the Chief Executive Officer.

Adopted and or ratified 3/12/18

Policy 6530: Office Methods and Data Management- E-mail Records and Electronically Stored Information

Any e-mails that constitute a record under School Policy and Regulation 6531 or otherwise should be retained for the benefit of the School and therefore must be saved for an extended period of time to exceed one month shall either be 1) printed and physically filed in such a way that it will be easily retrievable or 2) saved directly to a file on one of the School servers from which it will be easily retrievable. The School will regularly delete unnecessary e-mails on the School's computer system.

All School e-mail account holders shall regularly update their e-mail account by either saving necessary and pertinent e-mails to a School approved storage device, printing them and filing them appropriately, or deleting unnecessary e-mails from their account.

Adopted and or ratified 3/12/18

Policy 6531: Office Methods and Data Management- Records Retention/Destruction

It is the policy of this School to effectively maintain and manage its records, including those in electronic format, and to ensure the preservation of certain records as required by both state and federal law, including the Missouri Records Retention Law and Local Record Retention Schedule for Public School Districts as provided by the Missouri Secretary of State. This includes the provision that certain records be stored in a format that can be retained electronically and in perpetuity.

For purposes of this Records Retention/Destruction Policy, the term "record" is defined as any document, including in electronic format, which was made or received pursuant to law or in connection with the transaction of official business.

Generally, the School will not maintain documents which do not meet the definition of "record" except to the extent that such document threatens or involves ongoing litigation.

If the record is in the form of a correspondence, including e-mails, the following guidelines apply, and are applicable to all School personnel that would normally create or receive record correspondence:

Correspondence - General

Routine correspondence sent or received by School administrators that is handled in accordance with existing policies and procedures and that do not contain significant information about office policies or program should be retained for one (1) year.

Correspondence - Policy

Correspondence which state or form the basis of policy, set important precedents or record important events in the operational history of the School should be kept permanently.

Remaining Records

For all the remaining records that do not constitute correspondence, the Chief Executive Officer will appoint an administrator to oversee the School's adherence to the Record Retention/Destruction Policy and Regulation 6531. These noncorrespondence records should be retained/destroyed as stated in the Public School Records Retention Schedule listed on the Missouri Secretary of State website.

Adopted and or ratified 3/12/18