

**JEFFERSON CITY SCHOOL DISTRICT  
BOARD OF EDUCATION  
POLICY REVIEW COMMITTEE  
BOARD OF EDUCATION OFFICES  
JEFFERSON CITY, MO  
DECEMBER 19, 2018 - 3:30 P.M.**

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF AGENDA**
- IV. APPROVAL OF MINUTES**
- V. OLD BUSINESS**
  - A. Boundary Line Process - Mr. Ken Enloe, Committee Chair**
  - B. Review of DJF - Mr. Enloe**
- VI. NEW BUSINESS**
  - A. MSBA Policies -DC, GCPE, IGAB, IGB, IGBA, IGBC, IGBCA, IGBCB, IGBE, IGBH, IGC, IGCD, and IGCE, - Mr. Ken Enloe**
  - B. EF - Mr. Jason Hoffman, CFO/COO**
- VII. ADJOURN**



Stephanie Sappenfield &lt;stephanie.sappenfield@jcschools.us&gt;

---

**legal review of policy DJF**

1 message

**Atwood, Kathleen** <Atwood@msbanet.org>

Fri, Oct 26, 2018 at 11:32 AM

To: "Jefferson City (stephanie.sappenfield@jcschools.us)" <stephanie.sappenfield@jcschools.us>, "Jefferson City (larry.linthacum@jcschools.us)" <larry.linthacum@jcschools.us>, "Jefferson City (shelby.scarbrough@jcschools.us)" <shelby.scarbrough@jcschools.us>

Please be aware of the concerns our legal department has concerning the district's policy DJF. Please let me know how the district wants to proceed.

**ATTORNEY COMMENTS:**

*Overall, I would strongly recommend the district review MSBA's model policy and procedure for DJF in that it is legally compliant and uses the correct terms for this particular issue.*

**Pursuant to federal regulations governing the use of federal funds, currently referred to as the Uniform Grant Guidance (UGG), districts are required to adopt written procurement procedures that conform to federal rules.**

**While federal purchasing requirements only apply to programs or projects that use federal funds, MSBA has applied some federal requirements to all purchases made by the district regardless of the funding source because they are sound practices.**

**Specifically, in policy DJF, MSBA has:**

**Integrated terminology from the federal regulations addressing various procurement options. Federal rules refer to purchases up to \$3,500 as micro-purchases and purchases over \$3,500 but less than \$150,000 as small purchases. Purchases over \$150,000 must use sealed bids or competitive proposals (RFPs). However, Missouri law is more restrictive. For example, construction projects in excess of \$15,000 require sealed bids. MSBA has integrated the federal terminology, but has adapted it to Missouri-based requirements.**

**MSBA also added a statement clarifying that the district's purchasing policy applies to all purchases of supplies, equipment and services. This was already included in the policy, but it is now more prominent.**

**MSBA has also changed the trigger cost for competitive purchasing from \$3,000 to \$3,500 to align with the federal definition of a micro-purchase.**

Page 2

"Purchases of \$3500 or less"

This language does not comply with the federal guidelines. The UGG specifically states that "employees are expected to contact multiple providers before making a decision regarding purchases under 3,500 - these are considered "micro purchases." By omitting these requirements, arguably the policy language does not comply with the federal guidelines and should the district's policies be audited this will undoubtedly be a "red flag" to the person conducting the audit.

I'm not sure what the "sole source" provider language is saying. Earlier in that same paragraph there is language that states there will be no bids or quotes taken. That language, as stated above, is not compliant with the UGG guidelines. And, UGG does not require bids or quotes either. However, this last sentence refers to a "bid process." This doesn't make sense from a continuity standpoint. I would not recommend using this language at all. But, if the district still intends to use it, there should be some sort of definition on what a "sole source" provider is. And, I would also recommend placing this sentence elsewhere for clarity.

The 3<sup>rd</sup> paragraph under "Competitive Purchasing"

This language is arguably procedure and not policy. The district has not adopted MSBA procedure DJF-AP1 which would apply in this case. I would encourage the district to adopt or at least look at that procedure to see if this language could be included in the procedure. This level of detail is usually not recommended for policy in that it is something that could be changed and the district would then have to make a motion and actually vote on changing the language.

The same analysis applies to the changes in the next paragraph as well. This language belongs in the procedure - not policy.

What is "voluminous?" This is a vague term and should not be used.

Bid and "proposal"

Why is the district wanting to include the term "proposal?" Arguably, this term really doesn't apply. UGG and other regulations/laws use the terms "bids" and "quotes." A proposal is a different legal term with a different legal meaning than "quote" or "bid." I would be interested in hearing why the district is wanting to use this term. Absent a compelling legal reason, I do not recommend using it as it is not a term that is associated with this issue.

The remaining changes are acceptable

The district is encouraged to contact the MSBA legal department with and questions or comments concerning these recommendations.

*Kathleen Atwood*

Full Maintenance Director

Missouri School Boards' Association

2100 I-70 Dr. S.W.

Columbia, MO 65203

Phone: 573-445-9920, ext. 346

1-800-221-6722, ext. 346

Fax: 573-445-9953



MISSOURI SCHOOL  
BOARDS' ASSOCIATION

September 12, 2018

Ms. Stephanie Sappenfield  
Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, MO 65101-3197

Dear Ms. Sappenfield:

MSBA is pleased to provide your district the 2018B Update of policies, procedures and forms.

This update is heavily based on changes in state and federal laws and requirements and recommendations from the Department of Elementary and Secondary Education. MSBA strongly recommends that districts consider and adopt this update in a timely fashion because of the many compliance implications for districts.

Please read these documents and the accompanying explanations carefully. Language that is being removed is presented in ~~strikeout~~, and language that is being added is presented in **highlight**. The explanations include information and instructions that will assist the Board and administration in understanding why these documents are being updated and how to modify the documents to best suit the district.

Please Note: Several of the sample forms offered in this update will require extensive customization by the district if used (see particularly IGBC-AF1, IGBC-AF2 and IGBH-AF1). MSBA's sample forms are available for download at <https://www.mosba.org/>. These forms are provided in Microsoft Word format, and districts are free to customize the forms with district logos and mottoes, add local custom language, or alter or remove MSBA standard language as desired.

If we can be of any further assistance, please contact us at the address below, e-mail me at [atwood@mosba.org](mailto:atwood@mosba.org), visit us on the Internet at [www.mosba.org/member-services/policy](http://www.mosba.org/member-services/policy) or call toll free at 1-800-221-6722, ext. 346.

Sincerely,

Kathleen Atwood  
Full Maintenance Director

Attachments

**MSBA FULL MAINTENANCE POLICY SERVICE**  
**2018B POLICY UPDATE CHECKLIST**  
 September 12, 2018

**District:**      **JEFFERSON CITY**

In order to best serve your district and to maintain your policies accurately, please **click on the drop-down box below** and indicate what action your Board has taken on the policy reference copy enclosed for your review. We will send the district a clean copy of the policy after we receive and process this checklist.

- Please include a Board adoption date after the policy has been adopted.
- If the Board made ANY revisions (besides those recommended by MSBA) to this policy, please include those changes in a separate sheet, PDF or email when you return this checklist to MSBA.
- If your district revised the policy before presenting it to the Board, MSBA provided a new reference copy, and the Board then adopted that version, please click on "Board adopted as presented in MSBA reference copy" when filling out this checklist.

NOTE: Policies listed in **BOLD** were revised as a result of state or federal law.

POLICY CODE	BOARD ACTION <i>Re recommendation</i>	BOARD ADOPTION DATE
<b>DC</b>	Click here	
<b>DJFA</b>	Click here	
<b>GCPE</b>	Click here	
<b>GDPE</b>	Click here	
<b>IGAB</b>	Click here	
IGB	Click here	
<b>IGBA</b>	Click here	
<b>IGBC</b>	Click here	
<b>IGBCA</b>	Click here	
<b>IGBCB</b>	Click here	
<b>IGBE</b>	Click here	
<b>IGBH</b>	Click here	
IGC	Click here	

*Approved 9-11-17 BEE mlg*  
*Approved 9-11-18 BEE mlg*

\_\_\_\_\_  
 Name of district personnel filling out checklist

Date checklist completed

Please return to your MSBA Full Maintenance editor at [atwood@mosba.org](mailto:atwood@mosba.org)  
or fax to MSBA Policy Services at (573) 445-9953.

# REFERENCE COPY

FILE: DC  
Critical

## EXPLANATION: TAXING AND BORROWING AUTHORITY AND LIMITATIONS

This policy was revised to reflect changes made to § 108.170.1, RSMo., which allows issuers of new AA+ large bonds to private markets to negotiate bond issuance when using a professional municipal advisor, rather than being required to use a competitive process.

This policy was also modified to explain the option for posting notice of the tax rate hearing in public places. As newspaper circulation continues to dwindle, some school districts have determined that they can reach more people by posting notice in places around the district. This additional language, based on Missouri case law, is intended to help districts determine what constitutes a public place.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources		Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology



FILE: DC  
Critical

## REFERENCE COPY

## REFERENCE COPY

FILE: DC  
Critical

### TAXING AND BORROWING AUTHORITY/ AND LIMITATIONS

The Board is responsible for levying *ad valorem* property taxes as necessary to operate the Jefferson City School District in a manner that promotes achievement for all students. Taxes will be levied in accordance with law.

#### Increasing Taxing Authority

The Board is authorized to set an operating tax rate of \$2.75. The Board will seek voter approval to increase the tax rate ceiling, in accordance with law and as necessary to better serve the students of the district. The district may also seek voter approval to forgo all or part of the reduction of the operating levy due to Proposition C sales tax receipts, as allowed by law.

The Board may also seek voter approval to increase the bonded indebtedness of the district in accordance with law and as necessary to provide an appropriate learning environment for district students. The Board of Education has a bonded indebtedness limit of 15 percent of the value of taxable tangible property as shown by the last completed assessment for state and county purposes.

#### Tax Rate Hearing Notice

The Jefferson City School District will annually set the tax rate after first notifying the public and conducting at least one public hearing. Notice of the hearing will be given by publication in a newspaper of general circulation or by posting such notice in at least three public places within the district, in accordance with law. A "public place" as used in this policy is a place regularly open for public use, a place that would be likely to attract attention so that the content of the notice becomes widely known or a place with a likelihood that the notice will be seen by the public. The district will publish or post the notice at least seven days prior to the hearing, and the notice will include the:

1. Date, time and place of the hearing.
2. Assessed valuation by category of real, personal and other tangible property in the district for the fiscal year for which the tax is to be levied and the preceding tax year.
3. Amount of revenue required to be provided from the property tax as set forth in the adopted annual budget for each rate levied.
4. Tax rates proposed to be set for the various purposes of taxation.
5. Increase in tax revenue due to an increase in assessed value as a result of new construction and improvement.

6. Increase, both in dollar value and percentage, in tax revenue as a result of reassessment if the proposed tax rate is adopted.

### **Tax Rate Hearing**

The superintendent will provide the Board the same information included in the tax rate hearing notice prior to the tax rate hearing. The tax rate hearing will include an opportunity for citizens to speak before the Board. The Board will set the tax rate after the hearing.

The tax rate will be calculated to produce substantially the same revenues as required in the annual budget. The Board will have sole authority in determining what part of the total authorized rate shall be used to provide revenue for each of the funds. Before setting the rates for the teachers' and incidental funds, the Board will set the rate for the capital projects fund as necessary to meet the district's obligations.

### **Submitting the Tax Rate**

Upon receiving notice from the clerk or other official of the county or counties in which the district is located, the district shall submit a nonbinding projected tax levy by April 8.

The Board shall forward a tax rate to the county clerk of every county in which the district is located on or before September 1 of each year, except that districts located partially or wholly in St. Louis City or any county with a charter form of government will submit their tax rates not later than October 1. If the rate is less than one dollar, the rate will be calculated to the nearest one-tenth of a cent, and the district will round up a fraction greater than or equal to five/one-hundredths of a cent to the next higher one-tenth of a cent. If the rate is in excess of one dollar, the estimate will be calculated to one/one-hundredths of a cent, and the district will round up a fraction greater than or equal to five/one-thousandths of one cent to the next higher one/one-hundredth of a cent.

### **Legal Compliance**

If the district receives from the county clerk the state auditor's finding that the proposed rate does not comply with Missouri law, the Board will have 15 days from the date of receipt of the finding to accept or reject in writing the rate change certified by the state auditor and to submit all requested information to the state auditor. A copy of the Board's acceptance or rejection and any information submitted to the state auditor shall also be mailed to the county clerk.

### **Borrowing Authority**

The Board may borrow money in anticipation of collection of taxes for the purpose of securing funds for school operations, including the debt service fund. Issuance of all tax and revenue anticipation

## REFERENCE COPY

FILE: DC  
Critical

notes requires approval of the majority of the members of the Board. The notes may be issued at any time in any year, and the aggregate outstanding principal amount of the notes issued in one year for any fund shall not exceed the amount of the Board's estimate of the year's requirement for the fund. The notes shall be payable within 12 months from date of issuance.

### **Bonded Indebtedness**

~~The Board may authorize the sale of bonds by adoption of a resolution. Bonds will be issued in accordance with law and compliance procedures implemented by the district.~~

The Board may borrow money and issue bonds for:

1. Purchasing schoolhouse sites and other land for school purposes.
2. Erecting or furnishing schoolhouses or library buildings.
3. Building additions to or repairing old buildings.
4. Purchasing school buses and other transportation equipment.
5. Paying off and discharging assessments made by counties, cities, towns and villages or other political subdivisions or public corporations of the state against the district.

~~Funds raised through the sale of bonds may be used only for the purposes set forth in the election that authorized the sale of bonds. Bonds will be sold only after the Board adopts a resolution authorizing the sale.~~

The following points of state law shall govern the Board's issuance of bonds:

1. A four-sevenths vote is required before the issuance of bonds if the issue is submitted at a municipal election or at the general or primary election held in even-numbered years. At all other elections, a two-thirds vote is required.
2. The Board of Education has a limit of bonded indebtedness of 15 percent of the value of taxable tangible property as shown by the last completed assessment for state and county purposes.
3. Bonds shall be issued in denominations of \$1,000 or in any multiples of \$1,000.

FILE: DC  
Critical

## REFERENCE COPY

4. The bonds, in whole or in part, shall not run for more than 20 years from the date they were issued.
5. The revenues from taxes levied for the purpose of satisfying bonded indebtedness obligations, both principal and interest, shall be recorded in the debt service fund.
6. General obligation bonds shall be issued using a competitive process unless a municipal adviser is used or the law otherwise allows a negotiated process.

### *Compliance*

The district is committed to full compliance with the state and federal laws associated with issuing bonds, including the continuing disclosure requirements. The superintendent or designee is directed to create, maintain and implement procedures to ensure that the district meets all state and federal legal requirements and makes timely disclosures in accordance with law.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Adopted: 09/10/1990

Revised: 10/07/2002; 02/09/2009; 07/20/2009; 11/09/2015;

Cross Refs: BBBB, School Board Ballot Issues

MSIP Refs: 8-56-8

Legal Refs: Mo. Const., art. VI, § 26(b)  
Mo. Const., art. X, §§ 11(b), (c)  
§§ 67.110, 108.150 - .280, 137.010, .055, .072, .100, .243, .245, 164.011, .121, .151,  
.161, .181, .191, .201, .221, .231, .241, .251, .261, .271, .281, .291, .301,  
165.011, .131, .141, RSMo.

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: GCPE  
Critical

## EXPLANATION: TERMINATION OF PROFESSIONAL STAFF MEMBERS

This policy was amended to incorporate changes based on Senate Bill 62 (2017), which requires public employers such as school districts to notify the relevant retirement systems when an employee or former employee is charged with or convicted of certain offenses when committed in relation to the employee's or former employee's position with the district. Under state law, these persons will forfeit retirement benefits if they used their positions for criminal purposes.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services		Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: GCPE  
Critical

**REFERENCE COPY**

TERMINATION OF PROFESSIONAL STAFF MEMBERS

**Noncertificated Personnel**

*Noncertificated Employees with Employment Contracts*

Employees with employment contracts will be terminated after due process in accordance with the contract and law.

*Noncertificated Employees without Employment Contracts*

The superintendent or designee may terminate employees who are not under contract. The superintendent shall report any such termination or suspension to the Board of Education, and the decision will stand approved unless reversed by the Board.

**Certificated Personnel**

Employees whose positions require a teaching certificate in accordance with law (certificated personnel) shall be terminated in accordance with the provisions of the Teacher Tenure Act of Missouri or other applicable law.

*Tenured Teachers*

I. Method

- A. A tenured teacher may be terminated by the Board of Education of a school district for one or more of the following reasons:
1. Physical or mental condition unfitting him or her to instruct or associate with children. This provision will not be used for termination unless the district is also in compliance with other state and federal laws requiring the reasonable accommodation of persons with disabilities.
  2. Immoral conduct.
  3. Incompetency, inefficiency or insubordination in the line of duty.
  4. Willful or persistent violation of or failure to obey the school laws of the state or the published regulations of the Board of Education of the school district employing him or her.



5. Excessive or unreasonable absence from performance of duties.
  6. Conviction of a felony or crime involving moral turpitude.
- B. In determining the professional competency or efficiency of a tenured teacher, consideration should be given to the teacher's performance evaluations, other documentation or evidence of performance, and any written standards of performance adopted by the Board.
- C. A tenured teacher's contract may not be terminated by the Board of Education until after service upon the teacher of written charges specifying with particularity the grounds alleged to exist for termination of such contract, notice of a hearing on charges and, if requested by the teacher, a hearing by the Board of Education.
- D. If the charges are for incompetency, inefficiency or insubordination, at least 30 days before service of the notice of charges, the superintendent will give the teacher a warning in writing stating specifically the causes which, if not removed, may result in charges. Thereafter, the superintendent or designee and the teacher shall meet in an effort to resolve the matter. Thirty days' notice is not necessary for termination for charges other than incompetency, inefficiency and insubordination.
- E. Notice of a hearing upon charges, together with a copy of charges, shall be served on the tenured teacher at least 20 days prior to the date of the hearing. The notice and copy of charges may be served upon the teacher by certified mail with personal delivery, addressed to the employee at his or her last known address. If the teacher or the teacher's agent does not, within ten days after receipt of the notice, request a hearing on the charges, the Board may, by a majority vote, order the contract of the teacher terminated. If a hearing is requested by either the teacher or the Board of Education, it shall take place not less than 20 or more than 30 days after notice of the hearing has been furnished to the tenured teacher.
- F. On the filing of charges in accordance with this section, the Board may suspend the teacher from active performance of duty until a decision is rendered by the Board, but the teacher's salary shall be continued during such suspension unless the law requires the suspension to be without pay. If a decision to terminate a teacher's employment is appealed and the decision is reversed, the teacher shall be paid his or her salary lost while the appeal was pending.

## REFERENCE COPY

FILE: GCPE  
Critical

### II. Termination Hearing

If a hearing is requested on the termination of a tenured contract or is otherwise used for the termination of a professional staff member under this policy, it shall be conducted by the Board of Education in accordance with the following provisions:

- A. The hearing shall be public.
- B. Both the teacher and the person filing charges may be represented by counsel who may cross-examine witnesses.
- C. Testimony at hearings shall be on oath or affirmation administered by the president of the Board of Education, who shall have the authority to administer oaths in accordance with law.
- D. The Board shall have the power to subpoena witnesses and documentary evidence as provided in § 536.077, RSMo., and shall do so on its own motion or at the request of the teacher against whom charges have been made. The Board shall hear testimony of all witnesses named by the teacher. However, the Board may limit the number of witnesses to be subpoenaed on behalf of the teacher to not more than ten.
- E. The Board of Education shall employ a stenographer who shall make a full record of the proceedings of the hearings and who shall, within ten days after the conclusion thereof, furnish the Board of Education and the teacher, at no cost to the teacher, a copy of the transcript of the record, which shall be certified by the stenographer to be complete and correct. The transcript shall not be open to public inspection unless the hearing on the termination of the contract was an open hearing or if an appeal from the decision of the Board is taken by the teacher.
- F. All costs of the hearing shall be paid by the Board except the cost of counsel for the teacher.
- G. The decision of the Board of Education resulting in the demotion of a tenured teacher or the termination of a tenured contract shall be by a majority vote of the members of the Board of Education, and the decision shall be made within seven days after the transcript is furnished them. A written copy of the decision shall be furnished to the teacher within three days thereafter.

III. Appeal

- A. The teacher may appeal the decision of the Board of Education to the circuit court of the county where the district is located. The appeal shall be taken within 15 days after service of a copy of the decision of the Board of Education upon the teacher, and if an appeal is not taken within that time, the decision of the Board of Education shall become final.
- B. The appeal may be taken by filing notice of appeal with the Board of Education, whereupon the Board of Education, under its certificate, shall forward to the court all documents and papers on file in the matter, together with a transcript of the evidence, the findings and the decision of the Board of Education, which shall thereupon become the record of the cause. Such appeal shall be heard as provided in Chapter 536, RSMo.

***Probationary Teachers***

A probationary teacher may be terminated during the course of a contract for any legal reason including, but not limited to, the reasons for terminating a tenured teacher.

If in the opinion of the Board of Education any probationary teacher has been doing unsatisfactory work, the Board of Education, through its authorized administrative representative, shall provide the teacher with a written statement definitely setting forth his or her alleged incompetency and specifying the nature thereof in order to furnish the teacher an opportunity to correct his or her fault and overcome the incompetency. If improvement satisfactory to the Board of Education has not been made within 90 days of receipt of the notification, the Board of Education may terminate the employment of the probationary teacher immediately. Termination on other grounds may progress immediately.

Any motion to terminate the employment of a probationary teacher shall include only one person and must be approved by a majority of the members of the Board of Education. A tie vote thereon constitutes termination. A probationary teacher will receive due process as required by law prior to termination. The district may utilize the hearing process detailed above for the termination of tenured teachers.

***Certificated Administrative Staff Ineligible for Tenure***

Certificated employees ineligible for tenure (other than the superintendent) in their present positions, such as principals and assistant principals, may be terminated during the course of a contract for any legal reason including, but not limited to, the reasons for terminating instructional personnel. No improvement period is required prior to the notice of charges.

## REFERENCE COPY

FILE: GCPE  
Critical

If an administrator other than the superintendent is also a tenured teacher, the district will provide the terminated administrator a teaching position for which he or she is qualified if a position is available in accordance with law, unless the teaching contract has also been terminated.

An administrator will receive due process prior to termination as required by law. The district may utilize the process for dismissal of tenured teachers.

### *Additional Remedies*

In addition to termination, the district reserves the right to seek the revocation or discipline of a teaching or administrative certificate with the State Board of Education, pursuant to state law. The district may petition the Attorney General's Office to file charges with the State Board of Education on behalf of the school district for any reason other than annulment of contract. The district may also file criminal charges or seek other civil damages when appropriate.

### *Notification to the State Board and the Attorney General*

The superintendent or designee shall immediately provide written notice to the State Board of Education and the attorney general upon learning that a certificated employee has pled guilty to or was found guilty of any offense that would authorize the State Board to seek discipline or revoke a teaching certificate.

### *Notification to Retirement Systems*

In accordance with law, the district will notify the Public School Retirement System (PSRS), the Public Education Employee Retirement System (PEERS) or any other relevant state retirement system when an employee or former employee is charged with or convicted of any of the following crimes committed in direct connection with or directly related to the employee's or former employee's duties as an employee with the district, when the charge or conviction is a felony:

1. Stealing under § 570.030, RSMo., when the offense involved money, property or services valued at \$5,000 or more;
2. Receiving stolen property under § 570.080, RSMo., as it existed before January 1, 2017, when such offense involved money, property or services valued at \$5,000 or more;
3. Forgery under § 570.090, RSMo.;
4. Counterfeiting under § 570.103, RSMo.;
5. Bribery of a public servant under § 576.010, RSMo.;

FILE: GCPE  
Critical

## REFERENCE COPY

6. Acceding to corruption under § 576.020, RSMo.; or
7. Any substantially similar offense under federal law.

### Allegations of Sexual Misconduct with a Student

If a former district employee whose job involved contact with children was terminated, nonrenewed or allowed to resign in lieu of termination as a result of an allegation of sexual misconduct with a student, or as a result of such allegations being substantiated by the Children's Division (CD) of the Department of Social Services' child abuse and neglect review board, the district is required by law to release information regarding the sexual misconduct to a potential public school or charter school employer who contacts the district regarding the former employee. In addition, if the CD substantiates a complaint of sexual misconduct with a student against a former employee of the district, the law requires the district to release the results of the CD investigation to any potential public school or charter school employer who contacts the district.

When employment ends as a result of an allegation of sexual misconduct with a student, the district will provide appropriate due process prior to the release of information regarding the sexual misconduct to a potential public school or charter school employer, if feasible. The superintendent or designee is authorized to consult with the district's attorney to determine the appropriate level of due process to provide.

For the purposes of this policy, employees are considered "former employees" if they have resigned, been terminated, had their contracts nonrenewed, or been notified that their contracts with the district will not be renewed or that the district is pursuing termination, even if the process has not been completed.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Adopted: 02/13/2006

Revised: 06/12/2012; 10/12/2015

## REFERENCE COPY

FILE: GCPE  
Critical

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
FC, School Closings, Consolidations and Reorganizations  
HPA, Employee Walkouts, Strikes and Other Disruptions  
ILA, Test Integrity and Security  
JFCF, Hazing and Bullying  
JFCG, Hazing  
JFG, Interrogations, Interviews and Searches  
JHG, Reporting and Investigating Child Abuse/Neglect

Legal Refs: §§ 105.669, 162.068, 168.071, .101, .114, .116, .118, .120, .126, RSMo.  
U.S. Const. amend. XIV

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGAB  
Critical

## EXPLANATION: INSTRUCTIONAL INTERVENTIONS

MSBA has created this NEW policy to address instructional interventions. This policy includes several instructional interventions that are required or allowed under state law.

The newest legal requirement comes from § 167.950, RSMo. Beginning in the 2018–19 school year, districts will be required to screen students for dyslexia and related disorders in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE). In addition, the district will be required to *offer* two hours of training on dyslexia and related disorders to all practicing teachers in the district. At this time, there is no DESE requirement that teachers must take the training.

MSBA moved language applicable to instructional interventions from policy IGC to this new policy.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
X	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor	X	Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGAB  
Critical

**REFERENCE COPY**



## INSTRUCTIONAL INTERVENTIONS

The Jefferson City School District is strongly committed to creating an environment that promotes high achievement for all students. The Board directs classroom teachers to employ a variety of evidence-based instructional interventions at the classroom level to assist students who may be at risk of falling below grade-level expectations. In addition, the Board requires districtwide compliance with the instructional interventions detailed in this policy, as required by law.

### **Reading Improvement Instruction**

#### *Reading Intervention Plans for Students in Grades K–3*

Students enrolling in or currently attending grades K–3 who are reading below grade level or otherwise failing to meet the district's objectives will be provided a reading intervention plan that includes reading improvement instruction designed to assist the student to read at grade level by third grade. All students enrolling who are identified as reading below grade level will receive an individual plan of reading intervention. The plan may include individual and group activities, and the parents/guardians may be consulted. Hours of reading improvement instruction that fall outside normal school hours may be counted in the calculation of average daily attendance for state aid.

#### *Reading Improvement Plans for Students in Grades 3–6*

The district will administer reading assessments and implement reading improvement plans for students in grades three through six in accordance with law. Reading improvement plans will include at least 30 hours of additional reading instruction or practice outside the regular school day.

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan in grades three through six.

### **Dyslexia and Related Disorders**

In accordance with law, the district will screen students for dyslexia and related disorders and provide the appropriate classroom support in accordance with guidelines developed by the Department of Elementary and Secondary Education (DESE).

Screening results will be provided to the student's parents/guardians and district employees who have a legitimate educational interest.

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires

accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

The district will annually offer all teachers a minimum of two hours of in-service training on dyslexia and related disorders.

**Remediation as a Condition of Promotion**

Students identified by the district as failing to master grade-level skills and competencies must remediate those skills and competencies before they are promoted to the next grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including summer school. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. The district will pursue all available state or federal aid for such programs.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Adopted:

Cross Refs: GCL, Professional Staff Development Opportunities  
JO, Student Records

Legal Refs: §§ 162.670 - .999, 167.268, .340, .640, .645, .950, 633.420, RSMo.  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g  
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417  
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794  
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213, §§ 5 - 7  
34 C.F.R. Part 104

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGB  
Critical

## EXPLANATION: ACCOMMODATION OF STUDENTS WITH DISABILITIES

This is a NEW policy. This topic was previously covered in policy IGBA, but MSBA is separating the policy language, procedures and forms for providing special education under the Individuals with Disabilities Education Act (IDEA) from those addressing accommodation of students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). While all these laws involve students with disabilities, the legal obligations to students are different depending on whether the student is eligible for special education. MSBA is separating these documents to avoid confusion.

Please note that MSBA's form AC-AF1, Notice of Nondiscrimination (not included in this update), contains the notice language referenced in this policy. The district should notify the public that it will not discriminate on any illegal basis, not just on the basis of disability. For that reason, MSBA has not created a separate notice form.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office	X	Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
X	Health Services	X	Counselor	X	Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGB  
Critical

## REFERENCE COPY

# REFERENCE COPY

FILE: IGB  
Critical

## ACCOMMODATION OF STUDENTS WITH DISABILITIES

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any district program, including nonacademic services and extracurricular activities. The district seeks to identify and evaluate students who may have disabilities as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA). The district will provide students with disabilities a free and appropriate public education as required by law.

The superintendent or designee is directed to create procedures to assist the district in properly identifying, evaluating and serving students with disabilities who need accommodation to participate in the district's educational programs.

### Section 504 and ADA Compliance Officer

The district designates the compliance officer listed in policy AC as the district's Section 504 and ADA compliance officer. All complaints or concerns regarding illegal discrimination must be brought to the attention of the compliance officer.

### Notice and Child Find

District publications will include notification to students and the public that the district does not discriminate on the basis of disability in admission or access to, or treatment in, its programs or activities. The notice will provide district contact information for members of the public to notify the district if they know or believe that a child may have a disability.

### Grievance Procedure

All complaints alleging discrimination, violation of law or failure to follow district policies or procedures regarding the education or accommodation of students with disabilities will be made to the compliance officer and will be investigated immediately. The district will use the grievance procedure outlined in policy AC. Complaints may be made at any time to the U.S. Department of Education, Office for Civil Rights.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

FILE: IGB  
Critical

## REFERENCE COPY

*Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
ECG, Animals on District Property  
FB, Facilities Planning  
FEF, Construction Contracts Bidding and Awards  
JGE, Discipline of Students with Disabilities  
JHCF, Student Allergy Prevention and Response  
JHDA, Surveying, Analyzing or Evaluating Students  
JO, Student Records

Legal Refs: The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794  
34 C.F.R. Part 104  
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGBA  
Critical

## EXPLANATION: SPECIAL EDUCATION

1) MSBA has revised and renamed this policy so that it only applies to the district's special education program. MSBA has moved language applicable to students with disabilities who do not qualify for special education services but who qualify for accommodations under Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA) to new policy IGB. The requirements of Section 504 and ADA, as well as the relevant regulations, are very different from those governing the Individuals with Disabilities Education Act. MSBA has made this change to avoid confusion.

2) MSBA has amended this policy for clarity and reorganized the sections.

3) MSBA has also removed some specific details in the policy that may cause confusion. For example, the previous policy states that "All complaints regarding discrimination will be resolved in accordance with policy AC." However, complaints about special education in particular are frequently resolved through a special education due process complaint as well, so this statement was removed. However, policy AC is still included in the cross references.

Likewise, MSBA has removed the statement that special education services cannot be provided without parental consent. While this is true most of the time, there are exceptions, such as situations where the student is in foster care or in circumstances where a district initiates a due process hearing. MSBA has removed that sentence as well.

4) MSBA has added a definition of "private school" to align the policy with the Missouri State Plan for Special Education.

5) MSBA has revised the "Extended School Year" section to incorporate recommendations from the Department of Elementary and Secondary Education (DESE) found at: <https://dese.mo.gov/special-education/compliance/extended-school-year-policies>.

## ATTORNEY COMMENTS:

Page 3

"Under the IDEA..." - per the explanation, I don't recommend the district keep this language. As the explanation states, while it is true "most of the time" that parents are required to provide consent before the district provides special education services, there are exceptions such as when a student is in foster care. For these reasons I do not recommend the district keep the language. While it is arguably legally compliant, it does not apply all of the time and thus could create confusion and situations where it is not applied uniformly all of the time.

Page 5

**Private Schools... - MSBA's language addresses these concerns in a less specific way. However, the district's language is legally compliant and can be kept if so desired.**

Pages 6-7

**IDEA Mediations...**

**Arguably, this language is legally compliant but I have reservations about including it in policy. Specifically, the language referencing contacting/consulting with legal counsel and entering into contractual resolutions or settlement agreements. While the Board is certainly able to, legally, designate these responsibilities, I do not recommend having them in policy language. Arguably, someone could interpret the policy to mean that there is an affirmative duty on behalf of the superintendent or sped director to enter into such an agreement. Or, having the language regarding the attorney could appear to indicate an unwillingness to mediate or resolve differences without legal counsel. While these items may be relevant for a handbook or something similar, I cannot recommend they be included in policy as, in my opinion, it could expose the district to some degree of liability. The district should contact it's personal attorney for further guidance and see if the attorney agrees to this language. If he/she does, then there is not an issue. Again, there is nothing "illegal" about the language, I just feel it exposes the district to some degree of liability if left.**

**The district is encouraged to contact the MSBA legal department to discuss these recommendations if needed.**

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor	X	Special Education
	Transportation		Public Info/Communications		Technology



# REFERENCE COPY

FILE: IGBA  
Critical

## PROGRAMS FOR STUDENTS WITH DISABILITIES SPECIAL EDUCATION

It is the policy of the Board of Education to provide a free appropriate public education (FAPE) for students with identified disabilities pursuant to who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as amended by the Americans with Disabilities Act Amendments Act of 2008, the Missouri State Plan for Special Education (State Plan), the district's local compliance plan, and applicable state and federal laws.

### General Child Find

The district has an obligation to locate, identify and evaluate children in the district between the ages of 3 and 21 who may need special education and related services, including children who are wards of the state, are homeless or attend private schools located within the boundaries of the school district. District staff, parents, legal guardians or any other individuals who are authorized to refer students for evaluation under IDEA or Section 504 know or believe that a student has a disability and is in need of accommodation or special education should make such referrals to relevant district staff as indicated in the district's written IDEA or 504 procedures contact the school's principal or the district's special education director immediately. To obtain further information about IDEA and 504 referral procedures, individuals may contact the Director of Special Services, 315 East Dunklin St., Jefferson City, MO 65101.

All complaints regarding discrimination on the basis of disability will be addressed and resolved in accordance with policy AC. Anyone who has a complaint of or suspects discrimination on the basis of disability should contact the district's compliance officer as identified in policy AC.

The district will notify all parents/guardians and students of its obligations under this policy and the law. The district will also utilize public media and other postings to notify the public of the district's legal obligations as required by law.

Under the IDEA, a parent or legal guardian must provide written consent to the initial provision of special education and/or related services, in accordance with IDEA and state procedures, before the district is authorized to provide such services to a student who has been identified as disabled under the IDEA. If the parent or legal guardian of a student refuses to provide such consent, the district will have no obligation, under IDEA, to provide a FAPE and special education services or related services to that student. In addition, if the parent or legal guardian of a student refuses to provide such consent, the student's parents or legal guardian will not receive the procedural and substantive protections of the IDEA and the student will be treated as a regular education student for disciplinary and other purposes.

### **Students Eligible for Special Education Services under the IDEA**

The district will comply with all applicable federal and state laws, including the State and Local Compliance Plans for the implementation of Part B of the IDEA, in creating and providing programs and special education and related services to meet the needs of students with IDEA-identified disabilities. If the State of Missouri does not receive or accept federal IDEA Part B funds, nothing in this policy shall be read to require anything, procedurally or substantively, that is not required by the governing law.

### **Evaluation and Identification**

The Jefferson City School District will implement procedures, as identified by the IDEA, its federal implementing regulations, the Missouri State Plan for Part B of the IDEA, and the Missouri Standards and Indicators Manual, that govern the evaluation and identification of students to determine whether any individual student qualifies as a student with a disability under the IDEA. The Board of Education authorizes the district's special education director to determine whether the district will use a severe discrepancy method or a Response to Intervention (RTI) model for the identification of a specific learning disability. If the special education director concludes that the district should use a RTI model for the identification of a specific learning disability, the Board further authorizes the special education director to develop written procedures for implementation that, at a minimum, incorporate guidelines developed by the Missouri Department of Elementary and Secondary Education (DESE). The special education director will arrange for district students and children who are not enrolled in the district but who may need special education services to be evaluated to determine their eligibility for special education services in accordance with the law and state and local plans.

#### ***Specific Learning Disabilities***

The Board authorizes the special education director to use a discrepancy model, including the use of professional judgment or a response to intervention (RTI) model, for identifying students with specific learning disabilities (SLD).

#### ***Children Three to Five Years of Age***

When identifying children three to five years of age who qualify for special education but are not yet eligible for kindergarten, the district will use any of the disability categories, including that of Young Child with a Developmental Delay (YCDD). When a child so identified reaches kindergarten age, his or her eligibility will continue to be determined using any of the disability categories, including that of YCDD. A child who is not identified as eligible for special education services prior to reaching kindergarten age will be identified using disability categories excluding that of YCDD.

# REFERENCE COPY

FILE: IGBA  
Critical

## Independent Evaluations

The district may provide an Independent Educational Evaluation (IEE) upon request of a parent or legal guardian in accordance with the IDEA and the Missouri State Plan for Part B of the IDEA. The Board of Education authorizes the special education director to develop IEE procedures, including evaluator criteria, cost and geographic guidelines, consistent with IDEA and the Missouri State Plan. The Board further delegates to the special education director the authority to make changes or revisions to the IEE procedures, as needed. Copies of the IEE procedures may be obtained by contacting the district's special services office.

## Students Placed in Private Schools by Their Parents/Guardians

For the purpose of this policy, a "private school" is defined to include home schools and religious/parochial schools.

The Jefferson City School District has no obligation to provide a-FAPE or special education and related services to any individual student who has been placed by his or her parents or legal guardian in a private school when FAPE is not at issue. No parentally placed private school student has an individual right to any special education and related services. Rather, the Jefferson City School District will comply with the provisions of the IDEA that require it to expend a proportionate amount of its IDEA Part B funds on the group of privately placed students as a whole.

The district will work with private schools located within its boundaries to identify and evaluate students attending the private schools who may be eligible for special education services. When a student is determined eligible, the district will offer to enroll the student and provide the student special education and related services in the district.

Parents/Guardians of a student previously enrolled in the district who choose to unilaterally place the student in a private school without district consent due to a dispute regarding FAPE will not be reimbursed for tuition costs except as required by law.

## Extended School Year

In some instances, the Board of Education recognizes that a student with a disability under the IDEA may require extended school year (ESY) services in order to receive a-FAPE. The Board of Education authorizes the special education director to develop procedures and guidelines for consideration of ESY services. Each IDEA-eligible student's IEP team must determine that student's need for ESY services on at least an annual basis. If the IEP team determines that an individual student requires ESY services for the provision of a-FAPE, the team must document those services, including the frequency, duration and nature of services, in the student's IEP.

A student will be eligible for ESY services if, based on the available data, the student needs services beyond the regular school day or term to avoid regression that will interfere with the student's ability to continue to progress in the curriculum. This determination will be based on consideration of the following:

1. The nature and severity of the student's disability.
2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.
3. The student's progress.
4. The student's behavioral and physical needs.
5. Opportunities the student will have to practice skills outside of the formal classroom setting without ESY services.
6. Availability of alternative resources.
7. Areas of the student's curriculum that need continuous attention.
8. Ability of the student's parents/guardians to provide educational structure.
9. Particular curricular or vocational needs of the student.
10. Opportunity for the student to interact with nondisabled children.

If at the time the IEP is developed it is unreasonable to predict eligibility for ESY services, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services, but not later than six weeks prior to the end of the regular school term.

#### **IDEA Mediations and Resolution Meetings**

The Board of Education authorizes the superintendent and/or special education director to participate in mediations and/or resolution meetings held in accordance with the IDEA and pertinent Missouri law. The Board further authorizes the superintendent and/or special education director to contact and consult with the district's legal counsel for legal advice prior to, during or after any IDEA mediation or resolution meeting. The Board further delegates to the superintendent or special education director the authority to, on behalf of the district, enter into contractual resolution or settlement agreements. The Board also delegates to the superintendent and/or the special education director the authority and discretion to defer or decline to exercise such delegated authority and to

## REFERENCE COPY

FILE: IGBA  
Critical

take any proposed contractual resolution or settlement agreement to the Board of Education for its approval.

### ~~Students with Disabilities Pursuant to Section 504 Who Are Not Eligible for Special Education Services under the IDEA~~

~~The district acknowledges its affirmative obligation to evaluate, identify and provide a FAPE in the least restrictive environment to students with disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, as amended by the Americans with Disabilities Act Amendments Act. The Board of Education authorizes the district's Section 504 coordinator to develop or adopt written procedures to implement the district's obligations under Section 504 and Title II. The Board further delegates to the district's Section 504 coordinator the authority to make changes or revisions to those procedures, as needed. Copies of the district's written 504 procedures may be obtained by contacting the Director of Special Services, 315 East Dunklin, Jefferson City, MO 65101.~~

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

*Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted: 10/14/1991

Revised: 10/07/2002; 05/10/2004; 10/10/2005; 02/13/2006; 07/12/2010; 02/13/2012

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
DGA, Authorized Signatures  
ECG, Animals on District Property  
EHBC, Privacy Protection Data Governance and Security  
JCB, Intradistrict Transfers  
JCC, Interdistrict Transfers  
JECC, Assignment of Students to Grade Levels/Classes  
JGE, Discipline of Students with Disabilities  
JHCF, Student Allergy Prevention and Response  
JHDA, Surveying, Analyzing or Evaluating Students  
JO, Student Records

FILE: IGBA  
Critical

## REFERENCE COPY

KKB, Audio and Visual Recording

MSIP Refs: ~~7.1~~

Legal Refs: §§ 161.850, 162.670 - .999, RSMo.  
Missouri State Plan for Special Education  
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417  
34 C.F.R. Part 300  
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794  
34 C.F.R. Part 104  
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213  
~~Yaris v. Special Sch. Dist., 728 F.2d 1055 (8th Cir. 1984)~~

Jefferson City School District, Jefferson City, Missouri

## REFERENCE COPY

FILE: IGBC  
Critical

### EXPLANATION: PARENT AND FAMILY INVOLVEMENT AND ENGAGEMENT

Both state and federal law require school districts to have parent involvement policies. The first part of this policy is based on the state law, and the rest is based on federal law. Policy requirements in the federal law, the Elementary and Secondary Education Act (ESEA), have changed significantly in the past two years. For example, the federal law now uses both "engagement" and "involvement" to describe the nature of the parent and family activities required under the law. Missouri state law still focuses on "parent involvement." For that reason, MSBA has chosen to use "parent and family involvement and engagement" in this policy to address both laws.

Please note that adopting this policy is not the same as creating the required plan. The district is still responsible for creating a plan and implementing it. MSBA has included IGBC-AF1 and IGBC-AF2 in this update to assist districts in creating these plans.

The ESEA requires the following:

Policy – Districts and schools that receive Title I funds must have written parent and family involvement and engagement policies that address how:

- ▶ The district will build capacity to support parent and family involvement and engagement.
- ▶ The policies will work in coordination with other federal, state and local programs.
- ▶ The policies will be evaluated by parents and district officials, with a focus on support for parents and family members.
- ▶ Parents and families will be involved in creation, review and revision of the policies.

Meetings – The district must hold meetings with parents and families at least annually and at times and places convenient for the parents and families.

Compact – The district must create a school-parent compact on shared responsibility for academic success.

Building Capacity for Involvement – The district must take specified steps to enhance the ability of parents to participate in and benefit from involvement activities.

**Special Populations** – There are special parent engagement requirements for migratory and English learner students. These are in the policies that specifically cover those programs (see codes IGBCB and IGBH).

**Parent and family involvement and engagement activities also apply to parents and families at nonpublic schools who receive assistance under Title I.**

**Certain concepts are repeated in the various sections of this policy because the federal statutes on which they are based are repetitive on some concepts. For example, the fact that the policies must be developed, evaluated and revised in cooperation with parents and families is repeated in almost every section. As a result, this policy is also somewhat repetitive.**

**MSBA recommends the district retain the following documents that are often used by the Department of Elementary and Secondary Education to assess compliance with the federal parent and family involvement and engagement requirements:**

- ▶ **This policy.**
- ▶ **Parent engagement surveys.**
- ▶ **Parent engagement activity evaluations.**
- ▶ **Meeting agendas, sign-in sheets and minutes.**
- ▶ **Copies of district- and school-level parent and family involvement and engagement plans.**
- ▶ **Correspondence with parents.**
- ▶ **Signed school-parent compacts.**
- ▶ **Any other documentation of the district's efforts to establish parent and family involvement and engagement.**



# REFERENCE COPY

FILE: IGBC  
Critical

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

FILE: IGBC  
Critical

## **REFERENCE COPY**

# REFERENCE COPY

FILE: IGBC

Critical

## ~~PARENT/ AND FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS AND ENGAGEMENT~~

The Jefferson City School District Board of Education believes that engaging parents/ and families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. ~~The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.~~

For the purposes of this policy, "parent" means a parent, guardian or person acting as a parent in the absence of the parent.

### ~~Missouri Parent/ and Family Involvement and Engagement Goals and Plan~~

The Board of Education recognizes the importance of both eliminating barriers that impede parent/ and family involvement, thereby and facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district, pursuant to state law and in collaboration with the State Board of Education, education personnel, local associations, and organizations of parents of district students, will develop and implement a plan/policy to facilitate parent/ and family involvement and engagement that shall include the following six goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/ and families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/ and families to visit the schools their children attend, and actively solicit parent/ and family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

~~The district's plan for meeting these goals is to:~~

1. ~~Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.~~
2. ~~Implement strategies to involve parents/families in the educational process, including:~~
  - ~~→ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.~~
  - ~~→ Providing access to educational resources for parents/families to use together with their children.~~
  - ~~→ Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.~~
3. ~~Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.~~
4. ~~Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.~~
5. ~~Perform regular evaluations of parent/family involvement at each school and at the district level.~~
6. ~~Provide access, upon request, to any instructional material used as part of the educational curriculum.~~
7. ~~If practical, provide information in a language understandable to parents.~~

**~~Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs~~**

~~The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.~~

# REFERENCE COPY

FILE: IGBC  
Critical

## Title I Program Parent and Family Involvement and Engagement

### *District Policy*

The district and parents and family members of children students participating in the Title I Part A program will jointly develop and agree upon a written parent and family involvement and engagement policy for the district that will establish the district's expectations and objectives for meaningful parent and family involvement and describe how the district will:

1. Involve parents and family members in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements. Parents and family members will also be involved in the development of support and improvement plans as required by law.
2. Provide the coordination, technical assistance and other support necessary to assist participating and build the capacity for all Title I schools in planning and implementing effective parental and family involvement and engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental and family involvement and engagement strategies, to the extent feasible and appropriate, with those of other federal, state and local laws and educational programs.
5. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content of the parental and family involvement and engagement policy and its effectiveness in improving the academic quality of the schools served. The district will use the findings of the evaluation to design strategies for more effective parent and family involvement and engagement and to revise, if necessary, the parent and family involvement and engagement policies. This evaluation will include identifying:
  - ▶ Barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

- ▶ The needs of parents and family members to assist with their students' learning, including engagement with school personnel and teachers.
  - ▶ Strategies to support successful school and family interactions.
65. Involve parents in the activities of the schools served, which may include establishing a parent advisory board composed of parents and family members who adequately represent the needs of the population served by the district. If created, the parent advisory board would be tasked with developing, reviewing and revising this policy.

### *School Policy*

Each school receiving Title I Part A funds and the parents and families of the students in the school will jointly develop with and distribute to parents of children participating in the Title I program and agree upon a written parental involvement policy agreed upon by such parent and family involvement and engagement policy for the school. In accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school distributed to parents in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents understand.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children be reviewed annually and updated as needed to meet the changing needs of the parents, families and school.
3. Each school participating in the Title I Part A program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy:
  1. Convene an annual meeting, at a convenient time, to which all parents of participating students will be invited and encouraged to attend. The purpose of the meeting is to inform parents about the school's involvement in the Title I program, the requirements of Title I and the right of parents to be involved. The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide transportation, childcare or home visits as those services relate to parent involvement.

## REFERENCE COPY

FILE: IGBC  
Critical

2. Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I Part A programs, including the parent and family involvement and engagement policy and the joint development of a schoolwide program plan. The schoolwide plan will include both positive and negative comments on the Title I Part A program from parents of participating students.
3. Provide parents of participating students:
  - ▶ Timely information about Title I programs.
  - ▶ A description and explanation of the curriculum.
  - ▶ The forms of academic assessment used to measure student progress.
  - ▶ The achievement levels of the Missouri Learning Standards (MLS).
  - ▶ Opportunities, if requested by parents, for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
  - ▶ Timely responses to suggestions.
4. Work jointly with parents of students in the program to develop a school-parent compact that outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the MLS. The compact will:
  - ▶ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I to meet the MLS.
  - ▶ Identify ways in which each parent will be responsible for supporting his or her student's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the student's classroom; and participating, as appropriate, in decisions relating to the education of the student and the positive use of extracurricular time.
  - ▶ Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences in elementary schools at least annually during which the compact shall be discussed as it relates to the individual student's achievement; frequent reports to parents on their student's

progress; reasonable access to staff; opportunities to volunteer and participate in their student's class; observation of classroom activities; and ensuring regular, two-way, meaningful communication among family members and school staff that, to the extent practicable, is in a language the family members can understand.

### ***Building Capacity for Involvement***

The district and each Title I school will support a partnership among the Title I school, parents and community members and ensure effective involvement and engagement of parents by:

1. Providing parents of students served with assistance in understanding topics such as the MLS, local assessments and the requirements of Title I; how to monitor a student's progress; and how to work with teachers to improve the performance of their student.
2. Providing parents the training and materials necessary to improve their student's achievement, such as literacy and technology use training, including information about the harms of copyright piracy, as appropriate to foster parental involvement and engagement.
3. Educating, with parental assistance, all school personnel on:
  - ▶ Valuing parent contributions.
  - ▶ Reaching out to and communicating and working with parents as equal partners.
  - ▶ Implementing and coordinating parent programs.
  - ▶ Building ties between parents and the school.
4. To the extent feasible and appropriate, coordinating and integrating parent involvement and engagement programs and activities with other federal, state and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their student.
5. Ensuring that information related to school and parent programs, meetings and other activities is sent to the parents of Title I students in a format and, to the extent practicable, in a language parents can understand.
6. Providing other reasonable support for parental involvement and engagement activities as parents may request.

### **Accessibility**

To the extent practical, the district must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English



## REFERENCE COPY

FILE: IGBC  
Critical

proficiency, parents and family members with disabilities and parents and family members of migratory students. Information and school reports will be provided in a format and, to the extent practicable, in a language the parents understand.

### *Migrant Education Program Parent Involvement*

Parents of students in the MEP program will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

### *Limited English Proficiency Program Parent Involvement*

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

### **Policy Evaluation**

The district and each school receiving Title I funds will, with parent/ and family involvement, with review and evaluate the content and effectiveness of this policy and each school-level policy parent and family involvement policies at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement. The district will use the findings of such evaluation to design strategies for more effective parental involvement and engagement and to revise, if necessary and in collaboration with parents, the parent and family involvement and engagement policies.

### **English Learner (EL) and Migrant Education Program (MEP) Parent and Family Involvement and Engagement**

The Board also recognizes the special importance of parent and family involvement and engagement to the success of its EL and MEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement and engagement policy that will be distributed to parents of students participating in any of these programs. The provisions of this policy shall apply to parents and families of EL and migratory students to the same extent as they apply to parents and families of other students.

Involvement for parents and families of students in the EL and MEP programs is addressed in more detail in the policies specific to those programs.

FILE: IGBC  
Critical

## REFERENCE COPY

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

**Note:** *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted: 09/10/1990

Revised: 10/07/2002; 06/14/2004; 02/13/2006;

Cross Refs: ADF, District Wellness Program  
CGC, State and Federal Programs Administration  
DJFA, Federal Programs and Projects  
JHC, Student Health Services and Requirements  
JHDA, Surveying, Analyzing or Evaluating Students  
KB, Public Information Program  
KI, Public Solicitations/Advertising in District Facilities  
KL, Public Concerns and Complaints  
KLA, Concerns and Complaints Regarding Federal Programs

MSIP Refs: G-5, G-9, G-11

Legal Refs: § 167.700, RSMo.  
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h  
No Child Left Behind Act of 2001/The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301 - 7941-7981

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGBCA  
Critical

## EXPLANATION: PROGRAMS FOR HOMELESS STUDENTS

MSBA has revised this policy to match changes by the Department of Elementary and Secondary Education (DESE) in response to the Every Student Succeeds Act (ESSA). The final, approved state ESSA plan may be found at the following link:

<https://dese.mo.gov/sites/default/files/Missouri-Final-ESSA-Plan.pdf>

The model complaint procedure on the DESE website had not been modified to reflect the state plan at the time this update was released. Districts should use the complaint procedure in this policy, not the procedure on the website.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGBCA  
Critical

**REFERENCE COPY**

# REFERENCE COPY

FILE: IGBCA  
Critical

## PROGRAMS FOR HOMELESS STUDENTS

The Jefferson City School District Board of Education recognizes that homeless students are particularly vulnerable and need special assistance to access and benefit from the education environment. Therefore, the district, in accordance with state and federal law and the Missouri state plan for education of the homeless, will give special attention to ensure that homeless students in the district are promptly identified and have access to a free and appropriate public education and related support services.

Homeless students are individuals who lack a fixed, regular and adequate nighttime residence and include the following:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
2. Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
4. Migratory children who meet one of the above-described circumstances.

### District Liaison for Homeless ~~Children and Youths~~ Students

The Board designates the following individual to act as the district's liaison for homeless ~~children and youths~~ students (district ~~homeless~~ liaison):

Director, Student Information, Planning & Assessment  
Jefferson City Public Schools  
315 East Dunklin St.  
Jefferson City, MO 65101  
Phone: 573-659-3470 / Fax: 573-659-3028

The ~~district~~ ~~homeless~~ liaison shall designate and train another district employee to serve as the ~~district~~ ~~homeless~~ liaison in the absence of the ~~district~~ ~~homeless~~ liaison.

### **School of Origin**

For the purposes of this policy, "school of origin" is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled, including a public preschool. When the student completes the final grade level served by the school of origin, the term shall then include the designated receiving school at the next grade level for all feeder schools.

### **Enrollment**

The selected school shall immediately enroll the homeless student even if the student is unable to produce records normally required for enrollment, such as previous academic records, immunization or other health records, proof of residency, or other documentation, and even if the student has missed any application or enrollment deadlines during any period of homelessness. Outstanding fines, fees or absences shall not present a barrier to enrollment of the student. However, the district may require a parent/guardian of a homeless student to submit contact information.

Immediately upon identifying the student as being eligible for homeless services, the selected school shall ensure that the student is attending class and participating fully in school activities.

### **Placement**

The district will consider the best interest of the homeless student, with parental involvement, in determining whether he or she should be enrolled in the school of origin or the school that nonhomeless students who live in the attendance area in which the homeless student is actually living are eligible to attend. In determining the best interest of the student, the district will:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian. ~~If or the homeless student is if unaccompanied by a parent/guardian, the district liaison will consider the views of the homeless student in deciding where he or she will be educated.~~
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health and safety of homeless students, giving priority to the request of the homeless student's parent/guardian or the unaccompanied student.

The choice regarding placement shall be made regardless of whether the homeless student lives with his or her parents/guardians or has been temporarily placed elsewhere. ~~If the student is unaccompanied, the homeless liaison shall assist the student in placement or enrollment decisions, give priority to the views of the student and provide the student with notice of his or her right to appeal the district's decision.~~

## REFERENCE COPY

FILE: IGBCA  
Critical

If the district determines that placement should be in the school of origin, the student will continue his or her education in the school of origin for the duration of the homelessness when the student's family becomes homeless between academic years or during an academic year, and for the remainder of the academic year even if the student becomes permanently housed during the academic year.

If the district determines that it is not in the best interest of the student to attend either the school of origin or the school requested by the parent/guardian or unaccompanied student, the district shall provide a written explanation of the reasons for its determination. The explanation shall be given in a manner and form understandable to the parents/guardians or unaccompanied student and shall include information regarding the right to appeal the district's determination.

The written explanation will include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the action was proposed or refused;
3. A description of any other options the district considered;
4. The reasons other options were rejected;
5. A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination, including the facts and evidence relied upon and their sources;
6. Appropriate timelines to ensure any relevant deadlines are not missed; and
7. Contact information for the local liaison and the state coordinator for homeless students (state coordinator) and a brief description of their respective roles.

~~If the student is unaccompanied, the district liaison shall assist the student in placement or enrollment decisions, shall give priority to the views of the student, and shall provide the student with notice of his or her right to appeal the district's decision.~~

### Services

Each homeless student shall be provided services comparable to the services offered to other students in the district including, but not limited to, transportation services; education services for which the student meets the eligibility criteria, such as education programs for disadvantaged students, students with disabilities and gifted students; programs in career and technical education; school nutrition programs; preschool programs; before- and after-school care programs; and

programs for English learners. Homeless students will not be segregated in a separate school or program within a school based on the students' status as homeless.

The district will coordinate services for homeless students with local social service agencies and other agencies or entities providing services to homeless students and their families, including services and programs funded under the Runaway and Homeless Youth Act. The district will also coordinate transportation, transfer of school records and other interdistrict activities with other school districts.

### **Transportation**

If the homeless student's school of origin, including a public preschool, and temporary housing are located in the Jefferson City School District, the district will provide transportation to and from the school of origin at the request of the parent/guardian or district homeless liaison, provided it is in the best interest of the student.

If the homeless student's school of origin and temporary housing are located in two different school districts, the districts may agree on a method to apportion the responsibility and costs for providing transportation to the school of origin. If no agreement is reached, the districts will equally share the responsibility and costs for transporting the student. If a homeless student becomes permanently housed in the middle of the school year, the district will continue to provide transportation to the school of origin for the remainder of the school year.

Transportation to the school of origin shall be provided even if a homeless preschooler who is enrolled in a public preschool moves to another district that does not provide a widely available or universal preschool.

### **Records**

When a homeless student enrolls in the district or a district school, the district will immediately contact the school the homeless student last attended in order to obtain academic or other relevant records.

Any records ordinarily kept by the school for each homeless student (including immunization or other health records, academic records, birth certificates, guardianship records and evaluations for special services or programs) shall be maintained so that the district is equipped to provide the student with appropriate services, make necessary referrals and transfer records in a timely fashion when a homeless student enters a new school district. Copies of records shall be made available upon request to students or parents/guardians in accordance with the Family Educational Rights and Privacy Act (FERPA).



## REFERENCE COPY

FILE: IGBCA  
Critical

Information about a homeless student's living situation shall be treated as a student education record and shall not be deemed to be directory information under FERPA.-

### ~~Homeless Liaison Responsibilities of District Liaison for Homeless Children and Youths~~

The ~~district~~homeless liaison will attend all required professional development and other technical assistance activities as determined appropriate by the Department of Elementary and Secondary Education (DESE). The district shall inform school personnel, service providers and advocates working with homeless families of the duties of the ~~district~~homeless liaison. The ~~district~~homeless liaison will ensure that:

1. Homeless students, including homeless preschool-age children, are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. Homeless students are enrolled in and have a full and equal opportunity to succeed in schools in the district.
3. Homeless families and students have access to and receive education services for which they are eligible, including Head Start and Early Head Start, early intervention services under the Individuals with Disabilities Education Act (IDEA), and preschool programs administered by the district, as well as referrals to healthcare services, dental services, mental health and substance abuse services, housing services and other appropriate services based on their assessed needs.
4. The parents/guardians of homeless students are informed of the educational and related opportunities available to their ~~children~~students and are provided with meaningful opportunities to participate in the education of their ~~children~~students.
5. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians, youth and unaccompanied youth, including schools, family shelters, public libraries and soup kitchens, in a manner and form understandable to the parents/guardians and youth.
6. Enrollment disputes are mediated in accordance with law.
7. The parents/guardians of homeless students and unaccompanied students are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the selected school.
8. Unaccompanied students will be assisted in placement or enrollment decisions, their views will be considered, and they will be provided notice of the right to appeal.

9. School personnel providing services to homeless students and their parents/guardians receive professional development and other support.
10. Unaccompanied students:
  - ▶ Are enrolled in school;
  - ▶ Have opportunities to meet the same challenging state academic standards that are established for other students; and
  - ▶ Are informed of their status as independent students under laws applicable to higher education and that they may obtain assistance from the district homeless liaison in order to receive verification of this status for the purposes of applying for federal student aid.
11. Students who need to obtain immunizations or medical or immunization records will receive assistance.
12. The district collects and reports reliable, valid and comprehensive data to DESE regarding homeless students.
13. All homeless high school students receive information and individualized counseling regarding college readiness, college selection, the application process, financial aid and the availability of on-campus supports.
14. Every effort is made to enroll preschool-age homeless children in preschool if they are not already enrolled.

### **Disputes**

Parents/Guardians or unaccompanied youth students may appeal district decisions regarding eligibility, enrollment or placement in accordance with the Standard Complaint Resolution Process adopted by DESE. The district will make every effort to resolve complaints or disputes at the district level. The homeless liaison will inform the parent/guardian or unaccompanied student of the district's complaint resolution process when a question or complaint arises concerning the education of a homeless student.

- ~~1. Parents/Guardians or unaccompanied youth will submit disputes to the district liaison, who will carry out the dispute resolution process as expeditiously as possible. The liaison will provide the parent/guardian or unaccompanied youth a written explanation of any decisions relating to eligibility, enrollment or placement. The written explanation will include:~~

## REFERENCE COPY

FILE: IGBCA  
Critical

- ~~→ A description of the action proposed or refused by the district;~~
  - ~~→ An explanation of why the action was proposed or refused;~~
  - ~~→ A description of any other options the school considered;~~
  - ~~→ The reasons other options were rejected;~~
  - ~~→ A description of any other relevant factors to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses and evidence relied upon and their sources;~~
  - ~~→ Appropriate timelines to ensure any relevant deadlines are not missed; and~~
  - ~~→ Contact information for the local liaison and the state coordinator for homeless children and youth (state coordinator) and a brief description of their respective roles.~~
- ~~2. The liaison will discuss the explanation with the parent/guardian or unaccompanied youth and answer any related questions.~~
  - ~~3. If the explanation provided to the parent/guardian or unaccompanied youth does not resolve the dispute, the parent/guardian or unaccompanied youth should notify the liaison, who will provide the parent/guardian or unaccompanied youth with the standard state complaint resolution process and ensure that the parent/guardian or unaccompanied youth has the contact information for the state coordinator. If requested, the liaison will assist any unaccompanied youth in submitting the appeal.~~
1. If the parent, guardian or unaccompanied student has a complaint regarding the education of a homeless student, the person (complainant) must notify the homeless liaison. The homeless liaison serves as the intermediary between the homeless student and the school the student attends. The homeless liaison shall provide a copy of or access to the district's policies addressing the education of homeless students and the district's complaint form to the complainant.
  2. The complainant can file a complaint in writing with the homeless liaison. The homeless liaison will provide a written resolution of the dispute or a plan of action within five days of the date the complaint was received by the homeless liaison. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest possible time.

3. If the dispute is not resolved by the homeless liaison, the complainant may file a written complaint with the superintendent or designee for review. The superintendent or designee will provide a written resolution or plan of action within five days of the date the complaint was received. The parties may mutually agree to an extension of time; however, every effort should be made to resolve the complaint in the shortest amount of time.
4. If the dispute is not resolved at the superintendent level, the complainant may file a written complaint with the Board of Education. The Board will provide a written resolution of the dispute or a plan of action within 30 days of the date the complaint was received by the Board. If the dispute is not resolved by the Board in a manner satisfactory to the complainant, an appeal may be brought to DESE in accordance with the state complaint resolution process, which the homeless liaison will provide to the complainant.

~~The student will remain enrolled and will be allowed to attend and fully participate in all school activities during the dispute process.~~ While the dispute process is ongoing, the student in question must be enrolled in school. If the dispute revolves around which school is the school of best interest for the student, the student shall be enrolled at the school to which the parent/guardian or unaccompanied student seeks enrollment while the final resolution of the dispute is pending. The student shall be allowed to fully participate in school activities and receive transportation, if requested.

If the parent/guardian or unaccompanied youth student are English learners, use a native language other than English, or need additional supports due to a disability, the district shall make translators, interpreters or other support services available without charge and in the appropriate language.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Adopted: 07/26/1993

Revised: 10/07/2002; 06/14/2004; 10/10/2005; 02/13/2006; 02/16/2010; 02/13/2012;  
07/10/2017;

## REFERENCE COPY

FILE: IGBCA  
Critical

Cross Refs: EEA, Student Transportation Services  
JCB, Intradistrict Transfers  
JCC, Interdistrict Transfers  
JEC, School Admissions  
JECA, Admission of Students  
JECC, Assignment of Students to Grade Levels/Classes  
KLA, Concerns and Complaints Regarding Federal Programs

Legal Refs: §§ 167.020, .181, 210.003, RSMo.  
19 C.S.R. 20-28.010  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g  
34 C.F.R. Part 99  
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42  
U.S.C. §§ 11431- 11435

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGBCB  
Critical

## EXPLANATION: PROGRAMS FOR MIGRATORY STUDENTS

Any district that receives Title I funds is obligated to provide services to migratory students residing in the district. The changes to this policy are based on federal law and the Federal Programs Administrative Manual revised in August 2017. This policy includes only legally required provisions.

The district does not determine which students are eligible for migrant services. Instead, the district solicits information about the number of moves a student has made in the past three years and the kind of work performed by the student or his or her parents/guardians. If any of the solicited information indicates that the student might be migratory, the district sends the information to a Migrant Education and English Language Learning (MELL) recruiter. The recruiter determines whether the student is eligible for services and notifies the district. MELL is a network of resource people, including instructional specialists, available to assist districts in identifying migratory children and children of migratory parents/guardians and organizing and implementing programs for migratory students and English learners. MELL is a section of the Department of Elementary and Secondary Education (DESE) located in the Office of Quality Schools, and instructional specialists are available through Regional Professional Development Centers.

When monitoring district compliance with the migrant program requirements, federal program monitors will likely look for a home language survey or key questions on the district's enrollment forms, certificates of eligibility from MELL, a copy of the district's migrant procedure, and student files.

The Federal Programs Administrative Manual is available on DESE's Financial and Administrative Services page at:

<https://dese.mo.gov/sites/default/files/qs-fc-admin-manual-ESSA-Aug-2017.pdf>

<i>MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.</i>					
	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGBCB  
Critical

## REFERENCE COPY

PROGRAMS FOR MIGRANT/MIGRATORY STUDENTS

The Board of Education of the Jefferson City School District directs the administration to screen students, as required by law, to assist the state in identifying migratory children. If the district becomes aware of any student who might be a migrant student, the superintendent or designee will notify the state director of migrant education, as designated by the Department of Elementary and Secondary Education (DESE), so that the student may be formally recognized as a migrant student. The district recognizes that migratory students face many educational challenges that may interfere with their ability to succeed in the regular education program and meet the same challenging state achievement standards as other students. The district is committed to creating and supporting a migrant education program (MEP) designed to help migratory students and their families overcome these challenges.

The administration superintendent or designee will develop written administrative procedures ensuring that migrant students, once identified, receive services for which they are eligible. In developing and implementing a program to address the needs of migratory children, the district will have a MEP that includes the following components:

1. A written procedure for identifying students who may be migratory that provides for notification to appropriate personnel designated by the Department of Elementary and Secondary Education (DESE) of potentially eligible students.
2. A procedure to help identify and recruit, throughout the school year, those students residing in the district who have family members who have been or are engaged in seasonal or temporary agriculture-related work.
3. Screen students and assess the educational, and related health and social needs of each student identified as migratory and development of objectives to address those needs so that migratory students are able to meet Missouri learning standards.
4. Advocacy to allow students and families to gain access to health, nutrition and social services.
5. Review of existing programs and resources to determine which can help meet the needs of migratory children and ensure that the children have access to them.
6. Provide a full range of educational services to migrant/migratory students, including applicable Title I programs, special education, gifted education, career or technical education, language programs, counseling programs, elective classes, fine arts classes, etc.



- ~~3. Provide migratory children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.~~
- ~~4. To the extent feasible, provide advocacy and outreach programs to migratory children and their families and professional development for district staff.~~
7. Instructional programs for migratory students that supplement existing educational programs.
58. Provide parents/guardians an opportunity for meaningful participation in the program by parents/guardians and families of migratory students.
9. A parent advisory committee to consult with district officials and staff in the planning, implementation and evaluation of the program.
10. Professional development for teachers that is designed to improve the quality of education for migratory students, including required training by DESE's Migrant Education and English Language Learning (MELL) program.
11. Provision of information to district personnel about any required participation in professional development provided by DESE's MELL program.
12. Assistance for secondary school students transitioning from school to postsecondary education, employment or military service.
13. Provision of needs assessment, evaluation, financial and other information needed for DESE to carry out its duties.
14. A process for prioritizing the provision of services in order to ensure that if there are limited resources, students most at risk of failing receive services ahead of other students.

### **Parent and Family Involvement and Engagement**

Information about the district's MEP will be disseminated throughout the community and to parents/guardians of students in the program. Parents/Guardians and families will be invited and encouraged to participate in parent/guardian and family involvement and engagement activities developed pursuant to policy IGBC. The district will, whenever possible, communicate with migratory students' parents/guardians who are not proficient in English in a language understandable to the parents/guardians.

# REFERENCE COPY

FILE: IGBCB  
Critical

## Records

The superintendent or designee will maintain and regularly update education and health records of students eligible to receive migrant services, including the date identified, the date approved for services and the services provided. Maintained records will be subject to the provisions of the Family Educational Rights and Privacy Act. The superintendent or designee will also maintain records of all other aspects of the MEP, including teacher training, use of community resources, and program evaluations. Records of parent and family involvement activities, including copies of notices, agendas and meeting minutes, will also be maintained.

The district will provide the results of need assessments, evaluations, financial information and other information as requested by DESE.

## Nonpublic Students

The district will provide services to migratory students in nonpublic schools in accordance with law.

## Program Evaluation

The superintendent or designee will regularly evaluate the MEP to determine whether the program is meeting the assessed needs of identified migratory students and whether all migratory students have access to the program. Further, the evaluation will determine whether services and resources for migratory students are comparable to the services and resources available to other students in the district.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

*Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted: 01/10/2000

Revised: 10/07/2002; 05/10/2004; 10/12/2015;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
CGC, State and Federal Programs Administration

FILE: IGBCB  
Critical

## REFERENCE COPY

DJFA, Federal Programs and Projects  
JEC, School Admissions  
JO, Student Records

Legal Refs: No Child Left Behind Act of 2001 The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6391 - 6399

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGBE  
Critical

## EXPLANATION: STUDENTS IN FOSTER CARE (K-12 Districts)

MSBA previously included a dispute resolution process in this policy because at the time the policy was released, it was unclear what type of process auditors would be looking for. MSBA has created a new procedure (IGBE-AP1) based on the sample dispute resolution procedure from the Department of Elementary and Secondary Education, which can be viewed at:

<https://dese.mo.gov/quality-schools/federal-programs/foster-care>

MSBA has therefore removed some of the dispute-resolution language from this policy.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGBE  
Critical

## REFERENCE COPY

# REFERENCE COPY

FILE: IGBE  
Critical

## STUDENTS IN FOSTER CARE (K-12 Districts)

The Jefferson City School District recognizes that students in foster care face unusual educational challenges. The purpose of this policy is to provide foster care students with educational stability and remove barriers to, and provide opportunities for, academic excellence for foster care students. In order to achieve this purpose, the district will work collaboratively with the Missouri Department of Elementary and Secondary Education (DESE) and the Children's Division (CD) of the Missouri Department of Social Services.

### Definitions

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

*Foster Care Student* – Any pre-K-12 student who is residing in a foster care setting in this state or who is awaiting foster care.

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

### Liaison/Point of Contact

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

Director of Special Services  
315 E. Dunklin Street  
Jefferson City, MO 65101  
Phone: 573-659-3016 / Fax: 573-632-3475

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

### **Enrollment and Placement of Foster Care Students**

Students in a foster care placement located within the boundaries of the district will be educated in the school of origin unless it is not in the best interest of the student to do so. A student placed in the school of origin will remain in the school of origin for the duration of the time he or she is in foster care. If it is not in the best interest of the student to stay in the school of origin, the Jefferson City School District will immediately enroll the student, even if the student is unable to produce records normally required for enrollment, and will contact the school of origin to obtain relevant records.

Foster care students who attend school in the district because attending the school of origin was not in their best interest will be initially placed in the same courses and programs the students were in while attending the previous district to the extent this district offers such courses and programs. Such placements may include, but are not limited to: honors classes; vocational, technical and career pathway courses; and International Baccalaureate (IB), Advanced Placement (AP), English Learner (EL), special education and gifted programs. If necessary, the district will waive course or program prerequisites or other preconditions for placement in courses or programs offered at the district. After placement, the district may perform additional evaluations to ensure that the student has been placed appropriately and may change the student's placement after consultation with the student's foster parent.

### **Best-Interest Determination**

#### ***Placement***

Within three days of the student enrolling, the liaison will organize a meeting or consultation to determine which placement is in the best interest of the student. The meeting or consultation will include a representative of the CD; the foster parents; a representative from the school of origin; the parents/guardians and student, if appropriate; and any other person requested by the student, the foster parents or the CD who has a special relationship with the student. These individuals will be considered the best interest determination (BID) team and, using child-centered criteria, including the appropriateness of the current educational setting and proximity to the school in which the student is enrolled at the time, will determine the best placement for the student. Transportation costs will not be a factor. If the BID team cannot reach a consensus as to regarding the best placement, the representative from the CD will make the final determination.

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

## REFERENCE COPY

FILE: IGBE  
Critical

### *Dispute Resolution*

If the legal, putative or biological parent (parent)/guardian, foster parent, student or educational decision maker disputes that the placement assigned by the BID team or CD is in the student's best interest, he or she the parent or educational decision maker ("disputant") may contact the liaison in an effort to resolve the dispute to implement the dispute resolution process. The liaison will provide the disputant with a copy of the district's dispute resolution procedures and answer any questions about the resolution process. If the liaison is not able to resolve the dispute, the parent/guardian, foster parent, student or educational decision maker may request a conference with the superintendent or designee. The superintendent or designee will meet with the parent/guardian, foster parent, student or educational decision maker and the pertinent members of the BID team in an effort to resolve the dispute.

If the superintendent or designee is unable to resolve the dispute, the parent/guardian or educational decision maker may appeal the placement to:

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

### **Transportation**

If the BID team determines that the school of origin is the best placement for a foster care student, the student will be transported to the school of origin in accordance with the transportation plan developed in collaboration with the CD. Transportation will be provided promptly and in a cost-effective manner and in accordance with law. If there are additional costs incurred by the school of origin, the costs will be paid by the CD or the district or shared by the CD and the district.

### *Transportation Disputes*

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

### **Records**

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



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

1. Respond within three business days to a request for records by another district, and
2. Request records from other districts within two days of enrolling a student.

### **Attendance**

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

### **Programs and Activities**

The district will encourage foster care students to participate in extracurricular activities and assist them in joining extracurricular activities. Locally imposed application deadlines for participation in extracurricular activities will be waived for foster care students who are otherwise eligible to participate in the activities. Participation in activities governed by the Missouri State High School Activities Association (MSHSAA) will be permitted in accordance with the rules established by MSHSAA. Foster care students are automatically eligible for participation in the district's free nutrition program.

### **Graduation**

In order to facilitate timely graduation of foster care students, the district will:

1. Waive specific courses required for graduation if similar course-work has been satisfactorily completed in another school. If such course-work is not waived, the district will provide reasonable justification for the denial.
2. Accept the results of exit exams, end-of-course exams, nationally norm-referenced tests or alternative testing from another school to satisfy district testing requirements related to graduation.
3. Accept for credit full or partial course-work completed at the previous school attended in accordance with district policy.

If a foster care student who enrolls in the district at the beginning of or during his or her senior year cannot meet the district's graduation requirements by the end of the senior year, even after all

# REFERENCE COPY

FILE: IGBE  
Critical

alternatives have been considered, the liaison will contact the student's previous district to determine if whether the student is eligible to receive a diploma from the previous school.

The Jefferson City School District will award a diploma to foster care students who transfer out of the district at the beginning of or during the senior year if, considering all courses, tests and attendance at the school to which the student transferred, the student has met the Jefferson City School District graduation requirements.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

*Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

- Adopted: 11/11/2013
  
- Revised: 10/12/2015; 11/30/2017;
  
- Cross Refs: JCB, Intradistrict Transfers  
JCC, Interdistrict Transfers  
JEC, School Admissions  
JECA, Admission of Students  
JECC, Assignment of Students to Grade Levels/Classes  
JED, Student Absences and Excuses  
JO, Student Records
  
- Legal Refs: §§ 160.1990, 167.018 - .019, 210.760, .1050, RSMo.  
The Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6311 - 6322  
34 C.F.R. § 299.13  
45 C.F.R. § 1355.20

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGBH  
Critical

## EXPLANATION: PROGRAMS FOR ENGLISH LEARNERS

The changes to this policy are based on changes to the Elementary and Secondary Education Act (ESEA), the revised Department of Elementary and Secondary Education (DESE) Federal Programs Administrative Manual (FPAM) and Missouri's Consolidated State Plan approved by the U.S. Department of Education.

English learner (EL) education is addressed in two places in the ESEA: Title IA and Title III. This means that the district's English language instruction is subject to the same requirements that apply to other Title I programs, and Title III requirements apply as well if the district receives a subgrant.

Notable changes to the policy include the following:

1. The definition of an English learner has been changed.
2. The legal definition of an English learner includes preschool-age children. Districts may use Title III money to provide language instruction to preschool students, but there is no requirement to do so. However, the district may have better results if funds are directed for providing English language instruction at the preschool level.
3. Districts are required to administer the Language Use Survey (LUS) to all students when they enroll. This survey replaces the Home Language Survey that was previously required. The LUS includes three key questions:
  - ▶ What was your child's first language?
  - ▶ Which language(s) does your child currently speak?
  - ▶ Which language(s) does your child hear and understand?

MSBA has incorporated these questions into a model enrollment form, JEC-AF1, that is included in this update.

4. Parental rights and notices have not changed much, but they were not previously included in this policy.
5. Students can be placed in programs and transitioned out of programs only in accordance with the standards developed by DESE. The actual standards and cut scores are included in the FPAM.

FILE: IGBH  
Critical

## REFERENCE COPY

6. MSBA has added immigrant reporting as an EL coordinator duty. While this reporting duty is not new, it was not previously included in this policy.

**NOTE:** The district is required by federal law to notify parents/guardians of EL students of the rights included in this policy. To the extent practicable, the notice must be in a language understandable to the parents/guardians. One method for providing this notice is to provide parents/guardians with a copy of this policy.

### Resources

The Migrant Education and English Language Learning (MELL) program is a network of resource people, including instructional specialists, available to assist districts in identifying migratory children and children of migratory parents/guardians and organizing and implementing programs for migratory students and English learners. MELL is a section of DESE located in the Office of Quality Schools, and instructional specialists are available through Regional Professional Development Centers.

The Federal Programs Administrative Manual is available on DESE's Financial and Administrative Services page at:

<https://dese.mo.gov/sites/default/files/qs-fc-admin-manual-ESSA-Aug-2017.pdf>

Model forms and other resources for English learner and migrant programs can be found at:

<https://dese.mo.gov/quality-schools/migrant-el-immigrant-refugee-education/english-language-learners>

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

# REFERENCE COPY

FILE: IGBH  
Critical

## PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

### Definitions

*Language Minority (LM)*—Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

*Limited English Proficiency (LEP)*—Proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on the assessment of a student's English language proficiency.

*English Language Learner (EL)* – Refers to an LM student with limited English proficiency. Any student who:

1. Is age 3–21, and
2. Is enrolled or is preparing to enroll in the district, and
3. Has difficulties speaking, reading, writing or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English, or the opportunity to participate fully in society, and
4. Meets one of the following additional requirements:
  - ▶ Was not born in the United States or whose native language is a language other than English, or
  - ▶ Is Native American, an Alaska Native or a native resident of the outlying areas who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or

- ▶ Is a migratory individual whose native language is a language other than English and who comes from an environment where a language other than English is dominant.

*Immigrant Student* – A student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

*English for Speakers of Other Languages (ESOL)* – An instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction:

1. Structured ESOL immersion involves a bilingual teacher and a self-contained classroom.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes students from the regular classroom for instruction in English.

*Bilingual Education* – An instructional approach that explicitly includes the student's native language in instruction. This approach requires an instructor fluent in the student's native language and proficient in content areas and is often used where many ELL students share the same language and where qualified bilingual teachers are available.

*Child* – Any individual age 3-21.

*Parent* – Parent, legal guardian or person otherwise responsible for the child.

*Language Instruction Education Program* – An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

### **Identifying EL Students**

The district will screen for EL students by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. This survey may be incorporated into district enrollment forms provided to all students.

# REFERENCE COPY

FILE: IGBH  
Critical

Students whose LUS indicates a language other than English and possible language barriers will be referred to the superintendent or designee for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The district will make every effort to complete the screening process within 30 days of the first day of school or, for students who enroll after the first day, within 30 days of the student's enrollment.

The completed LUS and all other screening results will be retained in the student's permanent record.

## Placement of EL Students

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interest.

Students will transition out of an LIEP only after meeting state-established exit standards.

## Parental Information

The district will, through parental involvement and outreach activities, provide parents/guardians of English learners with information about how the parents/guardians can be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parents/guardians of each student identified as an EL student will be informed of:

1. The reasons for identifying their student as an English learner in need of placement in the district's LIEP.
2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.
3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.

4. How the program will meet the educational strengths and needs of the student.
5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.
7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.
8. If the student has an individualized education program (IEP), how the LIEP will meet the student's IEP objectives.

### ***Parental Rights***

Parents/Guardians will be notified within 30 days after the opening of school enrollment if their student is identified for participation in or is participating in an LIEP. For those students who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within two weeks of the student being placed in an LIEP.

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP, choose an LIEP other than the one recommended by the district (if other programs are offered by the district) or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their student out of the district's LIEP by contacting the EL coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP. Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the student's progress toward English proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their students out of statewide assessments to determine English proficiency.

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.



# REFERENCE COPY

FILE: IGBH  
Critical

## *Parental Notification*

Pursuant to federal law, if the district's English language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of students participating in the district's program. Such notice shall be provided within 30 days after the district learns of the failure.

## **EL Coordinator**

The district's coordinator for EL programs is:

Assistant to the Superintendent – Special Services Coordinator of ELL  
315 E. Dunklin St.  
Jefferson City, MO 65101  
Phone: 573-659-3122

The Board directs the coordinator to develop and implement language instruction programs that the coordinator shall have the following duties:

1. Identify language minority students through the use of a Student Home Language survey (see IGBH-AF1). The building administrator will develop procedures to ensure that all new and currently enrolled students complete the Home Language survey. Provide parents/guardians with notice of and information regarding the LIEP as required by law.
2. Identify LM students who are also English language learners. Ensure that any student whose LUS indicates the use of a language other than English will be further screened and assessed for English proficiency using the state-provided assessment instruments.
3. Determine the appropriate instructional environment for EL students.
4. Annually assess the English proficiency of ELL students and monitor the progress of students receiving ESOL or bilingual instruction in order to determine their readiness for the mainstream classroom environment. Maintain records relating to the LIEP and prepare reports for submission to DESE.
5. Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the district's parent and family involvement and engagement activities.

6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.
7. Prepare reports on immigrant students for submission as required by DESE.

**LIEP Staff**

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners.

**Assessment**

In addition to other required assessments, the district will annually assess the English proficiency of EL students in accordance with state and federal law and the district's assessment policy.

**Nonpublic Participation**

The district will consult with representatives of nonpublic schools as required by federal law.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

**Note:** *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted: 07/26/1993

Revised: 11/13/2000; 05/10/2004; 02/09/2009; 02/13/2012; 11/11/2013;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
CGC, State and Federal Programs Administration  
DJFA, Federal Programs and Projects

MSIP Refs: 8.3.1

## REFERENCE COPY

FILE: IGBH  
Critical

Legal Refs: Equal Educational Opportunities Act, 20 U.S.C. § 1703(f)  
English Language Acquisition, Language Enhancement, and Academic Achievement  
Act, 20 U.S.C. §§ 6811 - ~~6871~~7014  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d  
34 C.F.R. Part 100  
*Plyler v. Doe*, 457 U.S. 202 (1982)  
*Lau v. Nichols*, 414 U.S. 563 (1974)  
*Castaneda v. Pickard*, 648 F.2d 989 (5th Cir.1981)

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGC  
Critical

## EXPLANATION: EXTENDED INSTRUCTIONAL PROGRAMS

MSBA has moved some components of this policy to new policy IGAB, Instructional Interventions. In addition, MSBA has added some language to the "Summer School" section of this policy to reflect the fact that many districts offer summer enrichment programs for the general student population.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service		Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation		Public Info/Communications		Technology

FILE: IGC  
Critical

## REFERENCE COPY

## **REFERENCE COPY**

FILE: IGC  
Critical

### **EXTENDED INSTRUCTIONAL PROGRAMS**

The Jefferson City School District shall attempt to provide continuous progress in education to fit the needs of individuals of the community. In meeting these needs, the district may provide programs beyond those offered during the regular school day. The district will pursue all available state or federal aid for its extended instructional programs.

#### **Extra Class Opportunities**

Pupils gain much from functioning in real life situations involving cooperation, competition, and consideration for others. Attempts to make the best use of meaningful situations outside of the regularly planned classroom program are an accepted responsibility of all school personnel.

#### ***Elementary Division***

In the elementary division, opportunities for social, physical, and cultural growth are significant extensions of the regular school program. School assemblies, safety patrol responsibilities, opportunities for fine arts performances and exhibits and after-school recreational programs are all directed with objectives for growth in the areas mentioned earlier.

#### ***Secondary Division***

Pupils in the secondary division have an opportunity to become involved in a well-balanced extra-class activity program. This includes various academic-associated clubs and organizations; several all-school service projects designed to benefit others; vocal and instrumental music performances; experiences in public speaking, debate, and dramatics; intramural programs for both boys and girls; and interscholastic participation in athletics. Competent sponsorship and direction of these extra-class activities are recognized as fundamental necessities in continuing a good program.

#### **Adult Education**

The Board may provide school facilities for the purpose of maintaining and expanding programs and services for persons interested in adult education. Such programs shall be commensurate with the needs of the community. The Board may provide administrative, ancillary and other supportive services needed to enhance the quality of the adult education program; however, the program shall be provided only out of revenue derived by school districts from sources other than state appropriations.

### **Early Childhood**

The Board recognizes the critical importance of the early years in determining the educational development of children and, insofar as resources permit, encourages programs designed to help meet the physical, emotional, social and intellectual needs of preschool-age children.

The district will provide services to students with disabilities beginning at age three in accordance with the Individuals with Disabilities Education Act and as required by other applicable law.

### **Extended School Year**

Extended school year (ESY) services may be necessary to provide a child with a disability a free and appropriate public education pursuant to law. A student's individualized education program (IEP) team will determine whether ESY services are necessary and the length, nature and type of services to be provided.

### **Extended-Day Child-Care**

The district may establish before- and after-school child-care programs for students and may charge a fee for such programs.

### **Reading Improvement Instruction (Grades K-3)**

As allowed and/or required by law and in accordance with policy IGAB, the district will implement programs of reading improvement instruction that may take place outside the regular school day. The district may provide a program of reading improvement instruction for students in kindergarten through third grade who do not meet the district's objectives for reading. Students receiving such instruction can be counted toward additional average daily attendance for extra hours of instruction falling outside the traditional school day.

### **Reading Improvement Instruction (Grades 3-6)**

The district will administer reading assessments and implement reading improvement plans for students in grades three through six in accordance with law. Reading improvement plans will include at least 30 hours of additional reading instruction or practice outside the regular school day.

### **Remediation as a Condition of Promotion**

The district requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be

## REFERENCE COPY

FILE: IGC  
Critical

mastered, how they are to be assessed and what remediation is appropriate. The district may operate remediation programs outside the regular school day, including during summer school, as described in policy IGAB. Such remediation shall recognize that different students learn differently and shall employ methods designed to help those students achieve at high levels. The district will pursue all available state or federal aid for such programs.

### Summer School

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan. The district may offer summer school programs for the enrichment of district students and may also offer a pre-kindergarten summer school program for students who will reach the age of five before August 1 of the school year beginning in that calendar year.

In accordance with law, the district will establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students who have a reading improvement plan. Summer school may also be utilized for remediation as a condition of promotion.

### Violence Prevention

The district may provide a violence prevention instructional program. The program shall instruct students on the negative consequences of membership in or association with criminal street gangs or street gang activity, encourage nonviolent conflict resolution of problems facing youth, present alternative constructive activities for the students and encourage community participation in program instruction. The program shall be administered as appropriate for different grade levels and shall not be offered for academic credit. The district will contact the Department of Elementary and Secondary Education for guidance in establishing a violence prevention instructional program and will apply for any available state or federal aid.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

**Note:** *The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted: 09/10/1990



FILE: IGC  
Critical

## REFERENCE COPY

Revised: 02/14/2000; 06/14/2004; 11/11/2013

Legal Refs: §§ 160.053, .500, 161.650, 167.645, 171.091, 178.280, .290, .693, .695, RSMo.  
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417  
34 C.F.R. Part 300

~~————— No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941~~

Jefferson City School District, Jefferson City, Missouri



MISSOURI SCHOOL  
BOARDS' ASSOCIATION

September 17, 2018

Ms. Stephanie Sappenfield  
Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, MO 65101-3197

Dear Ms. Sappenfield:

MSBA is pleased to provide your district the 2018C Update of policies, procedures and forms.

This update includes changes related to virtual instruction made to comply with the requirements of Senate Bill 603 (2018) and House Bill 1606 (2018). Under the new law, K-12 students will be allowed to take virtual courses through the Missouri Course Access Program (MOCAP), and the district must pay for those courses unless the district determines that it is not in the student's best educational interest to take the course.

While this new law went into effect August 28, 2018, it does not affect school districts until the spring semester of the current school year. Enrollment for virtual courses for the fall semester closed before the law went into effect. Therefore, districts are not responsible for payment of virtual schools until enrollment for the spring semester. However, MSBA recommends districts move quickly to get these updated documents in place.

Please read these documents and the accompanying explanations carefully. Language that is being removed is presented in strikeout, and language that is being added is presented in highlight. The explanations include information and instructions that will assist the Board and administration in understanding why these documents are being updated and how to modify the documents to best suit the district.

MSBA's sample forms are available for download at <https://www.mosba.org/>. These forms are provided in Microsoft Word format, and districts are free to customize the forms with district logos and mottoes, add local custom language, or alter or remove MSBA standard language as desired.

If we can be of any further assistance, please contact us at the address below, e-mail me at [atwood@mosba.org](mailto:atwood@mosba.org), visit us on the Internet at [www.mosba.org/member-services/policy](http://www.mosba.org/member-services/policy) or call toll free at 1-800-221-6722, ext. 346.

Sincerely,

Kathleen Atwood  
Full Maintenance Director

Attachments

## REFERENCE COPY

FILE: IGCD  
Critical

### EXPLANATION: VIRTUAL COURSES

MSBA has created this NEW policy to comply with the requirements of Senate Bill 603 (2018) and House Bill 1606 (2018). These bills create the Missouri Course Access Program (MOCAP). Under MOCAP, course providers apply to the Missouri Department of Elementary and Secondary Education (DESE) to have their virtual courses approved. Course providers can be for-profit or nonprofit companies or public school districts.

Once DESE approves a course, eligible K–12 students may enroll in MOCAP courses at district expense unless the district determines that it is not in the best educational interest of the student to take the course. A parent/guardian who disagrees with the district's decision may appeal to the School Board and then to DESE. The law does not require the district to pay for virtual courses above and beyond full-time enrollment in the district, and the district cannot collect state aid for a student beyond full-time attendance.

The statute requires school districts and charter schools to have a policy that sets out the process for students to enroll in virtual courses. Here are some other issues the district should consider when reviewing and implementing this policy:

1. The process for students to enroll in MOCAP courses must be "substantially similar" to the process the district uses to enroll students in courses offered by the district. That is why this policy applies to enrollment in district-sponsored virtual courses as well as MOCAP courses. The district cannot require students who seek to take MOCAP courses to meet more requirements or follow more procedures than students who take other virtual courses offered by the district.
2. Students must be allowed to take MOCAP virtual courses unless there is "good cause" for the student not to take the course. The statute defines "good cause" as "a determination that doing so is not in the best educational interest of the student." If the district refuses to allow the student to enroll in a MOCAP course, the student or the parent/guardian may appeal the decision to the Board and then to DESE.

MSBA has created an administrative procedure to accompany this policy to assist school administrators in making the best interest determination. Because the decision may be appealed to the Board and DESE, district administrators need to be prepared to justify and defend any decision to deny access to a virtual course. MSBA has also created a form for this purpose.

Because the legislation is vague as to what constitutes "good cause," districts will have to make decisions about good cause according to district-chosen criteria on a case-by-

case basis. It is MSBA's understanding that the cost of a course cannot be a factor in determining good cause since good cause is based on the best interest of the student, not the district.

3. MSBA has written this policy so that the "principal or designee" decides whether to approve enrollment in a virtual course. While it might seem logical for school counselors to be responsible for this process, some districts do not have counselors in every building. In addition, the new law specifically states that "[s]chool counselors shall not be required to approve or disapprove a student's enrollment" in MOCAP. § 161.670(b)(2), *RSMo*. If a district has sufficient counseling staff, the district can and should include the counselor in the decision, but the counselor will not be the person who ultimately makes the decision about the student's enrollment.
4. Districts cannot prohibit students receiving special education or accommodations for a disability from enrolling in virtual courses. Districts cannot prevent these students from taking these courses simply because the student has a disability, and districts should process requests from these students in the same manner as requests from other students.

That said, if an individualized education program (IEP) team determines that a virtual course would conflict with the "appropriate" education the district is required to provide the student, the IEP team may make the decision that the student will not be enrolled in the course. In those circumstances, the appeal must be made through the federal special education process, rather than to the superintendent/designee or the Board. While the new state statute does not address this situation, federal law needs to prevail in these circumstances. MSBA encourages districts to consult with a private attorney to obtain an opinion on this issue.

5. The statute allows the "student and the student's family" to appeal if the student is denied enrollment in a MOCAP course. MSBA has taken the liberty of substituting a "parent/guardian" for "family" in this policy. We do not think it was the intent of the legislature to allow aunts, uncles and grandparents to appeal these decisions unless those persons are raising the child.
6. MSBA recommends that districts consider how they will handle the supervision of students who take some, but not all, of their coursework virtually. There will be students who will physically attend district courses part of the day and attend virtual courses part of the day. How will the district supervise these students? The district could impose the same rules it would if a student were taking some classes in the district and others at another physical location, such as a private or home school. This may include providing a supervised place where students could study in between

# REFERENCE COPY

FILE: IGCD  
Critical

## VIRTUAL COURSES

Because virtual instruction can be an effective education option for some students, the district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. In addition, eligible students may enroll in virtual courses offered through the Missouri Course Access Program (MOCAP). The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP.

The district will pay the costs of a virtual course only if the district has first approved the student's enrollment in the course as described in this policy. Even if a student or his or her parents/guardians pay the costs for a virtual course, the student or parents/guardians should meet with the principal or designee prior to enrollment to ensure that the course is consistent with the student's academic and personal goals.

The district is not required to provide students access to or pay for courses beyond the equivalent of full-time enrollment. The district will provide supervision for students who take virtual courses in district facilities but will not provide supervision for students taking virtual courses offsite.

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying.

### **Enrollment in Virtual Courses**

The superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in virtual courses offered by the district or through MOCAP. These enrollment periods and registration deadlines will be strictly enforced unless the superintendent or designee determines that an exception is warranted due to circumstances such as a change in a student's health or the long-term suspension of a student. Enrollment periods and registration deadlines must align with the district's academic calendar and assessment schedule to the extent practicable.

A student or parent/guardian must notify the student's principal or designee before the student may enroll in a district-sponsored virtual course or a MOCAP virtual course through the district. The student will be enrolled unless the principal or designee, in consultation with the student's parents/guardians and relevant staff, such as the school counselor or district special education director, determines that there is good cause to refuse the student enrollment in the course. For enrollment in a MOCAP course, good cause is limited to situations where it is not in the best educational interest of the student to enroll in the course.

Students or parents/guardians who disagree with the principal's or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of

Elementary and Secondary Education (DESE) as detailed later in this policy. For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent's or designee's decision will be final. The superintendent or designee is authorized to consult the district's attorney prior to making a decision.

### **Students with Disabilities**

In general, students with disabilities may enroll in district-sponsored virtual courses or MOCAP virtual courses using the same approval process applicable to other students. However, 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. Any appeal of that decision must be made through the special education process rather than to the superintendent or designee or the Board.

If a student who is receiving accommodations for a disability under Section 504 of the Rehabilitation Act (Section 504) is enrolled in a virtual course, the student's Section 504 team will determine whether any additional accommodations are necessary for the student.

### **Attendance and Completion**

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not successful in the course, the district may remove the student from the virtual course and refuse to enroll the student in virtual courses in the future.

Students enrolled in virtual courses are expected to complete all course requirements in the time allotted for the course. Extensions of time to complete a virtual course will be permitted only in situations where completion of the course in the allotted time would be impossible due to factors not controlled by the student.

Students enrolled in a district-sponsored or MOCAP course through the district will be considered in attendance for state aid purposes in accordance with law. A completed virtual course shall be counted as no less than 95 percent attendance for purposes of A+ eligibility.

### **End-of-Course (EOC) Examinations**

Students are required to take state-required EOC examinations administered by the district regardless of whether the course for which the examination is required was taken virtually or in the traditional classroom.

# REFERENCE COPY

FILE: IGCD  
Critical

courses in the district or requiring parents/guardians to pick up their students for the part of the day that they are not receiving instruction. The district may provide a set location where students can work on virtual courses in which they are enrolled during the school day, but the district is not required to do so. These are decisions that might depend on the age or grade level of the students involved and available physical and human resources.

7. Districts will still be required to administer end-of-course examinations to students even if the student is taking the relevant course through MOCAP.
8. Districts must accept all credits earned through MOCAP. This includes courses students have taken at their own expense even if such courses result in the student earning more than the possible number of credits a student could have earned attending classes in the district full-time.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary	X	Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service	X	Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor	X	Special Education
	Transportation	X	Public Info/Communications	X	Technology

FILE: IGCD  
Critical

**REFERENCE COPY**



## REFERENCE COPY

FILE: IGCD  
Critical

### Notice

The district will inform students and parents/guardians in handbooks, registration documents and on the homepage of the district's website of the option to enroll in virtual courses, including courses offered through MOCAP, as required by law.

### MOCAP

In accordance with state law, the district will pay the cost of student enrollment in MOCAP virtual courses as long as:

1. The student meets eligibility requirements;
2. The student has approval for enrollment in accordance with this policy; and
3. Taking the course does not cause the student to exceed full-time enrollment in the district.

In addition to the requirements listed above and in accordance with law, a student is eligible to enroll in a MOCAP course through the district if:

1. The student resides in and is enrolled in the district on a full-time basis;
2. The student has attended a public school or charter school for at least one semester immediately prior to enrolling in a MOCAP course;\* and
3. The enrollment is approved by the principal or designee.

\*A student will be excused from this requirement if he or she has a documented medical or psychological diagnosis or condition that prevented the student from attending a school in the district during the previous semester.

The district is not obligated to provide students computers, equipment or Internet access to take a MOCAP course unless otherwise required by law to accommodate a student with a disability.

District counselors or certificated staff will develop an individual career and academic plan (ICAP) for district students enrolled in three or more virtual courses. If a student already has an ICAP, the plan will be reviewed and modified as necessary. In accordance with law, school counselors cannot be required to make the final decision regarding a student's enrollment in a MOCAP course.

***Appeal***

If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, the student and the parents/guardians will be notified in writing, provided an explanation for the decision and informed that the student or parents/guardians may appeal the decision to the Board. However, if the student is receiving special education services, the student's IEP team will make the final decision regarding student enrollment in a virtual course in accordance with federal law, and the decision must be appealed through the special education process rather than through the Board.

If the student or parent/guardian appeals to the Board, the principal or designee will provide the Board written reasons for denying the student's enrollment, and the student or parent/guardian will provide written reasons the student should be allowed to take the course. Both documents will be retained by the Board and will be incorporated into the minutes. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a Board meeting.

The appeal to the Board shall be held in closed session. The Board will consider the information presented and release a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the decision to DESE. The appeal to DESE must be filed within seven days of the Board's final decision.

***Payment***

The district will pay a MOCAP course provider a monthly pro rata amount based on a student's completion of assignments and assessments, subject to the cost limitations in state law. The district will stop making monthly payments if a student discontinues enrollment. The superintendent or designee is authorized to negotiate lower course rates with MOCAP course providers when possible.

***Monitoring and Reporting***

The district will monitor the progress and success of students enrolled in MOCAP courses. The district may remove a student from a course if it does not meet the educational needs of the student. The district may terminate access to a course or refuse to allow students to enroll in a MOCAP course if the district determines that the course is not meeting the educational needs of the students enrolled in the course.

All concerns regarding the quality or delivery of a MOCAP course will be reported to DESE. The district may consider concerns regarding the quality of a course when making approval decisions for other students. In addition, the district will consider recommendations made by DESE regarding continued or future enrollment in MOCAP courses.

# REFERENCE COPY

FILE: IGCD  
Critical

## *Transfers*

The district will accept transfer credits students earn by successfully passing approved MOCAP courses if the course provider gives the district an official record of the completed course and the grade earned. Students who transfer to the district while enrolled in MOCAP courses will be allowed to continue enrollment in those courses even if the course provider is not one used by the district.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

*Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.*

Adopted:

Revised:

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
BDC, Closed Meetings, Records and Votes  
BDDH, Public Participation at Board Meetings  
JEA, Compulsory and Part-Time Attendance  
JECC, Assignment of Students to Grade Levels/Classes  
JFCF, Bullying  
JG-R1, Student Discipline  
JHD, Student Guidance and Counseling

Legal Refs: §§ 161.670; 610.021, RSMo.  
Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 - 1417  
The Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794  
Americans with Disabilities Act, 42 U.S.C. §§ 12101 - 12213  
34 C.F.R. Part 104  
34 C.F.R. Part 300

Jefferson City School District, Jefferson City, Missouri

# REFERENCE COPY

FILE: IGCE  
Critical

**EXPLANATION: NONTRADITIONAL INSTRUCTION OPTIONS (K-12 Districts)**

MSBA is revising this policy to align with the requirements of Senate Bill 603 (2018), House Bill 1606 (2018) and MSBA's new policy on virtual courses, IGCD. In addition, MSBA is revising this policy in response to the newest version of "Graduation Requirements for Students in Missouri Public Schools" (Graduation Handbook) issued by the Department of Elementary and Secondary Education (DESE) in May 2018. A copy of that document may be obtained at:

[https://dese.mo.gov/sites/default/files/Graduation\\_Handbook.pdf](https://dese.mo.gov/sites/default/files/Graduation_Handbook.pdf).

This version of the Graduation Handbook more clearly addresses the requirements and limitations for off-campus instruction opportunities. DESE has created extensive rules for these programs and requires districts to obtain written approval for the programs if the students will be counted in attendance, funding is involved or high school credit is to be granted. MSBA has therefore decided to remove the details of most of these programs from this policy. Most of these rules are not optional. Instead, the Board will direct the administrative staff to ensure that the programs are operated in compliance with DESE directives to ensure that the district may collect state aid for the program.

Missouri law authorizing the School Flex Program does not address whether students participating in the program will receive credit. The Graduation Handbook states that awarding of credit should be addressed in Board policy. Further, the guidance states that districts should be prepared to justify any credit awarded. For this reason, MSBA has retained the School Flex Program language and included language to serve as a guide for awarding credit for that program. The district is free to establish its own guidelines or determine that no credit will be awarded for nonacademic activities. For more information on the School Flex Program, see § 160.539, RSMo., and the Graduation Handbook.

*MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.*

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service	X	Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor	X	Special Education
	Transportation	X	Public Info/Communications	X	Technology

FILE: IGCE  
Critical

## REFERENCE COPY

**~~DISTRICT-SPONSORED NONTRADITIONAL INSTRUCTION OPTIONS~~**  
*(K-12 Districts)*

The Jefferson City School District strives to provide a diverse range of courses to meet student needs and interests. In addition to traditional course options, the district encourages staff to seek ~~nontraditional methods of instruction to outside the traditional classroom setting when doing so would assist students toward graduation or provide postsecondary and vocational preparation.~~ Staff are particularly encouraged to seek ~~nontraditional alternatives to provide a wider range of courses for students.~~ In addition, the district may also utilize diverse instruction options for homebound students, students under long-term suspension or other students the district determines to be in need of alternative instructional arrangements.

~~Nontraditional Instruction options may include off-campus instruction, virtual instruction or other instructional experiences outside the regular classroom setting. Before arranging for course credit for offering nontraditional instruction options, staff must verify that such instruction options are eligible for state aid, align with state and federal requirements and isare consistent with the instructional goals of the district. Staff must also ensure that adequate supervision is provided, that students are under the guidance and direction of certified teachers and that the district is insured for the program.~~

Unless otherwise required by law, participation in nontraditional instruction programs is a privilege. Students who do not succeed in alternative instructional environments may be transferred to other programs, including the district's standard program. Students are subject to district discipline while participating in nontraditional ~~courses programs.~~ ~~Unless otherwise required by law or approved by the superintendent or designee, students who fail to complete a course, drop out without district permission or are expelled from a course will not be allowed to take another nontraditional course at district expense.~~

**Virtual Instruction**

The district may offer ~~instruction through district-sponsored virtual courses to enrolled students through district staff or by contracting through a vendor and will approve students to take virtual courses through the Missouri Course Access Program (MOCAP) in accordance with policy IGCD and law.~~ In addition, the district may pay for a student to enroll in courses provided through Mizzou K-12 Online, the Missouri Virtual Instruction Program (MoVIP) or other providers approved by the Board.

~~In order for the district to enroll a student in virtual instruction under this policy, the student must currently be enrolled in the district and remain enrolled in the district throughout the course until credit is earned. A district counselor must approve the course as academically appropriate for the student and must determine that the course will not hinder the student's progress toward timely~~

graduation. All grades and credits earned through district-sponsored virtual instruction will be accepted as if earned within the district. The district will collect state funding to the extent possible for resident students enrolled in virtual instruction.

### **Dual Enrollment in Postsecondary Courses**

In addition to offering dual credit courses, the district may enter into an agreement with a Missouri public community college or public or private four-year college or university to offer students postsecondary courses on the postsecondary school's campus or virtually through the postsecondary school at the district's expense. Students will receive both high school and college credit.

Postsecondary courses in which students are dually enrolled may be counted as part of the district's curricular offerings only if the district pays the essential costs of tuition, fees and books and provides transportation at no cost to students.

### **Academic/Curriculum-Based Service Learning**

The district may offer academic/curriculum-based service learning that allows students to engage in community service with the opportunity to enrich the learning experience, teach civic responsibility and strengthen communities. The program must have a related instructional component at the high school and be supervised by an appropriately certificated staff member. Students will receive credit as part of a core curriculum class or as an elective class. Students will not be paid for service-learning projects.

### **Off-Campus Learning Opportunities**

The district may award credit for additional off-campus learning experiences that have been approved by the district and meet the requirements of the Department of Elementary and Secondary Education (DESE). Such programs may include off-campus academic programs, career exploration programs, cooperative career education programs, work experiences for students with disabilities, the School Flex Program, and instruction in a sheltered workshop setting. The district will obtain written approval from DESE, when required, prior to implementing an off-campus program.

The district may offer credit for these off-campus opportunities in accordance with DESE requirements. The amount and type of credit awarded will depend on the hours spent in the activity and the extent to which those activities are consistent with the student's individual career and academic plan (ICAP).

## REFERENCE COPY

FILE: IGCE  
Critical

### *School Flex Program*

The district may participate in a program that allows a student to be employed or attend an off-campus college or a technical/career program while still being considered a full-time student of the school district. The program is only open to juniors and seniors who have approval from the principal and their parents/guardians. To participate in the program, the student must:

1. Have a written career/academic plan an ICAP that meets the Department of Elementary and Secondary Education's DESE's criteria for a personal plan of study.
2. Attend the district a minimum of two instructional hours per school day.
3. Pursue a timely graduation through an enrollment in district-required classes in order to meet graduation requirements.
4. Provide evidence of college or technical/career education enrollment and attendance or proof of employment and labor that is aligned with the student's "career academic plan" ICAP developed in conjunction with the district.
5. Refrain from being expelled or suspended while participating in the program.
6. Pursue regular requirements for a diploma.
7. Maintain a 95 percent attendance rate.

A student participating in the School Flex Program will be considered a full-time student of the district and may will receive academic credit for his or her off-campus education or employment.

### **Other Off-Campus Programs**

The district may offer the following off-campus learning experiences subject to state approval:

1. Academic Programs—The district may offer academic courses that include an off-campus, applied knowledge component. Students will receive elective credit for the course, and no more than two units of credit may be awarded in any school year. Students may receive payment for their off-campus experience and must be supervised by an appropriately certificated staff member.
2. Career Exploration Programs—The district may offer programs to assist students in career exploration by exposing them to a variety of occupations practiced at the job site. The program will have a related instructional component at the high school and will be



~~supervised by an appropriately certificated staff member. Students will receive elective credit, and no more than two units of credit may be awarded each school year. Students may be paid for the work performed in association with the program.~~

- ~~3. Cooperative Career Education Programs—The district may design programs to provide structured, off-campus work experiences in a controlled environment along with related vocational and academic instruction. The program will have a related instructional component at the high school and will be supervised by an appropriately certificated staff member. Students will receive elective credit, and no more than two units of credit may be awarded during any school year. The student must be considered an employee for the work performed and may receive payment for services provided.~~
- ~~4. Work Experience for Students with Disabilities—The district may organize or participate in work experience programs for students who have individualized education programs (IEPs) that indicate the need for work experience. These work experiences may occur through a Cooperative Work Experience Program ("COOP") or a Sheltered Workshop Program. Students must be enrolled in and receiving related instruction before receiving credit for the off-campus experience. Students participating in a COOP must be paid for their off-campus work and will receive no more than two elective credits per year or twice the number of credits granted for related instruction, whichever is less.~~

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

***Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.***

Adopted: 06/14/2010

Revised: 11/11/2013; 11/30/2017

Cross Refs: JEA, Compulsory and Part-Time Attendance  
JHD, School Counseling

Legal Refs: §§ 160.539, 161.670, 162.1250, 167.223, RSMo.  
5 C.S.R. 20-100.230

# REFERENCE COPY

FILE: IGCE  
Critical

Jefferson City School District, Jefferson City, Missouri

**Policy**  
**FOOD SERVICE MANAGEMENT****Descriptor Code: EF**

The food service program provided by the school district is designed to provide nutritious school meals, snacks and milk to district students in accordance with law. The food service program operates as an integral part of the total school program and contributes to the district's efforts to improve student achievement.

The superintendent, in cooperation with the food service director, is charged with implementing Board policy as it pertains to the school food service program and making recommendations to the Board about the program and food service personnel. Food service personnel in the schools will be directly responsible to the food service director.

The school food service program will comply with all applicable laws, ordinances, rules and procedures pertaining to health, sanitation, storage and the service of foods. The district will meet all state and federal requirements necessary for participation in school meal programs. The principal of each school shall administer the food service program in his or her school. Each building principal is responsible for ensuring a safe dining environment and coordinating the food service program with instructional activities and other school and district programs as appropriate.

The food service director is responsible for ensuring that all foods and beverages sold to students during the school day on any property under the jurisdiction of the district meet the nutrition standards established by the U.S. Department of Agriculture (USDA). The food service director will maintain records verifying that all foods meet required nutrition standards or will document any applicable exemption.

**Meal Prices and Charges**

Meal prices shall be established annually by the Board of Education in accordance with law.

Unless meals are provided at no charge, the district expects students and employees to pay for meals prior to or at the time of receipt. The ability to charge meals is a privilege, not a right, and is subject to the limitations established in administrative procedures.

Tickets for students and teachers are available for purchase from the cashier each morning. Students are not to be dismissed during class time to purchase tickets.

All adults shall pay for food obtained from school cafeterias, unless approval is given by the appropriate school official.

**Contracted Food Services**

The district will contract with a third party to administer its meal services if the Board, after consultation with the superintendent, determines it is in the best interest of the district and its students to do so. Contracted food services will be bid in accordance with state and federal law and Board policy.

**Nondiscrimination Statement**

No person shall, on the basis of race, color, national origin, sex, age or disability, be excluded from participation in, be denied the benefits of or otherwise be subject to discrimination under a school nutrition program for which the district receives federal financial assistance from the USDA Food and Nutrition Service. School nutrition programs include the National School

Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

**Community Use of Food Service Facilities**

Outside organizations that use food service facilities may be charged a fee in accordance with Board policy. The food service director will ensure that supplies provided for the regular food service program, including USDA commodities, are not used by outside organizations.

\* \* \* \* \*

In the event of a discrepancy between an administrative procedure and a Board policy, the Board policy will take precedence.

**Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.**

---

Jefferson City

Date Adopted: 9/10/1990  
Last Revised: 10/12/2015

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

**State Reference**

§167.201, RSMo  
§167.211, RSMo

**Description**

State Statute  
State Statute

**Federal Reference**

42 U.S.C. §§ 1751-1760  
42 U.S.C. §§ 1777-1785

**Description**

Richard B. Russell National School Lunch Act  
Child Nutrition Act

**Policy Reference**

ADF  
DLB  
JHCF  
KG

**Description**

DISTRICT WELLNESS PROGRAM  
SALARY DEDUCTIONS  
STUDENT ALLERGY PREVENTION AND RESPONSE  
COMMUNITY USE OF DISTRICT FACILITIES

**Policy Reference**

ADF  
DLB  
JHCF  
KG

**Description**

DISTRICT WELLNESS PROGRAM  
SALARY DEDUCTIONS  
STUDENT ALLERGY PREVENTION AND RESPONSE  
COMMUNITY USE OF DISTRICT FACILITIES

(09/14), Missouri School Boards' Association, Registered in U.S. Copyright Office.  
For Office Use Only: [EF-C.JFC]