

**CAMDENTON R-III SCHOOL DISTRICT  
MINUTES OF BOARD OF EDUCATION MEETING**

**Regular Meeting – Administration Building, Board Room  
July 11, 2016 – 5:30 p.m.**

<b>Present:</b>					
Chris C. McElyea	President	Dr. Tim Hadfield	Superintendent	Emily Zaretsky	Student Advisor
Nancy A. Masterson	Vice-President			Tara Poole	Student Advisor
		Dr. Julie Dill	Asst. Supt.		
		Linda Leu	Secretary		
Courtney R. Hulett	Member				
Laura Davis	Member				
<b>Absent:</b>					
Jackie Schulte	Member	Dr. Ryan Neal	Asst. Supt.		
Selynn Barbour	Treasurer				
Tom Williams	Member				

**I. CALL TO ORDER & RECITE PLEDGE OF ALLEGIANCE**

The Camdenton R-III Board of Education met in Regular Session in the Board Room of the Administration Office on Monday, July 11, 2016. The meeting was called to order by President McElyea at 5:30 p.m. The pledge of allegiance was recited.

**II. APPROVAL OF AGENDA**

Regular Meeting – July 11, 2016  
Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to approve the agenda of the Regular July 11, 2016, meeting as presented.  
Masterson/Davis - all ayes.

**III. STUDENT & STAFF RECOGNITIONS**

Student and staff recognitions were announced.  
Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

**IV. PUBLIC COMMENT**

There was no public comment.  
Strategic Plan Goal Area – Stakeholder Engagement

**V. CONSENT ITEMS**

- A. Approve Minutes and Documentation of Regular Meeting – June 13, 2016  
Strategic Plan Goal Area - Stakeholder Engagement
- B. Approve Minutes and Documentation of Special Meeting – June 28, 2016  
Strategic Plan Goal Area - Stakeholder Engagement
- C. Set Tax Rate Hearing Date for August 8, 2016, at 5:30 p.m.  
Strategic Plan Goal Area - Stakeholder Engagement
- D. Accept Bid Recommendations for 2016-2017 for Dairy, Bread, Tires, and Fuel
  - We recommend Hiland Dairy for dairy products and Bimbo Bakeries for bread.
  - For tires we are recommending staying with TCI.
  - For fuel we are recommending continuing our relationship with Lakeland Oil.

*Bid Summaries – Dairy and Bread, Tires and Fuel*  
Strategic Plan Goal Area – Stakeholder Engagement
- E. Approve Student Handbooks (Elementary, Oak Ridge, Middle School, High School/Horizons, & LCTC)  
Copies of student handbooks were reviewed. Handbooks include policies which have previously been approved by the Board. Our handbooks also contain administrative procedures and rules which do not

require Board approval; however, we have listed these handbooks as an item for the Board's consideration in order to enhance our communication process.

Strategic Plan Goal Area - Stakeholder Engagement

**F. Approve Transportation Handbook**

The Transportation Department has updated the information contained in the handbook and is submitting it for approval.

Strategic Plan Goal Area - Stakeholder Engagement

**G. Approve Special Education Local Compliance Plan Certification Statement**

The Local Compliance Plan and Certification Statement were presented. Each year, the District must adopt a local plan for compliance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA). We recommend adopting the Model Compliance Plan made available by the Department of Elementary and Secondary Education. This plan has been reviewed and we believe it will serve the needs of the Camdenon R-III School District. We will be given automatic approval from DESE when/if we adopt their Model Plan. When adopting the Model Plan, school districts have to make three choices within the plan. The first and second choices are on page 36 and the third choice is on page 93. The choices have been marked. These choices will allow us to best meet the needs of the children in the District with Special Needs.

Strategic Plan Goal Area – Stakeholder Engagement

**H. Approve Career Ladder Funding**

Currently our Career Ladder Program is funded at 80% of the level of funding prior to the state withdrawing their share several years ago. Current funding for Career Ladder stages is as follows. Recommend funding Career Ladder at 80% for the 2016-2017 school year.

Stage I: \$1,200 for 48 hours of Career Ladder time.

Stage II: \$2,400 for 72 hours of Career Ladder time.

Stage III: \$4,000 for 96 hours of Career Ladder time.

Strategic Plan Goal Area – Stakeholder Engagement

**I. Add Curriculum Camp as an Allowable Career Ladder Activity**

We ask for Board consideration for a new activity for career ladder. We are asking permission for a pilot group to revise curriculum by granting them 96 hours of career ladder time to be paid at Stage III - \$4,000. Currently Stage III is 96 hours and paid \$4,000.

Strategic Plan Goal Area – Stakeholder Engagement

**J. Approve Admission Price Increases**

Current admission prices for the Ozarks Conference schools were reviewed. The following increases are proposed for Board consideration:

- Varsity football increase to \$4.00 for adults and \$3.00 for students
- Sub-varsity and middle school increase to \$3.00 for adults and \$2.00 for students
- Athletic Passes:
  - Student increase to \$25 from \$20
  - Adult increase to \$35 from \$30
  - Couple increase to \$60 from \$50
  - Family increase to \$80 from \$70

Strategic Plan Goal Area – Stakeholder Engagement

**K. Approve Additional Rooms on Fee Schedule**

Additional rooms were added to the recently approved Fee Schedule.

Strategic Plan Goal Area – Stakeholder Engagement & Facility Effectiveness

**L. Approve Special Education Agreements (OT & Vision Therapy)**

Service provider agreements for related services for Occupational Therapy and Vision Therapy for students who have identified service needs in their Individual Education Plans (IEP) were presented. These are renewals from last year's agreements with revisions recommended by our special education attorney. Ms. Weber will be seeking bids for these related services early next spring for the following school year.

Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to approve consent items as presented.

Davis/Hulett - all ayes.

**VI. APPROVAL OF BILLS**

Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to approve all bills and addendum as submitted.

Hulett/Masterson - all ayes.

**VII. APPROVAL OF TREASURER’S REPORT**

Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to approve the revised May 2016 and the June 2016 Treasurer’s Reports as submitted.  
Hulett/Davis - all ayes.

**VIII. NEW BUSINESS**

**A. HEALTH SERVICES REPORT**

Rhonda Franken, Coordinator of School Health Services, presented the Health Services Report including a review of student health services, employee health services, community collaboration, nurses’ professional development/continuing education, and plans for the upcoming school year.

Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

**B. LIBRARY MEDIA SERVICES REPORT**

Sheena Self, the District Library Coordinator, presented the Library Media Services report for 2015-2016 including goals and building summaries.

Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

**C. SCHOOL RESOURCE OFFICER ANNUAL REPORT**

Officer Chris Williams reported on the 2015-2016 school year including investigations of arrestable and non-arrestable offenses, traffic related activities, K9 searches, other miscellaneous activities and services, emergency drills, presentations and speaking engagements as well as assisting other agencies.

Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

**D. VOLUNTEER/COMMUNITY RELATIONS REPORT**

Joi Dickemann, Director of the Department of Volunteers and Community Relations, provided the department’s annual report including community relations and communications. A balanced scorecard for the volunteer service program was also provided.

Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

**E. APPROVE FOOD SERVICE GUIDELINES & SET MEAL PRICES**

Dawn Matthews presented the annual Food Services Report in January. Additional food service documents were presented for review. Free and reduced breakfast and lunch guidelines need to be approved annually. The Board was asked to consider increasing elementary lunch prices five cents and maintain prices on other meals for 2016-2017.

Strategic Plan Goal Area – Stakeholder Engagement

Motion: Move to approve the 2016-2017 free and reduced breakfast and lunch guidelines as submitted and set student and adult breakfast and lunch prices for the 2016-2017 school year as proposed, increasing elementary lunch prices five cents and maintaining prices on other meals.  
Masterson/Davis - all ayes.

	2016-2017
Elementary Lunch	2.00
Elementary Breakfast	1.10
Reduced Price Lunch	0.40
Reduced Price Breakfast	0.30

Secondary Lunch	2.25
Secondary Breakfast	1.20
Adult Breakfast	1.85
Adult Lunch	2.90

**IX. UNFINISHED BUSINESS**

**A. BOARD SELF-EVALUATION**

The Board will discuss their annual self-evaluation responses at the August Board meeting.  
Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

**B. BOARD POLICY UPDATES**

The Board held a first read of the following policies in June.  
Strategic Plan Goal Area – Stakeholder Engagement

POLICY CODE	POLICY TITLE
BCA	Board Organizational Meeting
BCCA	MSBA Delegate and Alternate
EBAB	Hazardous Materials
GB	Part-Time and Substitute Employment
GBEBC	Criminal Background Checks
IGAEB	Teaching About Human Sexuality
JECA	Admission of Students
JECC	Assignment of Students to Grade Levels/Classes
JHCB	Immunization of Students
JHG	Reporting and Investigating Child Abuse/Neglect
KKB	Audio and Visual Recording

Motion: Move to approve the above policy updates as presented.  
Davis/Masterson - all ayes.

**C. STRATEGIC PLAN UPDATE**

Dr. Hadfield provided strategic plan updates. The committee has met and reviewed the district scorecard offering suggestions for additional information to be included.

Strategic Plan Goal Area – College & Career-Ready, Facility Effectiveness & Stakeholder Engagement

No motion necessary.

**X. BOARD WRAP-UP**

This is an opportunity for the Board to report on upcoming meetings, meetings attended, registrations, and deadlines. The following items were discussed:

- Board Activity Calendar
- SREB High Schools that Work Conference – July 13-16, 2016, in Louisville, KY
- No second July Board meeting.
- Board Lunch with New Teachers - Thursday, August 4, 11:45-12:30, High School Commons
- August Board Meeting Report tentatively includes: Curriculum & Instructional Effectiveness. A reception is planned to meet new administrators prior to the August 8<sup>th</sup> Board meeting. This will be held in the High School Commons beginning at 4:30 p.m. Everyone is invited to attend.
- Board/Administration Potluck – August 20, 2016, beginning at 7:00 p.m.
- All Staff Welcome Back Breakfast – 7:00 a.m. Monday, August 22, 2016. Assembly 8-11:30 a.m.



- MSBA Annual Fall Conference – Sept. 29 – Oct. 2, 2016. Who is planning to attend?  
Conference registration deadline without late fee is September 2<sup>nd</sup>.  
Strategic Plan Goal Area – Stakeholder Engagement

No motion necessary.

**XI. EXECUTIVE SESSION**

In compliance with State Statute 610.021 (closed meetings and closed records), move that the Board go into Executive Session for the following purposes:

- 1) Leasing, purchase or sale of real estate by a public governmental body (610.021)(2).
- 2) Hiring, firing, disciplining, or promoting particular employees (610.021)(3).
- 3) Individually identifiable personnel records, performance ratings, or records pertaining to employees (610.021)(13).

Strategic Plan Goal Area – Stakeholder Engagement, Facility Effectiveness and College & Career-Ready Curriculum

Motion: Move to adjourn to Executive Session.

Masterson/Hulett - Roll call vote: Masterson – aye, McElyea – aye, Davis – aye, and Hulett – aye.

**XII. ADJOURN MEETING**

Motion: Move that the meeting adjourn.

Davis/Hulett - all ayes.

Meeting adjourned at 8:12 p.m.

\_\_\_\_\_  
Chris C. McElyea - President of the Board

\_\_\_\_\_  
Linda Leu – Secretary of the Board

Bids for 2016-2017 School Year  
Due June 17, 2016 - 10:00 a.m.

		<b>*Hiland Dairy Foods Escalating/De-Escalating</b>	<b>Hiland Dairy Foods Firm</b>
<b>DAIRY</b>			
<i>1/2Pints</i>			
1% Unflavored Milk	½ pint	.2600	.2850
Skim Unflavored Milk	½ pint	.2525	.2775
Skim Chocolate Milk	½ pint	.2750	.3000
Skim Strawberry Milk	½ pint	.2750	.3000
<i>12 Oz. Bottles</i>			
Low-Fat Unflavored Milk	12 oz.	.75	.78
Skim Chocolate Milk	12 oz.	.74	.77
Skim Strawberry Milk	12 oz.	.74	.77
Orange Juice 100%	12 oz.	.72	.75
<i>Red Diamond</i>			
Tea-Unsweetened	Pint	.8625	.87
Tea-Splenda	Pint	.8625	.87
Drinking Water, 16 oz. bottle	Case	6.05	6.05
Slice American Cheese, 160	Loaf	BOARD	BOARD
Shredded Cheddar Cheese	5 lbs.	BOARD	BOARD
Low-Fat Cottage Cheese	5 lbs.	10.00	10.00
Low-Fat Cottage Cheese, Ind.	4 oz.	.52	.52
Low-Fat Sour Cream	5 lbs.	9.25	9.25

*Give the price per unit as specified.*

**Submit Both a Firm Bid and an Escalating/De-Escalating Bid**

\*RECOMMEND for 2016-2017

Bids for 2016-2017 School Year  
Due June 17, 2016 - 10:00 a.m.

BREAD PRODUCTS		Last Year's Bid - Bimbo Bakeries
Whole Grain White Wheat Bread, 20 slice	1½ lb.	1.60
Whole Grain Wheat Bread, 20 slice	1½ lb.	1.60
Whole Grain Texas Toast, 16 slice	1½ lb.	1.70 not whole grain
Whole Grain Hamburger Buns, 4"	Packed 12/1	2.00
Whole Grain Hot Dog Buns, 6"	Packed 16/1	2.62
Whole Grain Deli Buns, Hoagie, 6"	Packed 8/1	6.02 (24/1)
Regular White Hot Dog Bun	Packed 16/1	1.90
Regular White Hamburger Bun	Packed 12/1	2.00

WHOLE GRAIN BREAD PRODUCTS		*Bimbo Bakeries USA	No Other Bids
Whole Grain White Wheat Bread, 20 slice	1½ lb.	1.65	
Whole Grain Wheat Bread, 20 slice	1½ lb.	1.65	
Whole Grain Texas Toast, 16 slice	1½ lb.	NA	
Whole Grain Hamburger Buns, 4"	Packed 12/1	2.05	
Whole Grain Hot Dog Buns, 6"	Packed 16/1	2.70	
Whole Grain Deli Buns, Hoagie, 6"	Packed 8/1	6.17 (24/1)	
Regular White Hot Dog Bun	Packed 16/1	2.00	
Regular White Hamburger Bun	Packed 12/1	2.10	

\*RECOMMEND for 2016-2017

**Submit Firm Bid Only**

TIRES	TCI - Jeff City		Ozarko - Spft		Goodyear CTSC - Spft		Last Year's BID	
	7/1/16 - 12/31/16 Amount	1/1/17 - 6/30/17 Amount	7/1/16 - 12/31/16 Amount	1/1/17 - 6/30/17 Amount	7/1/16 - 12/31/16 Amount	1/1/17 - 6/30/17 Amount	TCI - Jefferson City	TCI - Springfield
	YES		YES		YES			
10 R 22.5					G-661	G-661		
Michelin recap XDHT and casing - tubeless	187.50	187.50	200.00	200.00	126.00	126.00	187.50	187.50
Michelin recap XDHT - tubeless	147.50	147.50	145.00	145.00	126.00	126.00	147.50	147.50
Michelin XZE - 14 ply - tubeless	375.56	375.56	375.56	375.56	291.49	291.49	375.56	375.56
275/80 R 22.5 Michelin recap XDHT and casing	255.00	255.00	250.00	250.00	211.00	211.00	255.00	255.00
295/75 R 22.5 Michelin recap XDHT and casing	255.00	255.00	250.00	250.00	211.00	211.00	255.00	255.00
11 R 22.5					Endurance PSA	Endurance PSA		
Michelin recap XDHT and casing - tubeless	250.00	250.00	250.00	250.00	211.00	211.00	250.00	250.00
Michelin recap XDHT - tubeless	162.50	162.50	163.00	163.00	136.00	136.00	162.50	162.50
Michelin XZE-2 - 14 ply - tubeless	385.44	385.44	385.44	385.44	299.00	299.00	385.44	385.44
Michelin XDN-2 - 14 ply - tubeless	398.16	398.16	398.16	398.16	323.42	323.42	398.16	398.16
Credit offer for good carcasses 11 R 22.5	50.00	50.00	60.00	60.00	65.00	65.00	50.00	50.00
Credit offer for good carcasses 10 R 22.5	25.00	25.00	25.00	25.00	0	0	25.00	25.00
Tire Disposal Fee - any size	No Charge	No Charge	5.00	5.00	5.00	5.00	NC	NC

\*RECOMMEND for 2016-2017

**MUST BID ONLY TIRES REQUESTED**  
Bid amounts good for July 1, 2016, through June 30, 2017

PETROLEUM	Terminal Origin - Freight rate from specified terminal to Camdenton School					
	Mc. Vernon	Jefferson City	St. Louis	Williams Pipeline Springfield	Williams Pipeline Columbia	Cabokia, Ill.
*Lakeland Oil Co LLC	.0704	.0492	.1137	.0600	.0600	
Empire Energy, LLC Bid Revd late, 2:20 pm 6/17/2016				.0312 gas .0375 diesel		
Last Year's BID Lakeland Oil Co, LLC	.0751	.0522	.1219	.0648	.0546	

	*Lakeland Oil Co LLC	Empire Energy, LLC Bid Revd late, 2:20 pm 6/17/2016			Last Year's BID Lakeland Oil
Profit per gallon to nearest tenth of a cent - for transport loads.	.01	.0125			.01
Profit per gallon to nearest tenth of a cent - for tank wagon deliveries.	.055	.0325			.055
Cost per treated gallon of fuel for anti-gel fuel additive	.034	.01			.034
Cost per treated gallon of fuel for algaecide additive	.057	.01			.057

\*RECOMMEND for 2016-2017

**CAMPDENTON R-HI SCHOOLS  
ELEMENTARY HANDBOOK**

Student/Parent  
Handbook  
2016-2017

Deerwood Park-2  
Hurricane Beach Park-4  
Orange Beach Park-4  
Hawthorn 3-4

Dr. Tim Bradford  
Superintendent of Schools

Mr. Ryan Neal  
Assistant Superintendent for Elementary Schools

Dr. Julie Dill  
Assistant Superintendent for Elementary Schools

Assistant Superintendent for Elementary Schools: [www.campdenon.k12.md.us](http://www.campdenon.k12.md.us)

Visit the Campden R-II District Website at  
[www.campdenon.k12.md.us](http://www.campdenon.k12.md.us)

**Reminders for all Parents/Guardians**

- Call your student's school as soon as you can the morning of each day your child is absent.
- Supervision of students begins at 7:45 a.m. and extends to 3:15 p.m. with exceptions of early dismissal or early release. Parents are responsible for their child's safety and care from 7:45 a.m. to 3:15 p.m. The district will not be responsible for supervising students outside the school hours.
- Please remember when sending your child out early from school to always bring an I.D. (driver's license) for verification, and entry of your child.
- Always send a note with transportation changes. Young children get confused and frustrated when they don't know the plan of school for when they should go in the event of their school day.
- Please notify the office as soon as possible when you have a change of telephone numbers or address.

**Parental Reminders**

Arrived in School Please help us keep your child safe by waiting your child no earlier than the posted drop-off time. Teachers are not required to be on duty before the time posted on the sign. If you arrive before the posted drop-off time, please wait in the parking lot until your child is released. Children are allowed for verification and the safety of your child. Transportation: Transportation is not provided for preschool children unless the child has an Individualized Education Program (IEP) or a 504 plan. Transportation is not provided for children with disabilities unless the child has an IEP or a 504 plan. For preschool transportation changes, contact the office as soon as possible. For preschool transportation changes, contact the office as soon as possible. If you call a school, please call the building you child attends. It is a mistake without an IEP does not attend school for a day without an excuse, your child will not be allowed to attend school. If you call a school, please call the building you child attends. If you have a change of telephone numbers or address, please call the school to update the information. Address/Telephone Changes: Please inform the child's teacher or call the building you child attends. If you have a change of telephone numbers or address, please call the school to update the information. Have the option of picking up breakfast or lunch or transportation in the school building or bus program.

Preschool: Preschool is a voluntary, early educational program for 3- and 4-year-old children. Parents will be notified through the school's communication system. Preschool is not required. For more information, please contact the school. Starting Preschool: Be on time for preschool. Be on time for preschool. Be on time for preschool. Be on time for preschool. Be on time for preschool.

**WELCOME TO THE CAMPDENON R-HI  
ELEMENTARY SCHOOLS**

We are pleased that you are a part of the excellent school system. We will find the best, dedicated teachers, and all necessary, for the best education possible for your child in the Campdenon R-II District. We are committed to providing the best education possible for your child, and we expect you to share a sense of responsibility to help us provide the best education possible.

**Campdenon R-II School District  
Campdenon, MD 21613**

- Deerwood Elementary School**  
Superintendent: [timbradford@campdenon.k12.md.us](mailto:timbradford@campdenon.k12.md.us)  
Phone: (410) 326-2210  
Fax: (410) 326-2211
- Hawthorn Elementary**  
Principal: [juliedill@campdenon.k12.md.us](mailto:juliedill@campdenon.k12.md.us)  
Phone: (410) 326-2210  
Fax: (410) 326-2211
- Hurricane Beach Elementary**  
Principal: [ryan.neal@campdenon.k12.md.us](mailto:ryan.neal@campdenon.k12.md.us)  
Phone: (410) 326-2210  
Fax: (410) 326-2211
- Orange Beach Elementary**  
Principal: [ryan.neal@campdenon.k12.md.us](mailto:ryan.neal@campdenon.k12.md.us)  
Phone: (410) 326-2210  
Fax: (410) 326-2211

**Transportation**

Transportation is provided for students with an IEP or a 504 plan. For more information, please contact the school.

**Attendance**

Attendance is taken at the beginning of each school day. For more information, please contact the school.

**Discipline**

Discipline is handled in accordance with the district's policies. For more information, please contact the school.

**Enrollment**

Enrollment is handled in accordance with the district's policies. For more information, please contact the school.

**2016-2017**

**CALENDAR EVENTS**

August 23	First Day of School
September 2	No School - Professional Collaboration
September 5	No School - Labor Day
October 21	No School - Teacher Work Day
November 23-25	Thanksgiving Vacation
December 21	Christmas Vacation Begins
December 22	No School - Christmas Vacation
January 2	No School - Christmas Vacation
January 16	No School - Martin Luther King Day
February 9	No School - President's Day
March 19	No School - Teacher Work Day
April 15-17	No School - Spring Break
May 19	Early Release - School Term Ends

**Calendar Notes**

Early Release dates will begin at 12:30 p.m. on May 18. Students should arrive on time on May 19.

**MAKEUP SCHEDULE FOR MISSED DAYS OF SCHOOL**

Monday	February 16
Tuesday	February 17
Wednesday	February 18
Thursday	February 19
Friday	February 20
Saturday	February 21
Sunday	February 22
Monday	February 23
Tuesday	February 24
Wednesday	February 25
Thursday	February 26
Friday	February 27
Saturday	February 28
Sunday	March 1

The Calendar of Events includes the dates of school holidays and other events. For more information, please contact the school.

**PRE-SCHOOL SCHEDULE**

Monthly Tuesday, Wednesday, Thursday
Preschool of Hurricane Beach Elementary 975-546-6239
Morning 8:30 a.m. to 12:00 p.m.
Afternoon 1:00 p.m. to 3:00 p.m.
Address: 12300 Park Drive, Campdenon, MD 21613
Phone: (410) 326-2210
Preschool of Hurricane Beach Elementary 975-546-6239
Morning 8:30 a.m. to 12:00 p.m.
Afternoon 1:00 p.m. to 3:00 p.m.
Address: 12300 Park Drive, Campdenon, MD 21613
Phone: (410) 326-2210

**Preschool of Orange Beach Elementary 975-546-6241**

Morning 8:30 a.m. to 12:00 p.m.
Afternoon 1:00 p.m. to 3:00 p.m.
Address: 12300 Park Drive, Campdenon, MD 21613
Phone: (410) 326-2210

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88. Children of Deaf Parents	98
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90. Children of Low-Income Families	100

The contents of this handbook are subject to change without notice. For more information, please contact the school.















Oak Ridge Intermediate Parent/Student Handbook 2016-2017

D. Tim Haddad, Superintendent of Schools; Dr. Ryan Noel, Assistant Superintendent for Student Services and Human Resources; Dr. Julie Dill, Assistant Superintendent for Primary Academic Services

Visit the Oak Ridge R-III District Website at: www.oakridgeschools.org

Hamden Public Schools is an Equal Opportunity Employer. All persons applying for employment should be aware of the District's Equal Opportunity Policy. The District does not discriminate on the basis of race, sex, religion, national origin, or age in its employment practices.

The content of this handbook is subject to change without notice. The District reserves the right to modify the handbook at any time without notice. The District is not responsible for the content of any external website. The District is not responsible for the content of any external website.

Table of Contents page listing various sections of the handbook such as Welcome to Oak Ridge Intermediate, Student Services, and Academic Services.

Oak Ridge Intermediate School, 1000 Oak Ridge Road, Hamden, CT 06530. Accredited by NCA CASI Performance Standard for Accreditation.

WELCOMES TO Oak Ridge Intermediate

We welcome you to our school year 2016-2017. As you walk on our campus, we hope that you will be able to help us create a safe and healthy environment for all our students. We will help you get started on your journey.

Building Administration: Principal Office Phone: 203-462-5232; Assistant Principal: 203-462-5233; Attendance Secretary: 203-462-5234; School Nurse: 203-462-5235; Guidance Counselor: 203-462-5236; Social Worker: 203-462-5237; Special Education: 203-462-5238; Title I Coordinator: 203-462-5239; Title II Coordinator: 203-462-5240; Title III Coordinator: 203-462-5241; Title IV Coordinator: 203-462-5242; Title V Coordinator: 203-462-5243; Title VI Coordinator: 203-462-5244; Title VII Coordinator: 203-462-5245; Title VIII Coordinator: 203-462-5246; Title IX Coordinator: 203-462-5247; Title X Coordinator: 203-462-5248; Title XI Coordinator: 203-462-5249; Title XII Coordinator: 203-462-5250.

History of the region is an integral part of the history of the state of Connecticut. There is a rich and varied history of the region that has shaped the state of Connecticut.

Camden R-III School District

The Camden R-III School District is a leading educational institution in the state of Connecticut.

- 1. Student success, both academically and culturally.
2. Engage, encourage, and challenge all students.
3. Provide a safe and secure environment for all students.
4. Provide a high quality education for all students.
5. Provide a safe and secure environment for all students.

Camden R-III School District is a leading educational institution in the state of Connecticut. We are committed to providing a high quality education for all students.

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**CAMDENTON MIDDLE SCHOOL**  
 1000 14th Avenue  
 Camdenton, Missouri 64839  
 Accredited by DESE in Performance  
 Fully Accredited by Advanced

**WELCOME TO**

**CAMDENTON MIDDLE SCHOOL**

We welcome you to your school year at CMS. As you embark on this journey, we hope that you will find it a rewarding and enriching experience. Whether you are returning to CMS or this is your first year at the middle school, please let us know how we can help you get started. Below are some basic information and numbers you will need to help you get started. We hope you will have a successful year at CMS and as always...

IT'S A GREAT DAY TO BE A LAMBERT!

- Building Administration**
- Principal's Office Phone: 573-460-2527
  - Principal's Office Fax: 573-460-2528
  - Principal: Matthew Steady
  - Principal's Secretary: Jenelle Harkins
  - Attendance Secretary: Rosalind Ombrescence
  - Assistant Principal (Elementary): 573-417-5455
  - Assistant Principal (Middle): 573-417-5457
  - Assistant Principal (High): 573-417-5457
  - Secretary for Assistant Principal: Thelma Peter
- Counselor**
- Counselor Office Phone: 573-460-2529
  - Counselor Office Fax: 573-460-2528
  - Counselor: Stephanie Meyer
  - Coordinator: Elizabeth Urner
  - Elementary Department Secretary: Karen Grogan

Many of the important dates which affect the operation of the school. These dates can be found in the calendar which is available to all parents and staff members. You may also find this information on the school website at [www.camdenntonms.org](http://www.camdenntonms.org) or by visiting the Office of the Superintendent.

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
August 2016	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
September 2016	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
October 2016	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
November 2016	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
December 2016	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
January 2017	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
February 2017	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
March 2017	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
April 2017	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
May 2017	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
June 2017	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	

**Camdennton Middle School**

August 13-14: Summer School Registration  
 August 15-16: Summer School  
 August 17-18: Summer School  
 August 19-20: Summer School  
 August 21-22: Summer School  
 August 23-24: Summer School  
 August 25-26: Summer School  
 August 27-28: Summer School  
 August 29-30: Summer School  
 August 31: Summer School

September 1-5: School Start  
 September 6-10: School Start  
 September 11-15: School Start  
 September 16-20: School Start  
 September 21-25: School Start  
 September 26-30: School Start

October 1-5: School Start  
 October 6-10: School Start  
 October 11-15: School Start  
 October 16-20: School Start  
 October 21-25: School Start  
 October 26-30: School Start

November 1-5: School Start  
 November 6-10: School Start  
 November 11-15: School Start  
 November 16-20: School Start  
 November 21-25: School Start  
 November 26-30: School Start

December 1-5: School Start  
 December 6-10: School Start  
 December 11-15: School Start  
 December 16-20: School Start  
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 January 21-25: School Start  
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February 1-5: School Start  
 February 6-10: School Start  
 February 11-15: School Start  
 February 16-20: School Start  
 February 21-25: School Start  
 February 26-28: School Start

March 1-5: School Start  
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 March 11-15: School Start  
 March 16-20: School Start  
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April 1-5: School Start  
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May 1-5: School Start  
 May 6-10: School Start  
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June 1-5: School Start  
 June 6-10: School Start  
 June 11-15: School Start  
 June 16-20: School Start  
 June 21-25: School Start  
 June 26-30: School Start

Student attendance will be monitored by the building administrator, counselor or social worker. When the student's average daily attendance drops below 90%, parent/guardian may be notified.

Parents should be notified if their child's attendance drops below 90% for any of the following reasons:

1. Absence of the student, with official documentation from the college visited. Students are permitted an college visit, with a note from the college.
2. Absence of the student, with official documentation from the district office or school nurse.
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10. Absence of the student, with official documentation from the district office or school nurse.

**ATTENDANCE**

Attendance is a major concern for all parents and students. It is the responsibility of the parent/guardian to ensure that their child attends school regularly. Attendance is a key factor in determining a student's academic success. Students who do not attend school regularly may have difficulty keeping up with their coursework and may not be able to fully participate in class. Parents should be notified if their child's attendance drops below 90% for any of the following reasons:

1. Absence of the student, with official documentation from the college visited. Students are permitted an college visit, with a note from the college.
2. Absence of the student, with official documentation from the district office or school nurse.
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10. Absence of the student, with official documentation from the district office or school nurse.

**STUDENT ABSENCES AND EXCUSES**

Camdennton Middle School is committed to providing a safe and supportive learning environment for all students. We understand that there may be times when a student is unable to attend school. We encourage parents to communicate with the school if their child is absent. Excuses for absence are categorized as follows:

- Excused Absences:** Absences due to illness, family emergencies, religious observances, court appearances, and other circumstances beyond the student's control.
- Unexcused Absences:** Absences due to tardiness, truancy, or other reasons that are not considered valid excuses.

**Attendance Reporting**

Parents and guardians are encouraged to call their student's school to report an absence by 9:00 a.m. each day of the student's absence. If a student is absent for more than three consecutive days, parents should contact the school to discuss the student's attendance. Students who have unexcused absences may be subject to disciplinary action.

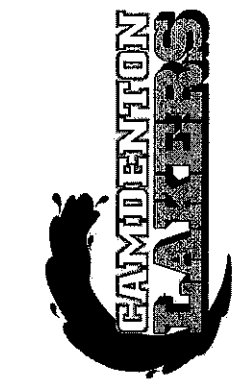
**Attendance Standards**

The attendance standards for Camdennton Middle School are as follows:

- Students must have a minimum attendance rate of 90% to be eligible for graduation.
- Students who are absent for more than 10 days in a semester may be subject to disciplinary action.
- Students who are absent for more than 15 days in a semester may be subject to disciplinary action.

**Attendance Reporting**

Parents and guardians are encouraged to call their student's school to report an absence by 9:00 a.m. each day of the student's absence. If a student is absent for more than three consecutive days, parents should contact the school to discuss the student's attendance. Students who have unexcused absences may be subject to disciplinary action.



**Camdennton Middle School  
 Parent/Student Handbook  
 2016-2017**

**CMS 2016-2017  
 Class Schedules**

**CMS Daily Schedule**

Hours: 8:00 AM - 3:30 PM

Grade	Start Time	End Time
1 <sup>st</sup> Hour	8:00 AM	8:45 AM
2 <sup>nd</sup> Hour	8:45 AM	9:30 AM
3 <sup>rd</sup> Hour	9:30 AM	10:15 AM
4 <sup>th</sup> Hour	10:15 AM	11:00 AM
5 <sup>th</sup> Hour	11:00 AM	11:45 AM
6 <sup>th</sup> Hour	11:45 AM	12:30 PM
7 <sup>th</sup> Hour	12:30 PM	1:15 PM
8 <sup>th</sup> Hour	1:15 PM	2:00 PM

**CMS Friday Collaboration Schedule**

Grade	Start Time	End Time
1 <sup>st</sup> Hour	8:00 AM	8:45 AM
2 <sup>nd</sup> Hour	8:45 AM	9:30 AM
3 <sup>rd</sup> Hour	9:30 AM	10:15 AM
4 <sup>th</sup> Hour	10:15 AM	11:00 AM
5 <sup>th</sup> Hour	11:00 AM	11:45 AM
6 <sup>th</sup> Hour	11:45 AM	12:30 PM
7 <sup>th</sup> Hour	12:30 PM	1:15 PM
8 <sup>th</sup> Hour	1:15 PM	2:00 PM

**CMS Assembly Schedule**

Grade	Start Time	End Time
1 <sup>st</sup> Hour	8:00 AM	8:45 AM
2 <sup>nd</sup> Hour	8:45 AM	9:30 AM
3 <sup>rd</sup> Hour	9:30 AM	10:15 AM
4 <sup>th</sup> Hour	10:15 AM	11:00 AM
5 <sup>th</sup> Hour	11:00 AM	11:45 AM
6 <sup>th</sup> Hour	11:45 AM	12:30 PM
7 <sup>th</sup> Hour	12:30 PM	1:15 PM
8 <sup>th</sup> Hour	1:15 PM	2:00 PM

Students are notified one to seven days in advance of school activities. All activities are held in a safe and secure environment. Parents may not drop off their child before 7:30 or have them after 3:30.













CAMDEN HIGH SCHOOL  
PO Box 180  
Camden, Missouri 63801  
www.camdenhighschool.org

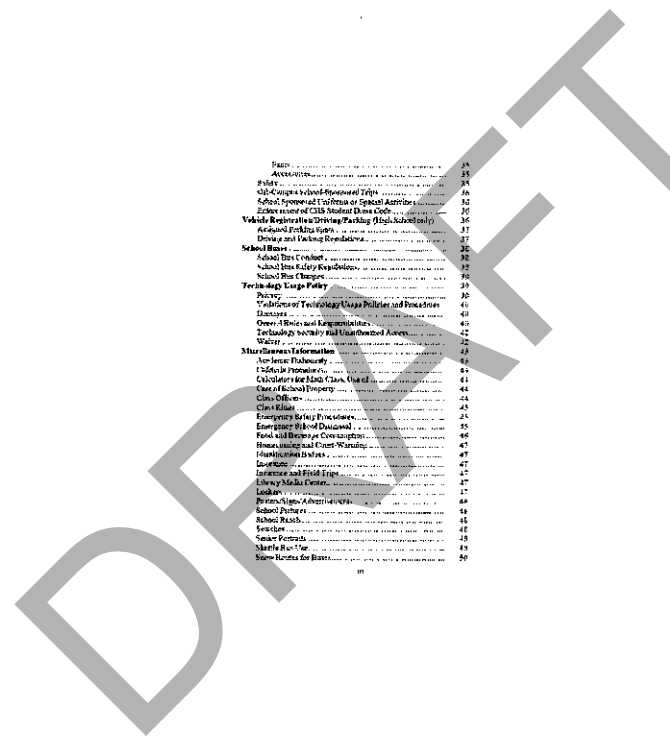
Approved by DEE with District 16 Permission  
Approved by State Council Association

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1000 East 10th Street  
Camden, Missouri 63801  
(636) 341-2000

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Writing	126-130

District Strategic Plan 2015-2020

Mission Statement

The Chandler-Rill School District will create a learning community that maximizes each individual's performance for future success.

Values Statement

Everyday Learning Every Day!

Operational Values

- 1. Student success, both individually and collectively
2. Engaging, encouraging environments for faculty and staff
3. Supportive district leadership and Board of Education
4. Active, ongoing engagement with stakeholder groups
5. Responsible use of all resources

Community Advantages

- 1. Parent/teacher home partnership leading to new and updated facilities
2. Commitment to communication and transparency
3. Effective financial management practices
4. Evolving academic programming aimed at replicating college and career readiness
5. Growing relationships (formal and informal) with all communities being served

Strategic Issues

- 1. Large geographic footprint makes it difficult to develop a singular school district "community"
2. Changing government policies not all of them met with total support among stakeholders, which impact district/union relationships
3. Delivering education that targets the needs of each individual student
4. Continuous funding uncertainty at the state level
5. Making certain that facilities and technology for student and staff use remain current enough to enable 21st-century student delivery of a quality education

Organizationwide strategies

- 1. Candidates P-III will have a facilities plan for the next five years that addresses anticipated building and technology needs, and that will keep stakeholders informed as milestones are reached and steps are taken
2. Candidates P-III will expand its academic offerings to better serve students of all skill levels and interests, and will seek to provide equitable opportunities to all students, no matter where they live in the district
3. Candidates P-III will have plans in place to build stronger mutually beneficial relationships with a broader array of stakeholder groups

IMPLEMENTATION SCHEDULE

2016-2017 BUDGET YEAR

Table with 5 columns: Period, Budget, End, Time, 5 minute meeting. Rows 1-5 showing budget periods and meeting times.

ENRICHMENT & INTERVENTIONS - TUESDAY, WEDNESDAY, & THURSDAY

Table with 5 columns: Period, Budget, End, Time, 5 minute meeting. Rows 1-6 showing enrichment and intervention periods.

Table with 5 columns: Period, Budget, End, Time, 5 minute meeting. Rows 1-8 showing budget periods.

\*Student writing prior to 7:50 in the morning in the FHS Computer Area. Students are not permitted in the building after 7:50 AM unless they have a pass from a CNA teacher or staff member.

HOURLY DAILY SCHEDULE

Table with 5 columns: Period, Schedule, Time/Class, Enrollment & Intervention, Friday Entry Release. Rows 1-13 showing hourly schedule details.

ENRICHMENT AND INTERVENTIONS

- Guidance Counseling: The primary goal of all enrichment services is to help each student maximize his/her learning potential and become a productive member of society. At the high school level, career and educational planning are viewed as a student's civic responsibility...
2. Student success, both individually and collectively
3. Engaging, encouraging environments for faculty and staff
4. Supportive district leadership and Board of Education
5. Active, ongoing engagement with stakeholder groups
6. Responsible use of all resources

Enrichment and Intervention: The primary goal of all enrichment services is to help each student maximize his/her learning potential and become a productive member of society. At the high school level, career and educational planning are viewed as a student's civic responsibility...

Based on the assessment and placement of students in the course schedule, adjustments changes to the schedule will be made to ensure students are properly prepared and ready to successfully complete the course.

Schedule Change Policy

- 1. The district will not make any changes to the schedule during the school year.
2. The district will not make any changes to the schedule during the school year.
3. The district will not make any changes to the schedule during the school year.
4. The district will not make any changes to the schedule during the school year.

Schedule Change Policy

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3. The district will not make any changes to the schedule during the school year.
4. The district will not make any changes to the schedule during the school year.

A teacher may request that a student be removed from a year-long class at the end of the first semester based on a conference between a teacher and parent/guardian concerning a student's academic behavior or attendance issues under the following conditions:

- 1. The student's academic performance is consistently below the district's minimum standards.
2. The student's attendance is consistently below the district's minimum standards.
3. The student's behavior is consistently below the district's minimum standards.

College Credit Opportunities (Advanced Placement)

Advanced Placement is a national program approved by Educational Testing Service which allows students to receive college credit for high school courses that are equivalent to college-level courses. The program is designed to help students prepare for college and to earn college credit while still in high school.

policy is posted on file.

College Credit Opportunities (International Baccalaureate)

The International Baccalaureate Diploma is a rigorous, four-year diploma, making international students, based on an integrated curriculum, critical to the success of the program. The diploma is awarded to students who complete the program with a grade point average of 3.0 or higher.

College Credit Opportunities (Advanced Placement)

Advanced Placement is a national program approved by Educational Testing Service which allows students to receive college credit for high school courses that are equivalent to college-level courses. The program is designed to help students prepare for college and to earn college credit while still in high school.

Dual Enrollment with Maricopa Community College

Dual enrollment allows students to earn college credit while still in high school. This program is available to students who are at least 17 years old and have completed the 10th grade.

Students should contact the high school counseling department for information and will receive a letter. Students are not eligible for financial aid until after the first year of college. Financial aid will not be available until the first year of college. The following information is provided for information.

- Dead Credit**  
Credit - Course
- 1.0 PSY 112 (Gen Ed II) Biology (BIO)
  - 1.0 CHEM 123 (Gen Ed II) Chemistry (CHEM)
  - 2.0 ELEC 101 (Gen Ed II) Computer (COM)
  - 0.5 ENGL 102 (Gen Ed II) English (ENG)
  - 0.5 HIST 101 (Gen Ed II) History (HIS)
  - 0.5 MATH 101 (Gen Ed II) Math (MATH)
  - 0.5 MATH 114 (Gen Ed II) Algebra (ALG)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)

Students will be able within the first two weeks of classes. Books will be provided by CTS at no cost. A student may elect to enroll in the class for a trial period only.

- Dead Credit Other Classes**  
Credit - Course
- 0.5 ENGL 102 (Gen Ed II) English (ENG)
  - 0.5 MATH 101 (Gen Ed II) Math (MATH)
  - 0.5 MATH 114 (Gen Ed II) Algebra (ALG)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

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- Mathematics**  
4.0  
High School Level Algebra and Geometry or Algebra II, Geometry, Trigonometry, Calculus, and Statistics
- Science**  
2.0  
One of the following courses:
- 1.0 PSY 112 (Gen Ed II) Biology (BIO)
  - 1.0 CHEM 123 (Gen Ed II) Chemistry (CHEM)
  - 2.0 ELEC 101 (Gen Ed II) Computer (COM)
  - 0.5 ENGL 102 (Gen Ed II) English (ENG)
  - 0.5 HIST 101 (Gen Ed II) History (HIS)
  - 0.5 MATH 101 (Gen Ed II) Math (MATH)
  - 0.5 MATH 114 (Gen Ed II) Algebra (ALG)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)
  - 0.5 PSY 101 (Gen Ed II) Psychology (PSY)

There are the MINIMUM requirements for admission to public high schools. It is suggested to check the requirements of each college or university of their requirements several days before. For example, the University of Maryland requires two years of English.

There are various programs that are available and students may be interested in applying to one of the following: High School and University of Maryland.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

- Have attended a designated school for three consecutive years prior to high school graduation.
- Graduate with a cumulative average of 2.5 points or higher on a 4.0 scale.
- Have a minimum cumulative average for the first semester.
- Completed high school or equivalent work in a foreign country.
- Maintained a record of good citizenship and conduct of the individual or organization during the school year.

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- Program for the following courses: English, History, Science, and Mathematics.
- Make a commitment to attend for at least one semester. Students who do not receive permission to attend for at least one semester will not be eligible for admission.
- Working with the office of 2011 students will have to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.

The student's financial records will be available for a period of 18 months after high school graduation. Completion of the form is required for the student to receive an award. The student will have to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.

**Report Cards**  
Report cards showing the student's progress will be sent at the end of each semester. A completed report card is required for the student to receive an award. The student will have to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.

**Grade**  
Students are graded by the school. The average is calculated as follows:  
A = Excellent  
B = Good  
C = Fair  
D = Poor  
F = Failure

Grade	Percentage	Number	Average
A	10.0%	100	1.00
B	20.0%	200	2.00
C	30.0%	300	3.00
D	40.0%	400	4.00
F	50.0%	500	5.00
G	60.0%	600	6.00
H	70.0%	700	7.00
I	80.0%	800	8.00
J	90.0%	900	9.00
K	100.0%	1000	10.00

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Grade	Percentage	Number	Average
A	10.0%	100	1.00
B	20.0%	200	2.00
C	30.0%	300	3.00
D	40.0%	400	4.00
F	50.0%	500	5.00
G	60.0%	600	6.00
H	70.0%	700	7.00
I	80.0%	800	8.00
J	90.0%	900	9.00
K	100.0%	1000	10.00

A student will be required to attend for three consecutive years prior to high school graduation. The student will have to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

In addition to the general plan of study for graduates, a student must also complete a minimum of 12 units of credit in the following areas: English, History, Science, and Mathematics.

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Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

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**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

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General Rules for All Entry Students

1. The student who chooses to graduate early is required to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.
2. Upon approval by the Board of Education, the student will be allowed to graduate early. The student will have to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.
3. Students who choose to graduate early are required to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.
4. Students who choose to graduate early are required to submit a completed application to the office of 2011 students. The office will have to submit a completed application to the office of 2011 students.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

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Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

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Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

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Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

Students will be able within the first two weeks of class. Books will be provided by CTS at no cost.

**Admission Requirements**  
English - 4.0  
1.0 year of college-level mathematics

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**Security Measures**

The Board of Education of the Commonwealth of Massachusetts... shall have the responsibility to...

- 1. Use appropriate physical security measures...
2. Use appropriate physical security measures...
3. Use appropriate physical security measures...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

forming the school bus. The presence of emergency kits... shall be maintained in accordance with applicable regulations.

**Physical Security**
Schools shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Physical Security Measures**
1. Use appropriate physical security measures...
2. Use appropriate physical security measures...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

emergency plan. The presence of emergency kits... shall be maintained in accordance with applicable regulations.

**Physical Security**
Schools shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Physical Security Measures**
1. Use appropriate physical security measures...
2. Use appropriate physical security measures...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

- 3. Assessing for security without...
4. Assessing for security without...
5. Assessing for security without...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

- 16. All school buildings...
17. All school buildings...
18. All school buildings...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

- 19. All school buildings...
20. All school buildings...
21. All school buildings...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

- 22. All school buildings...
23. All school buildings...
24. All school buildings...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

- 25. All school buildings...
26. All school buildings...
27. All school buildings...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

- 28. All school buildings...
29. All school buildings...
30. All school buildings...

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.

**Security Measures**

The Board of Education shall ensure that all school buildings... shall be secure and safe for all students and staff.



**Consequences:**

**Detention:**

- The purpose of any type of in-school suspension, detention, or after-school detention is to educate the student.
- Students suspended from the classroom must be held in a safe and secure location.
- Students suspended from the classroom must be held in a safe and secure location.
- Students suspended from the classroom must be held in a safe and secure location.

**Loss of Privileges:**

Students are suspended from school activities and extracurricular activities. Students are suspended from school activities and extracurricular activities.

**Saturday School/Before or After School Detention:**

Students are suspended from school activities and extracurricular activities.

**Restitution:**

Students are suspended from school activities and extracurricular activities.

**Rules and Procedures for Saturday School and Before or After School Detention:**

- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.

**Restitution:**

- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.

**Rules and Procedures for Restitution:**

- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.

**Restitution and Response in SSP:**

- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.

**Supervised Suspension Program Agreement:**

- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.

**Long Term Suspension Program:**

- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.
- Students are suspended from school activities and extracurricular activities.

**STUDENT DECLARATION**

I, the undersigned, do hereby declare that I am a student of the District of Columbia Public Schools and that I am subject to the rules and regulations of the District of Columbia Public Schools.

**Reporting Law Enforcement:**

I will report any criminal activity to the appropriate law enforcement agency.

**Reporting School Rules:**

I will report any violation of school rules to the appropriate school official.

**Declaration to Student's Discipline Record**

I, the undersigned, do hereby declare that I am a student of the District of Columbia Public Schools and that I am subject to the rules and regulations of the District of Columbia Public Schools.

**Confession of Disciplinary Offense and Other Disciplinary Consequences:**

I have committed the following disciplinary offenses:

**Confession of Disciplinary Offense and Other Disciplinary Consequences:**

I have committed the following disciplinary offenses:

- The student is under the supervision of the law enforcement agency.
- The student is under the supervision of the law enforcement agency.
- The student is under the supervision of the law enforcement agency.

**Confession of Disciplinary Offense and Other Disciplinary Consequences:**

I have committed the following disciplinary offenses:

**Prohibited Conduct**

The following are prohibited acts of prohibited conduct as defined by the District of Columbia Public Schools Code of Conduct.

**VIOLATIONS AGAINST PROPERTY**

**ACTS**

- Using physical force or threat of force to cause or attempt to cause physical injury to another person.
- Using physical force or threat of force to cause or attempt to cause physical injury to another person.
- Using physical force or threat of force to cause or attempt to cause physical injury to another person.

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

**3. Assault or Staff Member**

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

**4. Assault with a Weapon or Dangerous Object**

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

**Restocking and Cynicalizing (See Board Policy #22):**

The student is under the supervision of the law enforcement agency.

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

**Flashing Fire Arms ("Flash"):**

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

**Drug Related Offenses:**

The student is under the supervision of the law enforcement agency.

**3. Assault or Staff Member**

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

**4. Assault with a Weapon or Dangerous Object**

Fact/Offense:	1. The student is under the supervision of the law enforcement agency.
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Subsequent Offense:	1. The student is under the supervision of the law enforcement agency.

**Drug Related Offenses:**

The student is under the supervision of the law enforcement agency.

**VIOLATIONS AGAINST PROPERTY**



Classroom Disruption - Student exhibits behavior that disrupts the learning process in the classroom. Student will be given a verbal warning or a written warning. If the behavior continues, student will be given a written warning and a suspension from the classroom for 10 days. If the behavior continues, student will be given a suspension from the classroom for 20 days. If the behavior continues, student will be given a suspension from the classroom for 30 days.

Dismissal from Supervised Disposition Program (SDP) - Any student assigned to SDP who is absent for three (3) consecutive days or a total of seven (7) days will be dismissed from the program. Dismissal from the program may be reinstated if the student is absent for three (3) consecutive days or a total of seven (7) days.

Failure to Attend Disposition - Students who are assigned to Disposition must report to school and attend all scheduled sessions. Failure to attend scheduled sessions will result in dismissal from the program.

Table with 2 columns: First Offense, Second Offense. Rows: SDP suspension, Additional Disposition or Supervised Disposition Program (SDP).

Failure to Meet Conditions of Suspension, Expulsion or Other Restraint Discipline - Violation by students of a suspension, expulsion or other restraint discipline may result in further disciplinary action, including suspension from the school for up to 30 days or a suspension from the school for up to 60 days.

As required by law, when the school receives a suspension or expulsion in an attempt to resolve a disciplinary matter, the school will attempt to resolve the matter through mediation. Mediation is a process in which a neutral third party helps the parties to resolve their dispute. Mediation is voluntary and confidential.

Table with 2 columns: First Offense, Second Offense. Rows: 1-100 days out of school suspension or expulsion, 1-100 days out of school suspension or expulsion.

Location from Board Policy JFD - Location on school property and provided as it pertains to students in use. This area is not subject to search. The school is not responsible for personal property and all items of value are stored in the school's locked storage area.

3. Bringing Dangerous Items on Site

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

4. Fighting and/or Assault

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days suspension or expulsion, Discretion, 1-10 days suspension or expulsion.

5. Creating a Hazard or Dangerous Situation

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

6. Damaging or Vandalizing the School

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

This policy is intended to maintain a safe and secure environment for all students and staff. Any student who brings a dangerous item to school will be subject to disciplinary action.

Violations of Board Policy JFD and procedure JFD-AD (Student with 3rd, 4th or 5th offense) will result in suspension from the program for 30 days.

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

Location from Board Policy JFD - Location on school property and provided as it pertains to students in use. This area is not subject to search.

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

Location from Board Policy JFD - Location on school property and provided as it pertains to students in use. This area is not subject to search.

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

VIOLATIONS OF RESTRAINT DISCIPLINE

Restraint Discipline - Restraint Discipline is the use of physical force to restrict a student's freedom of movement. Restraint Discipline is used as a last resort and only when necessary to ensure the safety of the student and others.

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

Location from Board Policy JFD - Location on school property and provided as it pertains to students in use. This area is not subject to search.

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

Location from Board Policy JFD - Location on school property and provided as it pertains to students in use. This area is not subject to search.

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

10. Physical Abuse of One Another

Physical Abuse of One Another - Physical Abuse of One Another is the use of force to cause physical injury to another student.

11. Skating and/or Bicycling

Table with 2 columns: First Offense, Second Offense. Rows: Discretion, 3-10 days out of school, Discretion, 1-10 days out of school.

CAMDENTON BULLIS SCHOOL DISTRICT POLICIES

STUDENT ABSENCES AND EXCUSES

Excused Absences - Absences are considered excused if they are due to illness, death in the family, religious observances, or other circumstances beyond the student's control.

Unexcused Absences - Absences are considered unexcused if they are not due to illness, death in the family, religious observances, or other circumstances beyond the student's control.

Attendance - Attendance is a student's presence in school for the majority of the school day. Attendance is recorded for each day of school.

Excused Absences - Absences are considered excused if they are due to illness, death in the family, religious observances, or other circumstances beyond the student's control.

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Excused Absences - Absences are considered excused if they are due to illness, death in the family, religious observances, or other circumstances beyond the student's control.













STUDENT HANDBOOK  
2016-2017



Developing Skills for a lifetime  
Mrs. Jackie Jenkins, Director  
Mrs. Kathy Hueste, Assistant Director  
Mrs. Cassie Wilmes, Counselor

LCTC MISSION: LCTC will provide quality career, technical and academic education opportunities for all learners to become contributing members of our community.

P.O. Box 1409  
Camdenton, MO 65020  
(573) 348-9280  
Fax: (573) 348-9284  
www.camdentonschools.org

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Lake Career & Technical Center  
Student Handbook  
2016-2017

Dear Students  
Welcome to the Lake Career & Technical Center (LCTC). You are embarking upon what could be the start of a fulfilling career. As a student at LCTC, you will be challenged with the most technologically equipped laboratories and up-to-date curriculum. Being a student at LCTC allows you to gain the skills necessary to continue your education beyond high school, and make you more marketable in the workforce. LCTC's primary focus areas include: ensuring your success by emphasizing the importance of building a strong foundation, developing your problem-solving and literacy skills, your technical problem-solving, and preparing you to be college and career ready.

Our success is measured through your accomplishments. We want your experience to be uniquely rewarding. We hope you will find it helpful when you receive assistance, but most of all, the progress you have taken for yourself, responsible in providing a safe environment for learning, and increasing your own self-worth.

To that end, we provide qualified teachers, a strong supporting staff, a curriculum developed with the help of teachers and industry advisory committees, and an environment around the possibilities. The future looks bright for you. We are confident that LCTC will be the best choice for a very successful year.

Sincerely,  
Mrs. Jackie Jenkins, Director  
Lake Career & Technical Center

The contents of this handbook will be revised and updated as necessary. The most current version of the handbook will be available on the website at [www.lakecareerandtechnicalcenter.com](http://www.lakecareerandtechnicalcenter.com).

**ADMINISTRATION OF MEDICATIONS TO STUDENTS**

**Definition** - For the purposes of this policy, medication includes prescription drugs and over-the-counter drugs, including herbal preparations and vitamins. Medications that include substances that cause or support the maintenance or performance of athletic activities are excluded from this policy.

**Swi. Administered Medications**  
An authorized prescriber or a school's EEP or EEP team may administer to an individual student with a chronic health condition such as asthma, diabetes, or epilepsy, as part of a written care plan. The district will allow students to self-administer their medication in accordance with the plan and under the supervision of a designated staff member.

**Parental Consent**  
The administration of medication to a student is a voluntary activity that must be performed by or under the supervision of a registered professional nurse. A registered professional nurse may administer the medication to a student under the supervision of a trained personnel who are trained by the nurse to administer medications. The registered professional nurse is responsible for developing written procedures for handling medications brought to the administration of medication will be in compliance with the state's administrative code. The nurse or designee must maintain thorough documentation of all medications administered to students.

**Emergency Medication**  
All school-owned buildings in this district are equipped with self-administered emergency medication kits. These kits are for use in emergency situations and are not intended for routine use. The kits contain medications for the treatment of severe allergic reactions, asthma, and seizures. The kits are to be used only in accordance with the written protocol provided by the manufacturer. The kits are to be used only in accordance with the written protocol provided by the manufacturer.

**Over-the-Counter Medications**  
The district may administer over-the-counter medication to a student upon receipt of a written request and parental consent. The request must include the student's name, the name of the medication, and the reason for its use. The request must also include a statement from the parent/guardian that the student has no known allergies to the medication.

**Prescription Medications**  
The district may administer prescription medication to a student upon receipt of a written request and parental consent. The request must include the student's name, the name of the medication, the dosage, and the reason for its use. The request must also include a statement from the parent/guardian that the student has no known allergies to the medication.

**Attendance Standards**  
Attendance is defined as the student's presence in class for the majority of the class period. The district will track attendance and report it to the parent/guardian. The district will also track attendance and report it to the parent/guardian.

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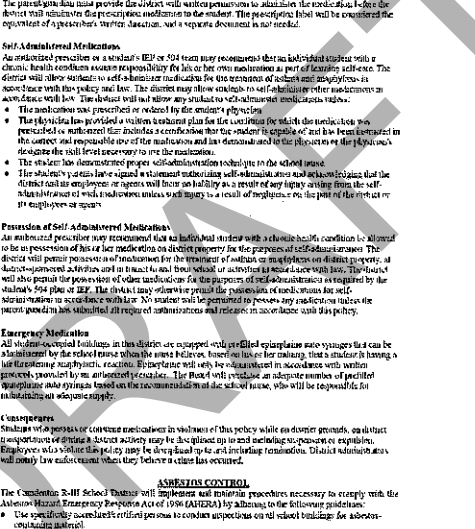
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**Documentation in Student Discipline Record**

The principal, designee or other administrator or school staff will maintain all discipline records as a discipline record for the discipline of this student and it will be maintained in accordance with the discipline policy.

**Location of Suspension, Expulsion and Other Disciplinary Consequences**

All students who are suspended or expelled from the district will be placed in the district's alternative education program. The district will provide a safe and secure environment for the suspension or expulsion of students. The district will provide a safe and secure environment for the suspension or expulsion of students. The district will provide a safe and secure environment for the suspension or expulsion of students.

In accordance with law, any student who is suspended for any offense listed in 106-200, 106-201, or any out-of-school suspension or expulsion policy shall be allowed to return to school. The district will provide a safe and secure environment for the suspension or expulsion of students. The district will provide a safe and secure environment for the suspension or expulsion of students.

- The student is not to be placed in the district's alternative education program until the student has completed the suspension or expulsion process.
- The student is not to be placed in the district's alternative education program until the student has completed the suspension or expulsion process.

If a student violates the provisions in this section, he or she may be suspended or expelled in accordance with the district's discipline policy. The district will provide a safe and secure environment for the suspension or expulsion of students.

**Prohibited Conduct**  
The following are examples of prohibited conduct as well as potential consequences for violations. Building level administrators are authorized to take appropriate disciplinary action in accordance with the district's discipline policy. All consequences shall be subject to the district's discipline policy. The district will provide a safe and secure environment for the suspension or expulsion of students.

**Violations Against Person**

Offense	1-10 days OHS/SSP	Expulsion	Red Card
Fire	X	X	X
Sexual	X	X	X

**Violations Against Property**

Offense	1-10 days OHS/SSP	Expulsion	Red Card
Fire	X	X	X
Sexual	X	X	X

**Violations Against Property**

Offense	1-10 days OHS/SSP	Expulsion	Red Card
Fire	X	X	X
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Sexual	X	X	X





- Users may only install and use properly licensed software, unless it was approved by the District or the user has written permission from the appropriate administrator for such installation and use. All users will adhere to the licensing of the district technology resources.
- Copying for resale or for profit is prohibited by the district's policies and procedures. The district administrator may use district technology resources to monitor the district's resources or examine and delete data stored on district computers as allowed by the district's internet policy.

#### Water

Any user who believes he or she has legitimate reason for using the district's technology in a manner that is not in compliance with the district's policies or procedures may request a waiver from the limiting principal, superintendent or their designee. In seeking the waiver, the user must provide a written request that includes a clear explanation of the user's intended use, the user's intended use of the district's technology resources, and the user's intended use of the district's resources or examine and delete data stored on district computers as allowed by the district's internet policy.

#### Technology Security and Unauthorized Access

- All users shall immediately report any security problem or misuse of the district's technology resources to a manager or administrator.
- Use of district technology resources to attempt to gain unauthorized access to any technology system or the files of another is prohibited.
- Use of district technology resources to attempt to gain unauthorized access to any technology system is prohibited.
- The unauthorized copying of system files is prohibited.
- Installation of any software, whether licensed or unlicensed, is limited to the ability of others to utilize the district technology as prohibited.
- Any attempt to secure a higher level of privilege on the technology resources without authorization is prohibited.
- The installation of any program or software on district computers or systems is prohibited.

#### Online Safety and Law Enforcement

Computer use on district computers, district networks, district technology will comply with the law and district policies on internet safety.

All district employees will adhere to any and all federal law, local policies and district rules, when using district technology resources to communicate information about personally identifiable information. Employees will take precautions to protect against disclosure of such information or misuse thereof.

All students will be instructed on the dangers of sharing personal information about themselves or others that the district and its providers have submitted with consumers who are authorized by the district. Students will not share personal information with anyone they have not obtained parental approval and must promptly disclose to a teacher or another staff member any message that is received that is inappropriate or makes the user feel uncomfortable.

#### Electronic Mail or Mail

- A user is responsible for all e-mail originating from the user's e-mail account.
- Delivery or attempted delivery of mail messages is illegal mail is prohibited.
- Unauthorized attempts to copy, disseminate, or modify e-mail are prohibited.
- There are penalties for sending unsolicited mail (spam). The district reserves the right to use its address for any message that is a violation, unless the communication is necessary, employment-related or otherwise authorized by the district.
- All users must adhere to the same standards for communications electronically that are expected in the classroom and that are consistent with district policies and procedures.
- Users must obtain permission from the superintendent or designee before sending any electronic e-mail messages.

#### TELEPHONE USAGE

The school phones are strictly for business use only. Students are not allowed to receive personal phone calls. In the event of an emergency, a staff member will place the call or see that the student receives the message.

#### TOOLS, SUPPLIES, TEST ITEMS

The tools, equipment, supplies, textbooks and reference materials are provided by LCTC. You can expect to use these items as equipment for the school in general. If these items are returned with your personal use, they will be changed. However, if tools, books, or any equipment assigned to you are lost or damaged through negligence, the replacement cost will be charged to you.

#### VIOLATIONS OF DISTRICT POLICIES

Direct, indirect and personal use of the district's internet services and district networks, however, all involve district computers, district networks and district equipment. The network should be used as a resource and not as a personal device.

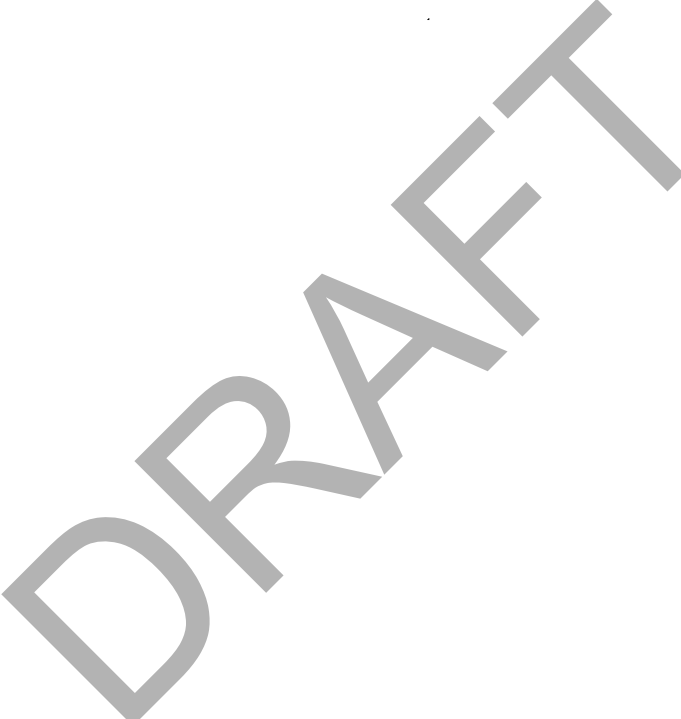
#### SUMMARY OF STUDENT EXPECTATIONS

The goal of LCTC is to prepare students for both college and career readiness. A student will achieve more if they are given and want of the resources and tools for their LCTC students. The summary should be used as a reference and students and parents/guardians should review the handbook in its entirety.

- Good attendance will help you succeed - show up to class daily and on time.
- Communicate with your instructor(s) - it is vital to your success.
- Seek out assistance if you need help - we are here to help you succeed.
- Show us our way and classroom is necessary for us to succeed.
- Treat yourself with respect and dignity - you are representing yourself, your high school, and LCTC.
- Treat others with respect and dignity.
- Be honest and take responsibility for your actions.
- Follow the rules and goals by LCTC and your instructor - this should be necessary if you treat yourself and others with respect.
- Be "active" in your learning.

#### Faculty Contact Information

- 1401 Court St., Independence, MO 64503  
 P.O. Box 1453, 208 Duce Blvd.  
 Cambridge, MO 65202  
 (773) 346-9244 Fax: (773) 346-9244  
 www.lincolncollege.edu
- Administrative**  
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 Mr. Bob Van Linn, Career Counsel Secretary - 346-9246 - [rbvanlinn@lincolncollege.edu](mailto:rbvanlinn@lincolncollege.edu)  
 Mrs. Kelly Harris, Assistant Director - Ext. 9221 - [kelly.harris@lincolncollege.edu](mailto:kelly.harris@lincolncollege.edu)  
 Mrs. Cynthia Wilcox, Adult and Community Education Secretary - 346-9271 - [cynthiaw@lincolncollege.edu](mailto:cynthiaw@lincolncollege.edu)
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 Mr. Matt Mathews, Guidance Secretary - 346-9276 - [mattmathews@lincolncollege.edu](mailto:mattmathews@lincolncollege.edu)  
 Administrative Services, Information Management, Information Services, & Information Systems  
 Mr. Josh Lewis, Director - 346-9244 - [jlouis@lincolncollege.edu](mailto:jlouis@lincolncollege.edu)
- Technology**  
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 Building Trades, Wood Technology, Manufacturing & Cabinet Making  
 Mr. Kevin Henson, Instructor - Ext. 8400 - [kevin.henson@lincolncollege.edu](mailto:kevin.henson@lincolncollege.edu)  
 Building Trades & Construction, Health, Culinary, Hospitality, and Health Services  
 Mr. Corey Henson, Instructor - Ext. 8400 - [corey.henson@lincolncollege.edu](mailto:corey.henson@lincolncollege.edu)
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 Computer Systems, Computer Networks, Information Production, Information Management & Landscaping Management  
 Mr. Art Hillman, Instructor - 346-9237 - [ahillman@lincolncollege.edu](mailto:ahillman@lincolncollege.edu)  
 Office Support, Information Systems, Information Production, Information Management & Landscaping Management  
 Officer Chris Edgar, Instructor - Ext. 8479 - [chris.edgar@lincolncollege.edu](mailto:chris.edgar@lincolncollege.edu)
- Education**  
 Ms. Amy Kessler, Instructor - Ext. 8479 - [amy.kessler@lincolncollege.edu](mailto:amy.kessler@lincolncollege.edu)  
 Information Production, Information Management & Landscaping Management  
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 Information Production, Information Management & Landscaping Management  
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**SCHOOL BUS DRIVER MEDICAL EXAMINATION  
INFORMATION AND INSTRUCTIONS**

1. Every year, each school bus driver must pass a medical examination within six months of the first day of school.
2. The District's Physician, as appointed by the Camdenon R-III School Board, must be the one to sign the required medical examination form.
3. Drivers are responsible for calling Dr. Abbott's office (573-346-8045) and setting their annual physical appointment to take place between June 1 and July 31<sup>st</sup>. This will be at the expense of the school district. Without a successfully completed physical, drivers will not be allowed to drive.
4. If you have a medical condition that could cause you to fail, it is strongly recommended that you bring any current medical records from your personal physician/specialist with you to your exam.
5. The district's physician may require additional physical examinations and/or medical testing in accordance with law.
6. The driver may appeal the results of the medical examination within five business days of the official notification. The appeal must be made in writing to the associate Superintendent of Schools. Upon receipt of the written appeal, the District's Physician will appoint the appropriate physician to conduct a second opinion. Upon receipt of the second opinion, the District's Physician will make the final decision. The cost of the second opinion will be paid by the School District.
7. Prescription drugs (i.e. blood pressure medications, etc) that are prescribed to you by your physician and cleared with our school physician are allowed. All prescription drugs being taken will be cleared through the school physician.

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**Accident Guidelines**

Emp to section: Do directly to codes: Search by Keyword:

ABCDEFGHIJKLM

Emp. Search Critical

**BUS DRIVER EXAMINATION AND TRAINING**

All drivers of state transportation will be appropriately licensed and will obey all state and federal requirements for training and licensing a license. In addition, the district may require drivers to attend training sessions and some professional development to maintain their position in the district.

In addition to the state and federal requirements, the district requires the following for all school bus drivers:

- Drivers will submit the numbers of all licenses they possess to the superintendent or designee prior to the first day of school.
- Drivers will immediately notify the district if they are charged or convicted of any crime that might restrict their licensing.
- Before driving, all drivers must meet the physical examination and physical ability requirements as set out in federal law as the possession of a commercial drivers license. This examination will be conducted annually during the summer by the District Medical Director. His district may require additional physical examinations in accordance with law.
- Drivers will be well rest and clean and display appropriate conduct while working for the district.
- Drivers may not use tobacco or tobacco products while on the bus and may not use it in school property in accordance with district policy.
- Drivers will submit to drug and alcohol testing as required by law and district policy.

\*\*\*\*\*

Note: The teacher is encouraged to check the backseats of the beginning of each session for other passengers, pockets and to review appropriate procedures under district for student information.

Approved: 06/09/09

Revised: 10/12/09; 06/14/2005

Legal Ref: §§ 304.27, 304.66  
Manual for the New Driver Instructor's Manual  
ADP's Transportation Administrative Handbook  
ADP School Bus Driver Manual  
Commercial Motor Vehicle Safety Act of 1960, Title 49 of Pub. Law 86-400

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**ACCIDENT GUIDELINES**

Since no two accidents are the same, the sequence listed below may not be practical in every case. Thinking and common sense must prevail.

**1. NOTIFICATION OF ACCIDENT**

- A. The Transportation Director or person in charge should be notified of an accident by radio or phone as soon as possible after it occurs. This notification may occur from the driver or other parties (police, a passenger, another driver, etc.) School officials will notify the authorities (police, ambulance, fire department).
- B. A School official will go to the scene of the accident if deemed necessary.

**2. ASSESS SCENE AND DETERMINE STATUS**

- A. Turn off ignition, take key, and set emergency brake, and check if applies.
- B. Remain calm and remove windows.
- C. Determine if the accident resulted in a hazardous material spill. This includes spilled or leaking fuel from the bus. All precautions should be taken to protect the students from hazardous material and fire.
- D. Account for all passengers and assess their physical condition.
- E. Assess the urgency of evacuating the passengers from the bus. Implement evacuation procedures when the driver or authorities have determined that it is a hazard for the passengers to remain on the bus. The driver should consider such things as fire, secondary collisions, downing, and hazardous material spills, etc.
- F. Don't move bus, until authorized by law enforcement or school administrators. (If another bus or other damage is done get proper authorization to proceed.)

**3. IMPLEMENT EMERGENCY PROCEDURES**

- A. Administer first aid to those passengers with injuries.
- B. Secure the accident scene with emergency warning devices.
- C. The driver's only responsibility after securing an accident scene is the care and supervision of the bus passengers. They need your undivided attention.
- D. Do not release students to anyone unless told to do so by school administrators.

Accident Guidelines  
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**4. GATHER AND SHARE VITAL INFORMATION**

- A. Route Driver shall prepare a list of all passengers on board at the time of the accident. (Student's name, grade, phone #, parent's name)
- D. Law enforcement authorities will collect the names, addresses, vehicle descriptions, vehicle and drivers license numbers, insurance information on all who were involved in the accident. If this information is not collected by law enforcement, the driver must do so.
- C. The driver should make mental note of all circumstances that occurred before, during, and after the accident. This will be helpful in filing a written report with law enforcement and the school district.
- D. When law enforcement or school officials have determined you may leave the scene of the accident, school administration will determine where the students will be taken. Some circumstances may require the driver to return all passengers to school for school health services personnel to stabilize the passengers.
- E. Under no circumstances is the bus driver to move the bus from the scene if the driver receives a traffic citation as the result of the accident.

**5. COMPLETE REGIONAL ACCIDENT REPORT**

- A. Immediately after all passengers have been delivered to their directed destinations, the driver must report to school officials to complete an interview to gather the facts of the accident in detail and complete an Accident Report Form.

**6. ALCOHOL AND DRUG TESTING**

- A. Post accident testing should be performed per regulation when:
  1. A fatality occurs, or
  2. A moving violation citation is given to the bus driver and either of these events occur.
- B. A person receives medical treatment away from the accident.
- C. Any vehicle surface/damage making it impossible for the vehicle to be driven away.

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**ROUTE DRIVER ASSIGNED DUTIES**

1. Report any mechanical problems with bus to the Head Mechanic when you arrive at the bus garage. DO NOT report deficiencies on the radio unless it affects safety or vehicle operation or could result in a mechanical breakdown.
2. The Head Mechanic will request that your bus be serviced on a specific date. A list of items that need attention should be furnished at this time.
3. Keep bus/mile log filled as needed and oil checked and added. Record all oil usage on pre-rip. Use route number/bus number on pre-rip form. (If sub bus returns with less than half tank, you must fill tank for next use.)
4. Make sure all switches, lights, and radio are off and windows are closed after each run.
5. Periodically check tire pressure in tires.
6. All accidents are to be reported to the Transportation Director or person in charge.
7. The Transportation Director, Office Manager, Dispatcher Head Mechanic or Mechanic has the authority to pull any bus off the route at any time.
8. All complaints or problems, other than mechanical, are to be handled with the Transportation Director or Office Manager.
9. Check bus/sub bus after each run to ensure no student is left onboard, for item left and possible damage.
10. When using the radio, "KEEP IT TO BUSINESS" - the radios are not toys or for personal use.
11. Under no circumstance will you ever transport any bus student in your own personal vehicle.
12. Keep trash containers emptied and floor swept on bus/sub bus. Also, after emptying trash in dumpsters, close lid on dumpsters.
13. No driver will pull or back bus/sub bus without authorization by mechanic.
14. Never leave fuel nozzle unattended while fueling. Possible disciplinary action could result.
15. Never allow anyone other than bus merchandise or a service authorized by the Transportation Department to tow bus if stuck or broken down.
16. Follow idling procedures as per Section 2.
17. Perform other appropriate duties as assigned.

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**ROUTE DRIVER ASSIGNED DUTIES**

1. Drive a route in absence of regular route driver.
2. Ride routes with regular driver, when possible, in order to learn the route schedule and maintain a smooth operation.
3. Check in office to see which bus to use on route.
4. FOLLOW ALL OTHER DIRECTIVES GIVEN IN PREVIOUS DOCUMENT ENTITLED "ROUTE DRIVER ADDITIONAL DUTIES"

6/14/2016

**BUS DRIVER DRESS CODE**

As an educational institution, the school has a responsibility to help students learn what is expected of them by society in areas of behavior, dress, and hygiene. We not only have the opportunity, but also the responsibility, to be a role model for these students by the way we present ourselves. Our general appearance not only affects attitude and behavior, but it also makes a statement as to the kind of school this community promotes.

Bus Drivers will practice good hygiene and will be well groomed. Hair, including facial hair, will be clean, well groomed and neat.

Appropriate attire will be worn while on duty. Clothing shall be clean and neat. If shorts or skirts are worn they should be an appropriate length (no shorter than just above the knee; i.e. walking shorts).

Jewelry or other items of apparel that might interfere with the safe operation of the vehicle are not appropriate. Clothing or buttons having words or slogans, which are obscene or offensive, are not appropriate.

Bus Drivers will wear shoes that fasten securely to the foot in the back and on top with the toe and heel area closed. Sandals, spike heels, house slippers, surf-style, Crocs, slip-on and shower shoes are not appropriate.

The school will supply a jacket for each full-time driver to be worn while driving or accompanying a bus for the Camdenon R-III School District. Any time a driver quits or is terminated, the school may request the jacket back.

Failure to comply will result in the following: 1) first incident-verbal warning, documented in personnel file; 2) second incident-written warning, documented in personnel file, and 3) third incident could result in termination.

This dress code will be enforced and the interpretation of the dress code will be left to the sole discretion of the Transportation Director.

PERSONAL VEHICLE PARKING

All personal cars will park along the back fence below where the sub buses are parked. There are a few spaces outside the gate. Do not block other cars in. This pertains to all drivers.

PERSONAL USE OF BUSES

No driver will be allowed to use their bus for any non-school-related activities (i.e. errands, appointments, parking at another job site, etc.). All Charlotte-R-I-III buses will only be allowed on designated routes and to and from homes. Otherwise, the bus will park on school property.

MORNING ARRIVAL

No driver should plan to be at school before 7:40 a.m. and no student should be released before 7:45 a.m. and all students should be off the bus by 8:10 a.m.

DIRT PARKING

After unloading in the morning, buses should be fueled if needed and returned to the proper spot for the next day. Drivers taking their buses home for the day will arrive campus via Jackson Street parking place.

AFTERNOON LOADING

All drivers will have their buses at either Oak Ridge Intermediate building no later than 2:35 p.m. or at the High School no later than 2:50 p.m. After loading at Oak Ridge Intermediate or the High School, buses will leave from line on the street between the Middle School and Dogwood Elementary buildings as assigned. Buses should be directed to begin routes by approximately 3:10 p.m.

REAR BUSES

Rear buses are at the transportation office. If you should have mechanical trouble on your route, call the transportation office on your emergency radio or at 348-2294. There is a substitute on duty from 6:30 a.m. to 4:10 p.m. each day. If you are unable to contact anyone at the transportation office, call the Head Mechanic at 348-2123 (RTV) or Transportation Director at 348-5018 (1474).

LIABILITY POLICY

Because of liability reasons, do not allow anyone that is not a Charlotte-R-I-III student or employee ride your bus. Chaperones for field trips will go through the proper channels with the individual school for permission. If questioned by a principal, call the Transportation Office for guidance.

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Daily Route

TIME CARD GUIDELINES

Allow yourself up to 5 minutes to do a daily pre-trip. A.M. time begins when bus driver leaves (whether from home or school). Example: If you are scheduled to leave your designated parking spot at 7am you should show up as early as 6:45am so your start time to allow for your pre-trip.

A.M. time ends when bus is parked at designated school lot unless driver parks bus at home and then A.M. time would end when last student is dropped off at school.

P.M. time begins at the District appointed time to be at respective schools (this also pertains to other extra-curricular routes, i.e. Early Childhood, Project Pass, etc.). P.M. time ends when the bus is parked at the designated school lot unless driver parks bus at home and then P.M. time would end when the last student is dropped off (this also pertains to other extra-curricular routes, i.e. Early Childhood, Project Pass, etc.).

On the time cards you MUST date these where it asks for a date. Please make sure also that it is the correct date. There are three places to sign on these cards... please sign in all three places. Round your hours to the nearest quarter hour... do not use 7:05... after would be 7:10. If there are not filled out correctly they will be returned to you until they are filled out correctly. You do not get paid from the time cards. Add your hours down and record. If you have any questions come into the office and talk to one of us.

Anyone driving an extra route of ANY type will have to do a daily mileage sheet. You can get those from Teresa. This includes Project Pass, Capsense, CBI, Early Childhood and Schedules of any type.

AM Starting times should not be reflected on your time cards. Time should be calculated to show 15 minutes before leaving or to directly to your first pick up.

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KINDERGARTEN AND EARLY CHILDHOOD

Kindergarten and Early Childhood students present special problems for bus drivers. We ask that you follow these practices to minimize difficulties.

MORNING ARRIVAL

When approaching Dogwood for morning drop off, utilize your interior mirrors so the driver can easily identify which buses are transporting Early Childhood students.

Each driver must be sure that each Early Childhood student on their bus is taken off by assigned staff who will be on duty to greet them.

Under no circumstances will a driver pull up and stop a second time at main entrance of Dogwood without proper authorization for dropping off students.

NOON EARLY CHILDHOOD ROUTES

Noon bus routes will consist of Early Childhood students only. Morning classes will be dismissed at 10:50 a.m. from Harrison Dock, 11:00 a.m. from Dogwood Dock and 11:00 a.m. from Dogwood. Students should never be allowed to get off the bus unless an adult is there to meet them.

AFTERNOON ROUTES

Teachers will assist each Kindergarten and Early Childhood student to the bus. Each driver should remain in their bus as the students exit until to locate the proper bus. Should you at any time not have your regular bus, please mark the substitute bus with the appropriate route number on the door side and stand by the bus to help them identify the bus.

DISCIPLINE

Remember that Kindergarten and Early Childhood students have difficulty sitting on bus seats due to their small size. But, this does not mean they should not be expected to remain seated during the route. This should be emphasized at the first week of school. Another point to remember is that older students outweigh the little ones. You might be "too good" for this.

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PRE-TRIP/TIME CARD REQUIREMENTS

Perform pre-trip inspections on your assigned school bus prior to morning route departure or afternoon departure (whichever occurs first). Use the "Driver's Daily Pre-trip Report" in record and report areas of inspection and deficiencies noted during the daily school bus safety inspection.

Pre-trip inspection of vehicles shall include all areas as indicated on pre-trip.

Any defects or deficiencies that affect the safety of vehicle operation or result in mechanical breakdown shall be reported immediately by radio. Otherwise, contact the Head Mechanic when you arrive at the shop, and also, document under inspection annotations on the pre-trip.

The driver shall not operate the school bus if the defect or deficiency affects the safety of vehicle operation or could result in mechanical breakdown. (i.e. Cross Axle, stop arm, 8-ways, etc.)

Always use your route number/name when filling out the pre-trip form. (Route # is on outside of the bus and Bus # is on the inside of the bus.)

Pre-trip/TIME cards will be filled out in a neat, appropriate and accurate manner, and returned to the Transportation Office Manager by 5:30 P.M. the following Monday of each week.

Gallons of Fuel Do Not need to be documented on pre-trip. Quarts of oil should be documented. With our fueling system, all buses are able to fuel 24 hours a day, 365 days a year. Any bus that comes into the main campus will fuel at the transportation building.

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DRIVER OPERATION RULES AND REGULATIONS

School Bus Driver shall:

1. Follow these loading and unloading procedures:

- A. If the school bus is equipped with a master switch, make sure it is in the "off" position.
B. Activate pre-warning amber flashing lights at least five hundred (500) feet before designated stop.
C. When stopping for a designated stop, apply brakes hard enough to light up the brake lights so that vehicles behind the school bus will know it is slowing down.
D. Pull as far to the right as practical on the travel position of the roadway due to a location so that the school bus is visible for at least three hundred (300) feet in both directions, and at least five hundred (500) feet on 60 mph or greater posted roads.
E. Approach walking students with extreme care, paying attention to the surface on which the school bus will stop, city, slippery, slopes, right, rough ground, etc.
F. Deactivate the pre-warning amber flashing lights just before the last flashing warning lights, the stop arm, and opening arm when opening the service door after stopping.
G. Check traffic in front and rear of the school bus before you give the students a hand signal that it is okay to cross the road.
H. Require students who must cross the roadway after leaving the bus or before boarding the bus to wave a minimum of six feet (6') in front of the bus and only wave when the driver, monitor, or bus parent when organized bus patrols are used; and
I. Have students go directly to their seats and if seat belts apply to that student, encourage the student to fasten the seat belt before proceeding. When students are seated, check traffic and close the front door to deactivate the amber flashing warning light and stop automatically. Under no condition is a driver to transport more than the legal posted capacity.
J. Quality spaces provided each passenger must be sufficient to ensure that the back of each passenger comes into full contact with the seat back.

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Driver Operation Rules and Regulations

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- 2. Activate the pre-warning amber flashing lights if a school bus stop must be made in close proximity to the end of a road or on a curve with limited sight distance.
3. Do not back school bus on school grounds unless, rear is guarded by school patrol or adult, and driver is advised that the way is clear. Backing of the bus in a lane around the end of a road cannot be avoided.
4. Use the stroke light.
5. Follow these procedures when a school bus is disabled.
6. Keep entering and lights on front and rear of bus clean so that all markings are clearly visible.
7. Keep service door closed at all times when bus is in motion.
8. Do not leave the driver's area of the bus with the motor running and students on board.
9. Fill the fuel tank only when there are no children in the bus.

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Driver Operation Rules and Regulations

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- 10. Do not allow animals on the school bus except for seeing eye dogs or other specially trained animals necessary to furnishing special education services for handicapped children to comply with section 162.170, RSMS.
11. Do not allow weapons or explosive material on the school bus.
12. Do not allow roller blades or skate boards on board bus.
13. Do not allow items carried on the bus to protrude into or block the aisle or be left in the driver or exit area.
14. When leaving bus unattended for any reason, the driver will secure bus setting park brake, remove keys from ignition, and check front right tire.
15. The seat belt whenever the bus is in motion.
16. Do not drive any school bus.
17. The driver will illuminate headlights, taillights and clearance lights whenever students are being transported.
18. While in the school bus, the children are in the custody of the school bus driver, and he/she is designated as the person responsible to the Board of Education and to the administration for their discipline and their protection.
19. The driver shall immediately report any discipline problems below needs assistance with in the proper administration.
20. No student should be allowed to leave the bus to ride to school or to ride home in another vehicle unless the request is made by a parent or legal guardian of the child or an administrator.
21. School buses shall not stop at unauthorized places for purposes of the student to purchase ice cream, pop, or other such items.
22. Driver will be held personally liable if a child should be injured under these circumstances.

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Driver Operation Rules and Regulations

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- 22. Driver shall travel the route(s) approved by the Board of Education.
23. In case of ice or snow, the school office shall announce over the radio if school is to be closed.
24. We desire to avoid having the children on the bus an undue length of time.
25. Safety.
26. The driver should never turn or swerve suddenly.
27. The driver shall not follow within 300 feet of another vehicle except when passing.
28. A school bus shall, upon approaching any railroad crossing, be brought to a full stop by the driver within 20 feet but not less than 15 feet from the crossing.
29. Students are not allowed to smoke, use tobacco or controlled substance, or have food, candy or any type of drink on the bus.
30. Students should never stand in the roadway while waiting for the bus.
31. School buses shall not permit any other person to occupy driver seat, drive the conveyance, tamper with the motor or any of the controls, excepting such persons as are approved by the Board of Education.
32. It shall be the duty of the driver, at the direction and under regulations provided by the local administration, to give emergency drills on school buses which would include

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Driver Operation Rules and Regulations

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- instructions and practice in the location, use and operation of the emergency door, fire extinguisher, first aid kit and reading windows at a means of escape in case of fire or accident, radio usage, seating brackets, and leaving off line.
33. All drivers will establish bus/buses bus route early and run as close to the scheduled time as possible.
34. All drivers will stop at each designated stopping stop regardless if any student is there on board.
35. The School District is committed to providing an environment free from intimidation, hostile or offensive behavior; unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct or communication constituting sexual harassment.
36. Allegation of sexual harassment shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including suspension and/or revocation of the mail or suspension and/or termination of the employee.
37. No one will be allowed to smoke or use smokeless tobacco on a bus at any time.
38. The driver of any Charlotte-R-I-III School District bus will drive in a careful and prudent manner, and will exercise the highest degree of care in driving over all types of roads.
39. A route bus, for purposes below, is defined as I.A.M. and P.M. buses to and from school, Early Childhood, shuttling of students to a regular or daily bus to school District, P.A.S.S. program, Sonnette school.
40. A trip bus, for reasons below, is defined as any group of students who are transported for a field trip or extracurricular activities with a teacher or chaperone on board the bus.

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No person shall operate any vehicle upon any public roadway or highway within the unincorporated areas of Hamilton County, Missouri, at a greater speed than thirty-five (35) miles per hour, unless signs are posted or posted designating another speed.  
(Hamilton County Commission Resolution No. 1-2022-1)

All trip buses will be allowed to run the posted speed limit on any given roadway, but not to exceed the posted limit.

When multiple buses are traveling together, there should be a distance of at least 300' between buses.

Retty should always be the number one contact and speed should be determined by road conditions and weather, staying within the posted speed limit.

If a driver is stopped while operating a school bus and receives a written citation or warning for careless or inattentive driving, and/or speeding, a badge will be terminated from employment immediately. The driver will not be re-employed as a bus driver.

39. No driver shall install or have installed any items on or inside of the bus unless authorized by Head Mechanic.

**MAINTAINING STUDENT DISCIPLINE**

Order must be maintained on the bus. When more serious behavior problems occur, remember some basic rules:

1. Always control your temper. The driver is a person in a responsible position. Avoid shouting, arguing, cursing, or berating the students. Avoid physical force. Contact should not be used unless in the case of emergency. Avoid creating issues that have to be settled later.
2. A word of warning over the speaker system (if available) or a reminder directed to the pupil, by name, may be enough. Also consider a five-minute conference with the pupil after arrival at school.
3. If the problem is serious and requires immediate attention, pull off the road at a safe location and stop the bus. Stand up and speak with the student in a firm but courteous voice. Do not try to continue driving and dealing with the problem at the same time.
4. If leaving is stopped, move the problem pupil to a seat nearer you. (The right front seat is usually best.)
5. For serious cases or repeated misconduct to an appropriate supervisor or school principal. Once all the facts are known the entire problem is understood. Often the child who causes problems on the bus is also causing problems elsewhere. Informing the administrator can help him deal with the whole problem.
6. Drivers have no legal right to put a pupil off the bus except at the students regular stop at the school. However, if an emergency situation develops that requires drastic action, stop the bus at a safe location and notify the transportation office for assistance. Do not proceed until advised by proper authority.
7. Be fair! Students will accept discipline actions. However, they will rebel against unfairness.
8. NEVER strike a student.
9. Don't lose your temper and become hostile and judge them on how it affects you.
10. Remember that "life and death are in the power of the tongue". Don't criticize or ridicule.

In cases of continued misconduct write-up the student and report the pupil to the principal or assistant principal and ask that some action be taken toward withdrawing the pupil's right to ride the school bus.

In most cases, the first action taken is a reprimand or a withdrawal of bus privileges for a short time. If behavior does not improve within the student returns, the right to ride the bus may be denied for a longer period. This is usually done only after other measures have failed to improve the situation. (If you do not write-up the student, do not expect further action to be taken.)

**RIS SAFETY RULES AND REGULATIONS FOR STUDENTS**

1. The driver will immediately report any discipline problems handle reports according with to the proper school administration. There will be no delay in reporting fights, unusual happenings and other problems on the school bus.
2. No student will be allowed to leave the bus to ride a school or to risk leave in a car unless the request is made by a parent or legal guardian of the child, or an administrator.
3. School buses will not stop at unauthorized places for purposes of the students purchasing ice cream, pop, or other such items. This delays the school bus and expected time home by the parents, creates an unsafe safety hazard, and places parents and students who cannot afford these commodities in an unfavorable position. The bus driver would be held personally liable if a child should be injured under these circumstances, as the school insurance would not apply.
4. All students will be seated before the bus is in motion. Students should refrain from hanging arms out of the bus, fighting or scuffling, standing in aisles, moving about in the bus and loafing and talking, sleeping, etc. All of these items are safety factors, and prevent the driver from giving adequate attention to his duties, prevent him from leaving warning horns, etc., and causes undue damage to the bus.
5. No food, candy or beverage is allowed on the bus except with the permission of the driver when a bus is on an extra-curricular activity trip.
6. Students must be on time. The bus cannot wait beyond its regular schedule for those who are tardy.
7. No animals will be permitted on the school bus.
8. No use or possession of firearms/explosives of any sort will be permitted on the school bus.
9. Do not allow roller blades, skateboards on board bus.
10. The use or possession of tobacco products and controlled substances are not allowed on the school bus.
11. Pupils should never stand in the roadway while waiting for the bus.
12. Students are not allowed to operate or handle bus equipment or cause damage to the bus.
13. Students should place all debris in litter in trash receptacles when exiting bus. Keep our school buses clean.

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**USAGE OF CHECK BLOCK**

All buses, either on or off school grounds when parked, will be secured down with the emergency brake set and the bus properly chocked before leaving the bus unattended.

All buses are equipped with a check block, which shall be placed in front of or behind the right front tire to prevent the bus from rolling off if emergency brake would fail to hold or due to some other unknown factor.

**USAGE OF NEWLACK BOXES**

All buses are equipped with key lock boxes on the dashboard area. These boxes were installed for the security of the bus and to enable any other driver or mechanic access anytime that the key is needed in an emergency action. Do not leave the keys in the ignition when leaving the bus unattended except on the transportation lot when taking a break in the driver's lounge. Otherwise, if the key is parked in the lot, it should be secured. The keys for the bus will be placed in the bus regardless if the bus is parked at school or at home, day or night.

**USAGE OF RED DIAMOND**

The red 4" x 4" diamond on your bus will be placed where visible in the flow windshield area any time after you have finished a bus route. This is a reminder that the driver has performed a walk-around of his bus to check for children left on the bus, and check others in use it and know the bus is clear. Red diamond will not be visible in the windshield area when driving. For drivers that do not see their bus on a campus bus. Your bus will be walked and checked BEFORE you leave any campus to make sure there are no children or adults on the bus. This should take place anytime students have ridden on your bus. This does not just pertain to morning and afternoon routes. Once the bus has been walked and checked your red diamond should then be being. If a student is found unattended left on a bus after the driver has vacated the bus it could result in termination of the bus driver. Failure to check for students, resulting in a student being left on the bus could result in disciplinary action and/or termination.

**WARM UP PROCEDURES**

No more than 3-5 min warm up when temperatures are above 32 degrees. If below 32 degrees, 15 min of warm up is allowed. Turn the bus during breaks in scheduling. Don't allow your bus to sit and idle while waiting with others. Use your block heaters. This will help them warm up. Don't start another driver's bus. Adjust times to arrive to school as close to loading and unloading as possible.

**IN BADGES**

As a safety measure, whenever entering any of the Hamilton County Schools, please make sure you are wearing your Hamilton County School ID badge.

**RADIO PROTOCOL**

Radio Station 106.9 F.M. will be heard from all buses. This includes regular routes, trips, etc. This station is absolutely not to be shared to avoid any of the Hamilton County Schools at any time.

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**BUS DRIVER MEETINGS**

Just as a reminder, each year we have four (4) scheduled meetings. At the end of the year, if you attend at least 2 of the meetings you will receive \$80 on your final paycheck. We make these meetings available for your benefit that you have the opportunity to acquire the minimum of 20 hours of continuing education mandated by the state. We will continue to make an effort to provide you with interesting and worthwhile information. It is our hope that you will take the time to not only meet the attendance requirements, but also make use of the opportunity for your continuing education as a bus driver for the Hamilton County School District.

**DRIVERS' ABSENCES**

Bus drivers are entitled to leave benefits as outlined in "Hazard Policy Support Staff Short Term Leave and Absences". Due to a planned absence and before entering absence request in the HR Portal, contact Deb (636-9282) or 112-528-3410 to request the absence. Upon approval, the request needs to be entered immediately into the HR Portal.

All drivers should contact Deb Allen at the office (744-2959), cell (573-418-3636) in order to request a substitute driver.

When absent from your area or on your phone, please see that your bus is left at the transportation office for the substitute driver unless directed otherwise. A spare bus is not always available at the transportation office.

All prior arrangements should be made in person by phone, and not by bus training regarding bus arrangements when driver is going to be absent.

Support personnel (bus drivers) may find themselves in unusual circumstances where they are compelled to be absent for reasons not anticipated in the above. A request must be submitted to the employer's supervisor (Transportation Director or Office Manager) at least two days in advance.

Two personal days, if needed, may be used in connection with these approved days.

Unpaid leave shall not be considered sick leave for any purpose.

As stated in the Classified Employee Handbook, "Personal days cannot be taken on the day immediately preceding or following a scheduled school holiday."

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**ACTIVITY TRIP GUIDELINES**

Student activity trips are a part of the program of the Hamilton County Schools, but are not a contracted part of a bus driver's job description. In an effort to be fair to our regular drivers and to provide the necessary services to our students, the following guidelines have been developed:

1. Bus drivers will inform the Transportation Office Manager if they are interested in taking activity trips. Their names will be placed on a trip wheel in order of route number. The bus drivers will then be called according to their route number.
2. Minor trips - if a minor trip interferes with a route it will be assigned to a sub driver and will not affect the minor trip wheel. Whenever possible, minor trips will be assigned to a Shuttle/Utility driver as part of their regular work day.
3. An activity trip of three hours or longer is assigned according to the rotation and counts as a regular trip for purposes of the rotation. Any trip under three hours is considered a minor trip and will be included in the minor trip wheel or assigned to a Shuttle/Utility driver as stated above. One exception: The Health Occupation trip request for the same day approximately 8:30am-10:30am and then 11:00am-2:30pm. This will be assigned from the minor trip wheel and assigned to the route driver.
4. There will be three trip wheels for rotation, one for regular trips, one for over night trips, and one for minor trips. Drivers may be on any/all wheels. Each wheel will count as its own rotation. If a driver was to be on any two wheels on the same day, he/she will choose the trip they want to take and pass on the other. Trips will be assigned on a rotation basis by route number.
5. If a driver is assigned a trip, and is at the appropriate location when the trip is cancelled, that person will be paid for the one hour and will receive the next available trip. If a trip is cancelled before the driver reports, that person will receive the next available trip, within the constraints of a 48 hour work week. Other drivers already scheduled will not be changed.
6. If a driver is called and says "pass" on the trip, he/she will have to wait for the next number to appear on the next rotation of the applicable wheel. If a driver is called and says "pass" on the trip, he/she will make the person calling on the trip aware of how many buses they will have available within that same 48 hour work week. The work week is from 12:00am on Sunday until 11:59pm on Saturday. If another trip becomes available within the constraints of the work week there is available within the same work week, "pass" has been called, it will be offered to that driver according to the rotation of drivers who have called their trip. Priority will be given to the driver who has called with the most amount of available time. Otherwise, the rotation of the wheel will progress. A person calling their trip will not be offered a trip in a following week to make up for the trip he/she called time on.

**BUS ROUTE BIDDING PROCEDURES**

1. All full time drivers will receive, in route form, information of the bid day and routes that will be up for bid.
2. All open routes will be advertised through a memo to all full-time drivers, and each full-time driver assigned any bid on the open routes for which they are interested.
3. Full-time drivers will be considered first to fill the open bid routes. Prior performance and seniority will be considered as contributing factors to the selection.
4. On the same bid day the above rules continue to the next set of open routes. If no full-time driver is interested in the route, then it will be taken off the board and filled by a sub-driver as selected by the Transportation Director at a later date.

Any routes that open after bid day that the school year will be unassigned and posted on the board at the appropriate office and a letter memo sent out to each driver designating a date on which that route will be bid on. Steps 2 thru 4 will be followed to fill these routes.

**ATTENTION:** If a full-time driver is not able to attend a bid day, that driver may bid only those routes which are listed in the bid memo. All requests will be dated and signed, and if requesting a bid on more than one open route, prioritizing your request.

**SENIORITY:** Seniority for full-time bus drivers will be based on the first full-time day of service which are listed in the bid memo. All requests will be dated and signed, and if requesting a bid on more than one open route, prioritizing your request.

**NOTE:** Extraordinary circumstances relating to a route opening could cause the process to be worked by the appropriate administrator.

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## ACTIVITY TRIP

On campus and off campus pick-up/drop-off

The majority of school-sponsored trips begin and end at the Cardinal R-III main campus and the majority of people who have children on the bus are waiting at the main campus.

The sponsor should consult with the driver if a student(s) needs to be dropped off at any other location than at the main campus. The preferred drop points would be at the Huntington Deck or Ocean Beach schools. If a student needs to be dropped off because of a special situation, the sponsor should consult with the bus driver before loading for that trip or the request should be placed on the trip request.

Those stops, other than schools, should be non-highway stops and preferably on the same side of the road as the return trip. The driver will decide whether the location will be a stop location to pull into and maneuver. Also, it will be possible for the driver to view the area when driving by during daylight hours on the way to the activity. If the driver advises that it is not safe to stop at that location, the sponsor will have to make other arrangements for the student to be dropped off at a safe location.

Under no circumstances should a route be altered due to a stop-off. The bus should run the recommended route that has been approved and agreed upon by the Transportation Department, which is always the safest route for the bus and its riders.

## SCHOOL DOOR LITTERING

To better identify which door students are to be picked up, you will notice the doors of the school bus have been lettered, starting with the main door being "A" and continuing clockwise through the alphabet around each respective school. Those that are in use requests have been made to specify in the comments of the transportation request which door they would like to be picked up.

## TRIP SHEETS GUIDELINES

Any mileage sheet being completed does not need to have copies of miles figured on it. This includes trip sheets.

Trip sheets need to be filled out in their entirety. In the blank for "bus" make sure you use the route number and inside number of the bus you are actually driving on trip. Beginning and ending odometer (not trip meter) readings must be filled in and be legible. DO NOT calculate the miles. All trip tickets need to be turned in, completed properly and normally by noon the following work day. Any trip tickets that is not completed properly will be returned to the driver and will not be considered possible until it is corrected. If a driver does not return a properly completed and signed trip ticket within the allotted time (noon the following work day) after their routes will be removed from the trip list for a period of one month before being reinstated. Trip tickets need to be handed to DOD. In the absence they can be turned in to Teresa or Greg. For the driver set of Huntington Deck and Cape Beach you may fax your trip tickets in.

The only time the beginning time of a trip is to be changed on a trip sheet is if it is authorized by the transportation office staff. The exception to that would be on a trip being taken and the regular route would not have normally been driven (i.e. weekend) school out of session. On these days fifteen minutes can be added to the leaving time for pickup/dropoff.

6/14/2016

## ACTIVITY TRIP RULES-DRIVERS

- The driver will make sure that the interior and exterior of the bus is clean in taking it in a neat and clean state before leaving the trip.
- The driver is responsible to take the address and bus route from Cardinal R-III students to the activity to which the activity takes place. (See attached notes to High School and Middle Schools. If a location is not found in the attached notes the Transportation Department will determine the safest and best route.)
- If the driver's responsibility to make sure plastic bags are available for trash. The driver and sponsor should do a walk-through to make sure the bus is clean. The driver is responsible for trash bags to be put in the proper trash containers and the lids closed on these containers.
- The driver is responsible to wear clean and appropriate clothes for the activity trip they are driving. Clean and appropriate clothing should be taken for overnight trips.
- The driver is responsible for being at the proper location at loading time.
- By state law, it is the driver's responsibility for making sure the seat emergency door is not blocked by any type of supplies or equipment that might be needed for the activity. **DO NOT BLOCK THE AISLES!**
- The driver of any Cardinal R-III School District bus will drive in a careful and prudent manner and will exercise the highest degree of care while driving over all types of roads.
- When multiple buses are traveling together, there should be a distance of at least 300' between buses.
- If a driver is stopped while operating a school bus and receives a written citation or warning for careless or negligent driving, no seat belt, no speeding, etc. The driver will be terminated from employment immediately. The driver will not be employed as a bus driver.
- The driver will always remain with the activity group being transported. The only exception would be for a meal break, in close proximity to the activity within a reasonable amount of time.
- When driving trips and overnight trips, it is the driver's expectation that you are available at all times. The purchase and/or use of alcohol or drugs (including prescription drugs that can inhibit or impair a driver's) would be considered by the district as poor judgment and subject you to being in violation of board policy, which in turn can result in termination.

Please place in your driver handbook in Section 4.

Effective October 5, 2009, if you drive an extra-curricular duty route (Barly Childhood, Project Pass, Capstone) and you are also on the trip wheel and have accepted a trip that is canceled for some reason (i.e. weather) you will be given the opportunity to accept the next available trip as a make-up that does not interfere with your extra-curricular duty route, and is within the weekly 40 hour limit.

This will be treated no differently than the regular trip wheel. When you are offered the make-up trip either respond that you have to pass, or accept the make-up trip. If you pass, another make-up will not be offered.

Effective August 23, 2010 full time shuttle drivers will no longer be placed on any trip wheels.

6/14/2016

## ACTIVITY TRIP RULES-SPONSOR/COACH

The following rules have been established for all activity trips:

- It is the responsibility of the sponsor/coach to know the directions to the destination since they are in the town. Both the sponsor/coach and driver should work together.
- The sponsor/coach is responsible for the behavior of the students during the trip. It is also the sponsor/coach's responsibility that order be kept in the students and to be large groups in the bus (35 to 481 students) that the sponsor sit in the middle of the bus for supervision, especially at night with boys and girls on board.
- It is the sponsor's responsibility to see that all trash is picked up at the end of each trip. Many times this bus has to be used on a route soon after the trip. The driver and sponsor/coach should do a walk-through to make sure the bus is clean.
- It is the responsibility of the sponsor/coach to be prepared to load/unload and equipment at the prescribed time and location.
- By state law, it is the driver's responsibility for making sure the seat emergency door is not blocked by any supplies or equipment that might be needed for that activity. **DO NOT BLOCK THE AISLES!**
- When stopping for something to eat, if the bus does not lock, a sponsor/coach should remain with the bus and the driver should be allowed to order food to be taken on return to the bus early to keep the bus secure and improve loading. Once the driver has returned to the bus with their meal the sponsor/coach will leave the bus to get their meal.

## USAGE OF GPS DEVICE

- A global positioning or navigational system only using voice activated directions. No cell phone or any other communication device.
- Must be brought in and approved by the Transportation Director before used on bus.
- The GPS must have a minimum 1500mAh capacity or be attached to a standard 12V power source. It must be temporarily mounted on the small left side window pane (not windshield) or sitting on the dash at this same location. The device cannot be positioned at eye level.
- May only be used when taking an activity trip for the school on the bus. This does not include daily routes.
- Adequate safety precautions are taken at all times. Even in these situations, drivers should first take all possible safety precautions before using device.
- The school is not responsible for theft, damage or other loss of the driver's GPS.

Note: In special circumstances, with approval of the Transportation Director, a GPS, positioned at dash level only, may be used. For example, when driving a school vehicle to another location to deliver or pick-up a bus, parts, etc.

6-9-2015

## Directions to High School Events (revised 7/7/14)

Please call ahead when they may be other routes. These directions are intended as general guidelines.

**AIN School** - 1230 N. Main St. Turn left onto Main St. Turn right onto US-49. Turn left onto Main St. Turn right onto US-49. Turn left onto Main St. Turn right onto US-49. Turn left onto Main St. Turn right onto US-49. Turn left onto Main St. Turn right onto US-49. Turn left onto Main St. Turn right onto US-49.

**Beaumont School** - 1200 Hwy 70. Turn left onto Hwy 70. Turn right onto Hwy 70. Turn left onto Hwy 70. Turn right onto Hwy 70. Turn left onto Hwy 70. Turn right onto Hwy 70. Turn left onto Hwy 70. Turn right onto Hwy 70.

**Branson School** - 1314 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**Cardinal School** - 1910 Main St. Turn left onto Main St. Turn right onto Main St. Turn left onto Main St. Turn right onto Main St. Turn left onto Main St. Turn right onto Main St. Turn left onto Main St. Turn right onto Main St.

**Cherokee School** - 1461 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**Clinton School** - 1501 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**Concord School** - 1601 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**Crestwood School** - 1701 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 1801 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 1901 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2001 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2101 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2201 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2301 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2401 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2501 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2601 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2701 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2801 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 2901 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 3001 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 3101 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 3201 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.

**High School** - 3301 Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St. Turn left onto Buchanan St. Turn right onto Buchanan St.



**Winter Plug-ins for Buses**

Any bus that parks at the main campus or outlying schools, after you unplug your bus from the electrical cords around the sidewalk or parking area, please be sure your cord is completely wrapped and hanging on the hanger supplied on the poles your electrical is supplied by.

There will be snow removal while your bus is on the routes and we don't want the cords to get caught up and cut with the snow removal equipment. So don't just throw your cord up in the grass area, as you may not be able to find it later under the snow.

Thank you for your help in this matter, as we try to make your walk safer.

MEMO  
 TO: Parent or Guardian  
 FROM: Gary E. Cusack  
 Transportation Director  
 RE: Emergency Snow Route For Buses

To ensure the safety of your child or children in transporting them to and from school during inclement weather, the following is to assist help you understand the definition of an emergency snow route if this circumstance should occur.

Emergency snow routes are run by school buses when the majority of main roads have been plowed, but the secondary or side roads have not been plowed and there is reason to believe that road conditions are unsafe.

These routes will be broadcast over the local radio stations and/or School Branch, (not television) prior to opening of school that morning, and will be run by the buses both a.m. and p.m. routes that day. This eliminates confusion for parents on the location of where the children will be dropped off due to varying conditions during the day.




Due to the different types of roads in our district and the timing of certain school buses, not all bus routes have an emergency snow route. The attached map or letter from your driver is to better enable you in knowing if your child's or children's pick up and/or drop off point is on an emergency snow route.

If we were to call off school during midday, the emergency snow route is in effect automatically for that p.m. route.

Even when an emergency snow route is not called, there are conditions that may cause some roads to not be safe for the operation of some school buses. Your driver should notify you in advance if this is a problem on your road, and these are left up to the discretion of the driver on that route during inclement weather.

Thank you for your cooperation.

CAMDENTON R-III  
 LINE UP  
 2016-2017  
 FINAL LINE-UP

#01	#05	#09	
#02	#06	#10	H
#03	#07	#11	A
#04	#08	#12	T
#05	#09	#13	W
#06	#10	#14	H
#07	#11	#15	O
#08	#12	#16	R
#09	#13	#17	H
#10	#14	#18	S
#11	#15	#19	C
#12	#16	#20	H
#13	#17	#21	O
#14	#18	#22	O
#15	#19	#23	O
#16	#20	#24	L
#17	#21		
#18	#22		
#19	#23		
#20	#24		
#21			
#22			
#23			
#24			

BUS #28, #44 WILL GO OUT THE CABLES IN FRONT OF DODWOOD ELEMENTARY

BUS #18, #17, #7, #30, #43, #41, #52, #7 WILL TRAVEL HWY 68 and PM

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CAMDENTON R-III SCHOOLS  
 2016-2017  
 Oak Ridge Intermediate (5th & 6th grades)

Starting Stop #	Bus	Stops to Final Line Up
13	#16	#55 & #11
14	#35	Wakana & DW
15	#08	#3, #52
16	#44	#1 & #42
17	#06	#7 & #50
18	#05	#02
19	#20	#11 & #2
20	#40	#13 & #21
21	#13	#00
22	#20	#27 & #15
23	#27	#12, #22, & #50
24	#22	#10 & #23
25	#38	#46
26	#10	#58
27	#10	#03
28	#04	DW to HW
29	#08	#12 & #9
30	#20	#21
31	#25	#19
32	#04	#01
33	#14	#24
34	#50	LCTCAwreston Project Pass

CAMDENTON R-III SCHOOLS  
 2016-2017  
 HIGH SCHOOL (9th - 12th grade)

Starting Stop #	Bus	Stops to Final Line Up
1	#24	#14 & #20
2	#31	#54
3	#10	#25
4	#23	#20
5	#12	#30 & #9
6	#33	#10 & #4
7	#55	#15
8	#45	#30, #10, & #29
9	#17	#22, #07, #77, #27, #50, & #45
10	#70	#40 & #30
11	#11	#13, #43, #31, & #7
12	#52	#5 & #29
13	#07	#6
14	#11	#48
15	#3	#4 & #20
16	#00	#25 & #42
17	#02	#25 & #1 & DW and Wakana

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This section contains copies of forms and information sheets that need to be filled out over certain times of the year. Some are returned to the Transportation Office and others get copied and out to parents or guardians of your riders. A school calendar for the upcoming year is also a part of this section.

**PLEASE TAKE TIME TO LOOK OVER THIS SECTION AND FILL OUT PAPERS AS NECESSARY.**

Letters to parents will be out no later than [redacted].  
 Sub information sheets will be turned in to office no later than [redacted].  
 Now and updated route maps will be turned into office no later than [redacted].  
 Snow route papers will be distributed to parents the week of [redacted].

**CAMDENTON R-III SCHOOLS**

**CAMDENTON R-III SCHOOLS  
 SUB DRIVER INFORMATION SHEET**

Dear Parent(s):  
 As a Camdenton R-III School District bus driver, I share your interest in your child's safety and well-being. In this capacity it is my direct responsibility to insure that throughout the school year your child is transported safely and efficiently to and from school.

It is my sincere hope that you, your child and I can develop a working relationship that will assist in our shared efforts to address a safe environment for all of those students placed in my charge for daily transport to and from school.

It is my intention to call upon you, the parent, when your help is needed. And, when I may be of service to you and/or your child in improving the school bus environment, I invite you to do the same.

Please keep in mind that your child's good school bus behavior is a necessary and very important contribution to school bus safety.

**IMPORTANT TO YOU  
 IMPORTANT TO ME!  
 IMPORTANT TO YOUR CHILD!!!**

I wish to thank you in advance for your cooperation in assisting me in my commitment to assure the safety of your child while on the bus.

Date: \_\_\_\_\_  
 Driver Name: \_\_\_\_\_  
 Driver Phone Number: \_\_\_\_\_  
 Route/Bus #: \_\_\_\_\_  
 Line Up Placement: \_\_\_\_\_

NUMBER OF SEAT BELTS NEEDED AND STUDENTS NAME: \_\_\_\_\_

NUMBER OF CHILD SEATS AND STUDENTS NAME: \_\_\_\_\_

WHAT TIME DOES THE SUB DRIVER NEED TO LEAVE [redacted] IN THE A.M.?

FIRST PICK UP TIME AND LOCATION: \_\_\_\_\_

SEAT ASSIGNMENT (SPECIFIC): \_\_\_\_\_

NAME THREE STUDENTS WHO COULD HELP ON BUS STOPS IN THE A.M. AND P.M.: \_\_\_\_\_

RECOMMENDATIONS OR COMMENTS THAT WOULD HELP THE SUB DRIVER: \_\_\_\_\_

6/14/2016

TITLE: BUS DRIVER / FULL-TIME SHUTTLE BUS DRIVER

QUALIFICATION:

2. Experience
2. Safe Driving Record
2. Successful Completion of State training program.
4. Valid Drivers License, valid license for drivers license with school bus endorsement
5. Ability to refer to people
6. Must maintain a positive attitude relative to the protection of the interest of the Camdenton R-III Schools.
7. Must alternate to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Director of Transportation Office Manager

JOB DUTY: Operate children to and from classes or campus or a school related activity or business in a safe and legal manner. To display courtesy, respect for the law and authority, safety in driving habits, and efficiency in use and effort.

Transport children to and from school or a school sponsored activity in a safe and legal manner. To display courtesy, respect for the law and authority, safety in driving habits, and efficiency in use and effort.

PERFORMANCE RESPONSIBILITIES:

1. Observe all safety rules and traffic laws by exercising safety first in all operations.
2. Establish a positive relationship between himself/herself and assigned students and their parents or appropriate to promote safety and good conduct at the school bus.
3. Carry out duties with respect to school bus discipline before leaving, holding administration's business which may require communication to parents, depending on the nature of the offense.
4. Report to others assigned on the school bus regarding established rules and good conduct and write on the school bus.
5. Transport assigned students over the designated routes, in accordance with established operating procedures and meeting bus needs. In accordance with established operating procedures and meeting bus needs, in accordance with established operating procedures and meeting bus needs.
6. Perform cleanup procedures as outlined in Bus Driver's Handbook to ensure there are no students left unattended on the bus.
7. Maintain cleanliness of the assigned school bus, with respect to cleaning and such other cleaning duties as circumstances may, from time to time, require.
8. Prepare daily safety inspection of the assigned school bus prior to making every departure.
9. Prepare the "Driver's Daily Report" to record and report deficiencies noted during the daily school bus safety inspection.
10. Before each following inspection every required to insure proper operation of all equipment deficiencies recorded on "Driver's Daily Report".
11. Maintain time on and off and records to transport after 5:00 P.M. each Monday in accordance with the previous workweek.
12. Conduct emergency vehicle drills and safety demonstrations, when called upon to do so by the administration.
13. Conduct himself/herself in accordance with all school bus driver rules and regulations, which have been, or may from time to time be established by the State and/or local Board of Education and the Superintendent of Schools.

6/14/2016



- 14. Attend on less than three school bus driver workshops coordinated under the auspices of and as authorized by the Superintendent of Schools.
- 15. Maintain good personal hygiene and a personal appearance appropriate to his/her position as a representative of the Camdenon R-III School District.
- 16. Perform a "head count" of students and each other written reports to the Administration only. This count is for safety.
- 17. Have have a medical examination by the District's physician at least once a year prior to the first day of the school year. The District of Education will issue the one of the medical examination on the one day is required by the District Policies and health service personnel.
- 18. Perform other duties as assigned or deemed necessary.

Camdenon R-III School District  
 2016-2017 School Year  
 Transportation Department Employee

**BUS DRIVER HANDBOOK ACKNOWLEDGMENT**

**TERMS OF EMPLOYMENT:**  
 Wages, hours, and other as specified in district memo.

**EVALUATION:**  
 Performance of this job will be evaluated in accordance with provisions of the District policy on Evaluation of Support Services Personnel.

Reviewed and accepted by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Transportation Director: \_\_\_\_\_ Title: \_\_\_\_\_

I have received a copy of the Camdenon R-III Bus Driver Handbook which contains School District Policies and School Bus Guidelines.

I acknowledge that I have read the District Policies, including School Bus Guidelines and agree to abide by all provisions of the policies as a condition of my continued employment.

Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

Please sign and return to Transportation Office by September 2, 2016.

DRAFT



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
OFFICE OF SPECIAL EDUCATION-COMPLIANCE

**LOCAL COMPLIANCE PLAN CERTIFICATION STATEMENT**

SCHOOL DISTRICT NAME <b>Camdenton R-III School District</b>		COUNTY-DISTRICT CODE <b>015-002</b>
DISTRICT CONTACT <b>Shanna Weber</b>	DISTRICT PHONE NUMBER <b>(573) 346-9245</b>	DISTRICT FAX NUMBER <b>(573) 346-9290</b>

**INSTRUCTIONS**

Complete the Adoption and Certification sections below. The form must be signed by the Board President, Superintendent, and Compliance Plan Contact.

**MAIL or FAX the completed form to:**  
Special Education Compliance  
Missouri Department of Elementary and Secondary Education  
PO Box 480  
Jefferson City, MO 65102 or Fax 573-526-5946

**QUESTIONS:** Contact Special Education Compliance at 573-751-0699 or [secompliance@dese.mo.gov](mailto:secompliance@dese.mo.gov)

**ADOPTION**

The Responsible Public Agency has chosen the following (choose only one) in regard to adoption of a local plan for compliance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA):

- Option A: Adopt the Model Compliance Plan made available by the Department of Elementary and Secondary Education (Department).
- Option B: Adapt the Model Compliance Plan made available by the Department with agency revisions. All pages on which revisions have been made to the Model Compliance Plan with highlighted revisions are enclosed. These revisions must be approved by the Department before the agency's plan becomes final.
- Option C: Agency developed Compliance Plan (plan enclosed for the Department's approval).

**CERTIFICATION**

The Responsible Public Agency assures that the agency's Compliance Plan and applicable state and federal regulations constitute the basis for operation and administration of the activities to be carried out in the agency under Part B of the IDEA, to provide special education services for all children with disabilities between the ages of three (3) and twenty-one (21) who meet the eligibility criteria as stated in this plan and under the jurisdiction of the agency.

The Responsible Public Agency assures that programs administered under Part B of the IDEA are in accordance with the assurances provided in 34 CFR 76.301 of the General Education Provision Act (GEPA) and that federal funds made available under Part B of the IDEA are used in accordance with the excess cost and maintenance of fiscal effort and comparable services requirements of 34 CFR Sections 300.202 - 300.205 of the federal regulations governing the IDEA.

The local compliance plan was adopted by the Governing Board of the agency on 07/11/16 (mm/dd/yy).

SIGNATURE OF BOARD PRESIDENT 	DATE <b>7-11-16</b>
SIGNATURE OF SUPERINTENDENT 	DATE <b>7-11-16</b>
SIGNATURE OF COMPLIANCE PLAN CONTACT PERSON 	DATE <b>7/11/16</b>

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator - Civil Rights Compliance (Title VII/Title IX/504/ADA/Age Act), 5<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

LOCAL COMPLIANCE PLAN CERTIFICATION STATEMENT

Local Plan Number Carenton R-III School District	COMPLIANCE NUMBER D15-002
Director Shauna Weber	TELEPHONE NUMBER (673) 348-0245
	TELEPHONE NUMBER (673) 348-9280

**COMPLETION DATE:**

Complete the Cover and Checklist sections below. The form must be signed by the Local President, Superintendent, and Compliance Plan Contact.

**MAIL OR FAX the completed form to:** Special Education Compliance, Missouri Department of Elementary and Secondary Education, 200 West 43rd, Jefferson City, MO 64103 or Fax 673-626-0488

**QUESTION:** Contact Special Education Compliance at 673-751-0269 or specompliance@doe.mo.gov

**DECLARATION:**

The Responsible Public Agency has chosen the following (please only check) location of a local plan for compliance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA):

Option A: Adopt the Model Compliance Plan made available by the Department of Elementary and Secondary Education (Department)

Option B: Adopt the Model Compliance Plan made available by the Department and agency revision. All steps on which revisions have been made to the Model Compliance Plan will be highlighted in red on this document. These revisions must be approved by the Department before the agency's plan becomes final.

Option C: Agency developed Compliance Plan (also endorsed for the Department's approval)

**CERTIFICATION:**

The Responsible Public Agency certifies that the agency's Compliance Plan and applicable state and federal regulations constitute the policy for ensuring that all children in the agency's jurisdiction will be eligible for the IDEA to provide special education services for all children with disabilities between the ages of three (3) and twenty-one (21) who meet the eligibility criteria as stated in the state and federal regulations governing the IDEA.

The Responsible Public Agency certifies that it complies with Part B of the IDEA and, in accordance with the requirements provided in 34 CFR 300.101 of the General Education Provision Act (GEPA) and that federal funds made available under Part B of the IDEA are used in accordance with the federal and state requirements and that federal and competitive private contributions of 20 CFR Sections 300.208 - 200.209 of the federal regulations governing the IDEA.

The local compliance plan was adopted by the governing board of the agency on: 03/11/16 (month/year)

**REVISIONS OF THIS REPORT:** (month/year)

**REVISIONS TO COMPLIANCE PLAN:** (month/year)

**LOCAL COMPLIANCE PLAN CONTACT:** Shauna Weber (signature) 3/11/16

In the Department of Elementary and Secondary Education, Special Education Compliance Unit, please print your name, title, agency, and district in the appropriate section of this form. If you have any questions, please contact the Compliance Unit at 673-751-0269 or specompliance@doe.mo.gov.

# Local Plan for Compliance With State Regulations

## Implementing Part B of the Individuals with Disabilities Education Act

### LOCAL PLAN FOR COMPLIANCE WITH STATE REGULATIONS IMPLEMENTING PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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**I. GENERAL PROVISIONS**

**1. DEFINITIONS**

The terms defined below are found throughout this Compliance Plan. All of the following definitions are cited in the Individuals with Disabilities Education Act (IDEA) unless otherwise noted.

**Act**  
Act means the Individuals with Disabilities Education Act, as amended.

**Agency Document**  
The terms "agreement" or "agreement" refer to an understanding between the parent and the agency about a particular question or issue, which may be in writing, dependent on the context.

**Assistive technology device**  
Assistive technology device means any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or custom-made, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such device.

**Assistive technology service**  
Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

The term includes:

- A. the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;
- B. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
- C. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
- D. coordinating and managing other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- E. training or technical assistance for a child with a disability, or if appropriate, that child's family; and
- F. training or technical assistance for professionals (including individuals providing education or related services, employees, or other individuals who provide services to children) or for volunteers substantially involved in the daily life of a person of children with disabilities.

**E**  
In the case of a new special education teacher who teaches multiple subjects and is highly qualified in mathematics, language arts, or science, demonstration will last their first two years after the date of employment, completion of the other core academic subjects in which the teacher teaches in the same manner as is required for an elementary, middle, or secondary school teacher, under 34 CFR 300.306 which may include a multiple HOUSS covering multiple subjects.

**H**  
If a teacher is participating in an alternative route to special education certification, the teacher is considered to be highly qualified if that teacher:

- A. receives high quality professional development that is sustained, intensive, and classroom-focused in order to become a qualified and being taught on classroom instruction before and while teaching;
- B. participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers in a cohort setting from year 1; and
- C. remains in classroom as a teacher only for a specified period of time not to exceed five years; and
- D. demonstrates satisfactory or above level performance.

The state, through its certification and licensure process, must ensure these provisions are met.

A special education teacher who teaches core academic subjects concurrently to children who are assessed against alternate achievement standards is considered highly qualified if the teacher:

- A. meets the requirements for any elementary, middle, or secondary school teacher who is not on or not near to the teaching profession; or
- B. meets the requirements of an elementary school teacher, or the case of instruction above the elementary level, meets the requirements as applied to the elementary teacher in IDEA, and has subject matter knowledge appropriate to the level of instruction being provided and teaches effectively up to the standards as determined by the State.

**I**  
Fully certified regular education teacher who substantially becomes fully certified is enrolled in a special education teacher as a new special education teacher when s/he is listed as a special education teacher.

These requirements do not apply to teachers hired by private elementary schools and secondary schools including private school teachers hired or contracted by LEAs to provide eligible services to privately placed private school children.

**Handicapped children**  
Handicapped children has the meaning given the term by section 11503.03(1)(B) of the Individuals with Disabilities Education Act, or amended 42 U.S.C. 11811 et seq.

**Child**  
Child means the individual who is the focus of the Individualized Education Program (IEP) and who is the recipient of special education and related services.

**Child with a disability**  
The Individuals with Disabilities Education Act (IDEA) defines students with disabilities as those children, ages three (3) to twenty-one (21), who have been properly evaluated as having Mental Retardation, Hearing Impairment and Deafness, Speech or Language Impairment, Visual Impairment including Blindness, Emotional Disturbance, Orthopedic Impairments, Autism, Traumatic Brain Injury, Other Health Impairment, Specific Learning Disability, Deaf/Blindness, or Multiple Disabilities, and who because of that disability, require special education and related services. An individual under 34 CFR 300.87 implementing IDEA, the State of Missouri also defines a child with a disability to include those three (3) through five (5) who have been properly identified as a young child with a developmental delay.

**Consent**  
Consent means that the parent:

- A. has been fully informed of all information relevant to the activity for which consent is sought in his or her native language or through another mode of communication;
- B. understands and agrees, in writing, to the activity and of the activity for which it is the consent is sought, and the consent describes that activity and how the records of any that will be released and when; and
- C. the parent understands that the consent is voluntary on the part of the parent and may be revoked at any time and, if the parent revokes consent, that revocation is not retroactive. If a parent does not give consent for an activity that the consent was given and before the consent was provided.

**Core academic subjects**  
Core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

**Day, business day**  
They means calendar day unless otherwise specified as business day or school day. Business day means Monday through Friday, except on Federal and State holidays. School day means any day, including a special day that children use in attendance at school for instructional purposes.

**Elementary school**  
Elementary school means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education (Kindergarten through eighth grade).

**Individualized education program (IEP)**  
An individualized education program or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with 34 CFR 300.320 through 300.324.

**Individualized education program (IEP) team**  
Individualized education program or IEP team means a group of individuals described in 34 CFR 300.321 that is responsible for the development, reviewing, or revising an IEP for a child with a disability.

**Limited English proficient**  
Limited English proficient means an individual who is aged 3 through 21; who is enrolled in preparing to enroll in an elementary or secondary school; who was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native or a native speaker of the country born and who comes from an environment where a language other than English has had significant impact on the individual's level of English language proficiency; or who is kindergarten, whose native language is a language other than English and who comes from an environment where a language other than English is dominant; and, whose child/children in speaking, reading, writing, or understanding the English language may be reluctant to deny the individual the ability to meet the State's preferred level of achievement on State assessments and to successfully engage in classrooms where the language of instruction is English.

**Local Educational Agency (LEA)**  
A public school of education or other public authority legally constituted in Missouri for the administrative control or direction of, or to perform a service function for, public elementary or secondary schools in any county, township, school district, or other political subdivision, or a local educational agency or counties recognized by the State as an administrative agency for its public elementary schools or secondary schools.

**Native language**  
Native language refers to the language of an individual who is limited English proficient, using the following:

- A. the language normally used by that individual as a child, the language normally used by the parents of the child;
- B. in the case of an individual with a child (including evaluation of the child), the language normally used by the child in the home or learning environment;

For an individual with deafness or blindness or, for an individual with a limited English proficiency, the mode of communication that normally used by the individual (such as sign language, Braille, or oral communication).

**Parent**  
The term "parent" means a biological, adoptive, or foster parent of a child or a guardian generally authorized to make educational decisions for the child (not the State if the child is a ward of the State), a person acting in the place of a biological or adoptive parent (including a grandparent, step-parent, or other relative with whom the child lives, an individual who is legally responsible for the child's welfare, or a surrogate parent who has been appointed).

**Parental consent and information center**  
Parental consent and information center means a center established under section 67(1) or 67(2) of the Act.

**Personally identifiable information**  
Personally identifiable information means information that contains:

- A. the name of the child, the child's parents, or other family member;
- B. the address of the child;
- C. a personal identifier, such as the child's social security number or student number, or a list;
- D. a set of personal characteristics or other information which would make it possible to identify the child with reasonable certainty.

**Private or individual school**  
Any nonprofit school for private parents, religious, home school, or religious parochial school.

**Public Agency**  
Public agency includes the state education agency (SEA), other state agency, LEA, that agency, public district schools that are not otherwise included in LEAs and not a school of an LEA, and any other relevant subdivision of the State that is one responsible for providing educational services to children with disabilities.

**State board approved program**

- Missouri School for the Deaf (MSD)
- Missouri School for the Blind (MSB)
- Missouri School for the Visually Handicapped (MSVH)

- Other state agencies:
- Division of Youth Services (DYS)
  - Department of Mental Health (DMH)
  - Department of Corrections (DOC)

Local Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act (2001)

L. **Rehabilitation counseling services** means services provided by qualified personnel in individual or group settings that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to an individual with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

M. **Special health services and school nurse services** means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

N. **Social work services** in schools include preparing a social or developmental history on a child with a disability, group and individual counseling with the child and family, working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, mobilizing school and community resources to enable the child to learn as effectively as possible in the best educational program, and assisting in developing positive behavioral intervention strategies.

O. **Speech-language pathology services** include a classification of children with speech or language impairments, diagnosis and appraisal of specific speech or language impairments, referral for medical or other professional attention necessary for the habilitation of speech or language impairments, provision of speech and language services, and specialized equipment (such as speech amplifiers, and computer and guidance of parents, children, and teachers concerning speech and language impairments).

P. **Transportation** includes travel to and from school and between schools, travel in and around school buildings, and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

**Scientifically based research**  
Scientifically based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational instruction and programs. It includes research that:

- A. employs systematic, empirical methods that draw on observation or experimentation;
- B. involves rigorous data analyses that are appropriate to test the stated hypotheses and justify the general conclusions drawn;
- C. relies on measurement or observation methods that provide reliable and valid data across evaluation and comparison groups multiple measurements and observations, and across studies in the same or different populations;
- D. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and valid, appropriate controls to evaluate the effects of the conditions of interest, and

Local Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act (2001)

**Universal design**  
Universal design has the meaning given the term in Section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

**Ward of the State**  
Ward of the State means a child who, as determined by the State where the child resides, is a foster child, is a ward of the State, or is in the custody of a public child welfare agency, except that the term does not include a foster child who has a foster parent who meets the definition of a parent.

Local Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act (2001)

**Related services**

Related services mean transportation and social developmental, recreation, and other supportive services on an individualized basis that vary in flexibility by health from special education and include, as appropriate, physical and occupational therapy, counseling services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and instruction services for diagnosis or evaluation purposes. Related services also include school health services, related nurse services, social work services in schools, and parent counseling and training.

Related services do not include medical devices that are surgically implanted or the optimization of that device's function (e.g., language or communication) that is due to the replacement of that device.

However, nothing limits the right of a child with a surgically implanted device (e.g., cochlear implant) to access related services (as listed above), nor are determined by the IEP team to be necessary for the child to receive FAPE, or limit the responsibility of a public agency to appropriately identify and maintain medical devices that are needed to maximize the benefit and safety of the child, including identifying, obtaining or optimizing of other body functions, while the child is transported to and from school or at school or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly as required in 34 CFR 300.117(b).

Individualized related services are defined as follows:

- A. **Assistive technology** includes identification of children with hearing loss, determination of the nature, extent, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing, provision of habilitative activities, and the development, acquisition, maintenance, repair, modification, and use of assistive technology, including hearing devices, assistive listening devices, and speech communication systems and administrative programs for provision of hearing loss, counseling and guidance of children, parents, and teachers regarding hearing loss, and identification of children's needs for group and individual, qualitative, listening and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- B. **Compensatory services** means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.
- C. **Early identification and assessment of disabilities** in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
- D. **Interpreting services** includes the following, when used with respect to children who are deaf or hard of hearing: oral translation services, cost language translation services, sign language translation and interpreting services, and transcription services, oral communication services for hearing students (CART),

Local Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act (2001)

- E. **Orientation and mobility services** provided by a licensed practitioner to determine a child's most likely related mobility that meets the child's need for speed, precision and related services.
- F. **Occupational therapy services** provided by a qualified occupational therapist, not include improving, developing or restoring functions impaired or lost through illness, injury or dysfunction, improving ability to perform tasks for independent functioning, functions not impaired or lost, and promoting, through early or intensive, oral or tactile impairment or loss of function. In addition, the definition includes licensed occupational therapist assistants practicing under the supervision of a licensed occupational therapist.
- G. **Transition and mobility services** are services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes training students that: following an appropriate:

- 1) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibration) to establish, maintain or regain orientation and line of travel (e.g., using sound to find a traffic light to cross the street);
- 2) To use the long cane or a service animal to supplement visual or tactile skills as a tool for safely negotiating the environment for students with no available travel vision;
- 3) To understand and use remaining vision and distance low vision aids, and;
- 4) Other concepts, techniques, and devices.

- H. **Parent counseling and training services** consist of understanding the special needs of their child, providing parents with information about child development and helping parents to acquire effective ways which will allow them to support the implementation of their child's IEP or IFSP.
- I. **Physical therapy services** provided by a qualified physical therapist. In Missouri, this definition includes physical therapy services practicing under the supervision of a licensed physical therapist.
- J. **Psychological services** include administering psychological and educational tests and other assessment procedures, interpreting assessment results, and planning, implementing and interpreting information about child behavior and conditions relating to learning, counseling with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and field-based observations. Planning and managing a program of psychological services, including psychological counseling for children and parents, and assisting in developing positive behavioral intervention strategies.
- K. **Respite services** include assessment of respite function, therapeutic respite services, respite programs in schools and community agencies, and leisure activities.

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educational standards within the jurisdiction of the public agency that apply to all children.

**Transition** means the process by which a child with a disability moves from the school environment to the post-school environment, and includes the child's preparation to move safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

**Vocational adjustment** means a specialized educational program that is directly related to the preparation of a child with a disability for postsecondary employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

**State educational agency**  
State educational agency or SEA means the State board of education or other agency or other authority responsible for the State's system of public education or other secondary schools.

**Nonpublic entity and services**  
Nonpublic entity and services means a school, service, or other supports that are provided in separate education classes, other specialized settings, and an educational and non-educational settings, or outside children with disabilities to be educated with nonpublic children.

**Transition services**  
Transition services means a coordinated set of activities for a child with a disability that is designed to be within a result-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's strengths, preferences, and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition services for students with disabilities may be special education if provided in specially designed instruction, or related services if required to assist a student with a disability to benefit from special education.

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## II. CONFIDENTIALITY

### 1. CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

This agency ensures the confidentiality of all such information consistent with the specific procedures established in this section.

**Definition:**  
"Disclosure" means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

"Identifiable records" means records maintained by a public agency responsible for the provision of general education or special education and related services that pertain to the special education and school services provided to a student with a disability. The term includes medical, psychological, and educational reports but does not include records of disciplinary, educational, academic, behavioral, and administrative personnel which are the sole possession of the maker and which are not accessible or revealed to any other personnel, except another person who performs on a temporary basis the duties of the individual who made the record. The term includes test instruments or psychometric sheets and a record of the test results. Copies of test protocols will only be provided if the failure to do so would effectively prevent the parent or medical team exercising the right to inspect and review the school's records. The term does not include records maintained by a law enforcement unit of a public agency or records maintained about a student with a disability by an employee of the public agency.

"Participating agency" means any agency or institution that collects, maintains, or uses personally identifiable information or from which information is obtained under Part B of IDEA.

Notice is provided by 34 CFR 309.612.

The Department of Elementary and Secondary Education requires that agency to give adequate notice to fully inform parents about LEA's public agency's responsibility to protect the confidentiality of any personally identifiable information that is collected, maintained, or disseminated for IDEA purposes. The notice will be provided in the language of the parent. The notice shall include:

- A. the different languages the notice is available in;
- B. a description of the students or whom personally identifiable information is maintained, the types of information available, the methods the agency intends to use in gathering the information, including the sources from whom information is gathered, and the uses to be made of the information;
- C. a summary of the policies and procedures which this agency must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- D. a description of all of the rights of parents and children regarding the information, including the rights under the Family Educational Rights and Privacy Act of 1974, and implementing regulations.

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- 1. **Notice of any major identification, inclusion, or exclusion activity** is initiated, the notice shall be published or otherwise in newspapers or other media or both, with circulation adequate to notify parents throughout the agency's jurisdiction. This agency is required to conduct the following activities annually prior to November 1:
  - A. publish one (1) public notice in local newspapers which describes the responsibility of the local board to conduct the census and the data elements to be obtained;
  - B. at one (1) location on each school or institution which describes the responsibilities of the local board to conduct the census and the data elements to be obtained; and
  - C. place notice in all administrative offices of each building operated by the school that describe the responsibilities of the local board to conduct the census and the data elements to be obtained.

#### Access Rights (34 CFR 300.610)

This agency shall permit parents to inspect and review any educational records relating to their children that are collected, maintained, and used by this agency, including their student without unnecessary delay and before any meeting regarding an IEP or hearing relating to the identification, evaluation, placement or provision of FAPE and, in any case, no later than 45 days after the request has been made. The right to review and inspect records includes:

- A. the right to a response from this agency to reasonable requests for explanation and clarification of the records;
- B. the right to request that this agency provide copies of the records, including the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- C. the right to have a representative of the parent inspect and review the records.

This agency may require that the parent has a child to inspect and review records relating to their child unless the agency has a policy that the parent does not have the ability to make appropriate use for governing school matters, as guardianship, separation, and divorce.

#### Record of Access (34 CFR 300.611)

This agency shall maintain a record of all parties obtaining access to educational records collected, maintained or used under Part B of IDEA (except records by parents and authorized employees of the agency's electronic records). The record will include:

- A. name(s) of party;
- B. the date records were given; and
- C. purpose for which the party is authorized to use the records.

The record of access shall be maintained in each file of each pupil that contains confidential information. This agency is required to maintain a list of those employees who have access to educational records and maintain the list in a central

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document. Only employees of this agency who have a legitimate need to access education records shall be included on the list.

**Records of Disciplinary Action (34 CFR 300.615)**

If, at any time, a student receives disciplinary action under this part, this agency shall make every effort to notify the student's parents of the disciplinary action. If the student is a minor, the agency shall also make every effort to notify the student's legal guardian.

**Justification of Location of Information (34 CFR 300.616)**

This agency shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the agency.

**Fee (34 CFR 300.617)**

This agency may charge a fee for copies of records which are made for parents under this part if the fee is effectively to prevent the parent from exercising their right to inspect and review their child's records. This agency may not charge a fee to search for or to remove information under this part.

**Amendment of Records of Parent Request and Release Rights (34 CFR 300.618)**

A parent who believes that information in the educational records collected, maintained or used under this part is inaccurate, misleading, or to the harm of the child may request that the agency take steps to amend the information.

The agency shall make a decision regarding such a request within a reasonable period of time, but no more than 45 calendar days after receipt of the request. If the agency agrees to the request for amendment, the records in question shall be amended in accordance with the request. If the agency does not agree to the request, the agency shall:

- A. inform the parent of the denial and advise the parent of their right to a hearing; and
- B. advise the parent of their right to file a complaint with the Department of Education if the agency does not agree to the request. The hearing shall be held in accordance with the requirements outlined in Section 99.22 of the Family Educational Rights and Privacy Act regulations.

If, as a result of the hearing, this agency decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, this agency shall amend the information accordingly and inform the parent in writing.

If, as a result of the hearing, this agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, this agency shall inform the child's parent of the right to file a complaint with the Department of Education if the agency does not agree to the request. The hearing shall be held in accordance with the requirements outlined in Section 99.22 of the Family Educational Rights and Privacy Act regulations.

**Consent (34 CFR 300.621)**

Parental consent must be obtained before personally identifiable information is disclosed to parties outside the information or contained in the educational records, and the disclosure is not required to be limited to the information contained in the records. The registration implementing the Family Educational Rights and Privacy Act of 1974.

Parental consent to the release of personally identifiable information is required if it must be obtained before personally identifiable information is released to officials of nonpublic agencies, for purposes of providing services to a child or to an employee of a public agency.

If a child is enrolled or about to be enrolled in a private school that is not licensed by the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released to officials in the LEA where the private school is located and officials in the LEA of the parent's residence.

If parent's failure to give consent would constitute neglect as defined in the Child Abuse and Neglect Laws of Missouri, Section 210.110-383.0, a request should be made by this agency to the proper authorities.

**Confidentiality (34 CFR 300.623)**

This agency shall protect the confidentiality of personally identifiable information of children, except where necessary, and determine when to disclose information, this agency shall:

- A. appoint one (1) official of each participating agency to be responsible for ensuring the confidentiality of any personally identifiable information;
- B. provide training or information to all persons collecting or using personally identifiable information in the state's policies and procedures governing such information; and
- C. maintain, for public inspection, a current list of the names and positions of those employees within this agency who may have access to personally identifiable data.

**Duration of Data (34 CFR 300.624)**

This agency shall inform parents when personally identifiable information is collected, maintained, or made under this part so that parents are able to provide consent to the disclosure. The information shall be destroyed at the request of the parent subject to the federal requirement that records be maintained for a minimum of three (3) years from the date the child no longer receives special education and related services. However, a permanent record containing the student's name, address, ethnic origin, grades, attendance record, course attempts, grade level completed and year completed may be retained without time limitation.

**Child's Rights (34 CFR 300.625)**

All rights of privacy and educational records indicated herein with regard to parents shall apply to the child if the child is 18 or older, or otherwise emancipated at the time except for the case of a child with a disability who is 18 or older.

will not make such decisions for himself, but will for his own responsibility or accountability if he is notified beyond the age of 18. In those instances, the legally authorized person or persons shall exercise the right, in privacy as defined in this section.

Parents of children who are 18 but who are still dependent, as defined in Section 152 of the Internal Revenue Service Code of 1954, maintain the right to inspect and review the child's educational records.

**III. IDENTIFICATION AND EVALUATION**

**1. CHILD FIND**

It is the policy and responsibility of this agency that all children with disabilities, residing in this district, including children with disabilities who are homebound, children or youth, of two years and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to eligible, eligible children with disabilities, including those who are identified and children who are suspected of being a child with a disability and in need of special education even though they are advancing from grade to grade. This agency also ensures that it has procedures in place to determine what children are receiving needed special education and related services.

The following state activities participate in the planning and implementation of child find activities as stated:

**Child's School:**

- A. Having procedures in place to identify all children in a building operated by the agency that describes the agency's responsibility to provide special education and related services to children ages two (2) to twenty-one (21).
- B. Having written notification through general dissemination to the parents/guardians of students enrolled in the agency which describes the agency's responsibility to provide equal education and related services to children ages three (3) to twenty-one (21).

Department of Mental Health assesses and locates children with disabilities and children with suspected disabilities through its Regional Centers for the Developmentally Disabled, State Rehabilitation Centers, and State Health Services. Referrals are made to local school districts and the Part C system.

Department of Health assists in identification and location of children, toddlers, and children with suspected disabilities through its Title V and Title VI Early Programs. Referrals are made to local school districts and the Part C system.

**Department of Social Services:**

- A. The Children's Division works in the identification of children, toddlers with disabilities with mental disabilities. Referrals are made to local school districts and the Part C system.
- B. Rehabilitation Services for the Blind, Identification, Location, and Referral, includes, identifies, and locates children with visual impairments. Referrals are made to other local school districts or to the Part C system.
- C. The Division of Youth Services identifies students with disabilities who are placed within the care and custody of the Missouri Division of Child Services. Special education services are provided for these students within the Division's facilities.

Department of Corrections provides for the identification of and special education services to students with disabilities under age twenty-one (21) years, who are placed within its jurisdiction.

The Missouri Department of Elementary and Secondary Education reports on this agency to annually as of the Child Find Report to the State Board of Education, as of November 1 each year:

- A. Publishing one (1) public notice in each newspaper or on the school district website that describes the school district's responsibility to provide special education and related services; children ages three (3) to twenty-one (21). This notice must also describe the agency's responsibility to identify children and toddlers suspected of having a disability to the extent that a child is not in the agency system.
- B. Having one (1) public notice on local radio and television stations, during general programming hours, which describe the agency's responsibility to provide special education and related services to children ages three (3) to twenty-one (21).
- C. Having posters on walls in all administrative offices of each building operated by this agency that describe the district's responsibility to provide special education and related services to children ages three (3) to twenty-one (21).
- D. Providing written information through general dissemination to the parents/guardians of students enrolled in the district which describes the district's responsibility to provide special education and related services to children ages three (3) to twenty-one (21).

This agency is also required to conduct Child Find activities as set forth in the regulations, 116.0, of the Missouri State Plan for Special Education.

**2. DEFINITIONS AND CRITERIA FOR DETERMINATION OF ELIGIBILITY**

The Individuals with Disabilities Education Act (IDEA) defines students with disabilities as those children ages three (3) to twenty-one (21), who have been properly classified on the basis of intellectual disability, hearing impairment, deafness, speech or language impairment, visual impairment, including blindness, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, Other Health Impairment, specific learning disability, developmental delay, or Multiple Disabilities and who because of that disability, requires special education and related services. As prescribed in 34 CFR 300.621, including IDEA, the State of Missouri has also a child who is unable to handle classroom work (3) through five (5) who have been properly identified as a young child with a developmental delay.

No child may be determined to be eligible if the determining factor for that eligibility determination is lack of motivation in reading, including the essential components of reading instruction (as defined by section 110.014 of the IDEA) or lack of appropriate instruction in reading, as limited English proficiency. 34 CFR 300.301(d)(1).

Several conditions may be diagnosed by other professionals such as physicians, psychologists, etc. that are not specified by IDEA. These may include such conditions as Tourette syndrome, diabetes, sickle cell anemia, leukemia, etc. Students who present significant learning problems by virtue of these conditions may demonstrate eligibility for special education under one or more of the categories identified below.

E. a tendency to develop physical symptoms or fears associated with personal or social problems.

The term includes schizophrenia, but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

**Criteria for Initial Determination of Disability:**

- A. child displays an emotional disturbance when:
  - 1) through evaluation procedures that must include observation of behavior in different environments, and an in-depth social history, the child displays one of the following characteristics:
    - a) an inability to form close and sustained relationships with other children
    - b) an inability to form close and sustained relationships with peers and teachers
    - c) inappropriate types of behavior or feelings such as depression and
    - d) a general pervasive mood of unhappiness or depression and,
    - e) a tendency to develop physical symptoms or fears associated with personal or social problems.
  - 2) the educational test scores are in a marked degree and over an extended period of time. In usual cases, an extended period of time would be a range from one (1) through nine (9) months depending upon the age of the child and the type of behavior occurring. For example, a behavior change of disturbance that interrupts the learning process in a significant way might constitute an extended period of time. Disabilities may have occurred prior to the school enrollment and
  - 3) the identified disturbance has adversely affected the child's educational performance.

NOTE: A manifestation of an emotional disturbance can be observed along a continuum ranging from normal behavior to severely disruptive behavior. Children who experience mild disruptive behaviors of everyday living need not be considered to have an emotional disturbance.

**Hearing Impairment and Deafness Definition**

"Hearing Impairment" is a hearing impairment that is significant enough to interfere with a child's educational performance, but is not included in the following definitions for deafness:

"Deafness" means a hearing impairment that is so severe that the child is impaired in receiving linguistic information through hearing with or without amplification, that adversely affects the child's educational performance.

**Criteria for Initial Determination of Eligibility:**

- A. a hearing impairment has been diagnosed by an audiologist; and

Deafness, Cochlear Deafness, and Children in educational order.

- A. autism
- B. Dual/Deafness
- C. Emotional Disturbance
- D. Hearing Impairment and Deafness
- E. Intellectual Disability
- F. Multiple Disabilities
- G. Orthopedic Impairment
- H. Other Health Impairment
- I. Specific Learning Disability
- J. Speech or Language Impairment
- K. Traumatic Brain Injury (TBI)
- L. Visual Impairment/Blind
- M. Young Child with a Developmental Delay

**Autism Definition**

"Autism" means a developmental disability specifically affecting verbal or nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routine, and unusual responses to sensory experiences.

The term does not apply if a child's substandard performance is solely effected primarily because the child has an emotional disturbance as defined in this document.

A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria above are met.

**Criteria for Initial Determination of Eligibility:**

- A. child displays autism when:
  - 1) through evaluation that includes assessment of social skills, observations of the child's behavior across multiple environments, and a detailed social history, the following behaviors are documented:
    - a) limited means of speech; language receptive and/or verbal communication;
    - b) the child displays stereotyped and restricted behavior beyond speech in many segments of the communication process. Communication language may be absent or, if present, language may be non-functional. Characteristics may involve both content and form. There is a deficit in the capacity to use language for social communication, both receptively and expressively.
    - c) difficulties with the capacity to relate appropriately to people, events, or objects.
  - 2) a deficit in the capacity to form relationships with peers. There is a deficit in the capacity to form relationships with peers. The

capacity to use objects in an age appropriate or functional manner may be absent, anomalous, or delayed. The child may seek consistency in environmental events in the point of exhibiting rigidity in activities.

- B. The criteria whereby affects the child's educational performance.
- C. The criteria is not a result of an emotional disability as defined in this document.

**Other Behaviors Which the Child Has Exhibited:**

- A. Disturbance of developmental rates and responses: The child may exhibit delays, arrests or regressions in physical, social, or language skills. Areas of precocious skill development may also be present, while other skills may develop at normal or extremely delayed rates. The nature of skill acquisition (especially) does not follow normal developmental patterns.
- B. Disturbance of responses to sensory stimuli: The child's behavior may also stem from being hypersensitive to being touched, people and objects in their environment and can alternate between over and under sensitivity from being touch sensitive. Disturbances may be apparent in auditory, visual, olfactory, gustatory, tactile, and kinesthetic responses. The child may respond to stimulation inappropriately and in repetitive or stereotypical ways.

**Deaf/Blindness Definition**

"Deaf/blindness" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be successfully met by educational programs solely for children with deafness or children with blindness.

**Criteria for Initial Determination of Eligibility:**

- A. child is deaf/blind when:
  - 1) both visual and hearing impairments are present; as described in the criteria for Hearing Impairment/Deafness and Visual Impairment/Blindness; and
  - 2) the requirements listed on criteria severe communication, developmental, and educational needs.

**Emotional Disturbance Definition**

"Emotional Disturbance" means a condition exhibiting one or more of the following characteristics over a long period of time not to a marked degree that adversely affects a child's educational performance:

- A. an inability to learn that cannot be explained by intellectual, sensory or health factors;
- B. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- C. inappropriate types of behavior or feelings under normal circumstances;
- D. a general pervasive mood of unhappiness or depression and.

11. The physical impairment adversely affects the child's educational performance.

**Other Health Impairment Definition**

"Other Health Impairment" means having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited attention with respect to school or other activities that is not due to chronic or acute health problems, such as asthma, attention deficit disorders or epilepsy, that is not due to physical illness, disease, injury, heart condition, handicap, head possession, hearing impairment, chronic illness, visual impairment, and hearing impairment, and adversely affects a child's educational performance.

**Criteria for Initial Determination of Eligibility**

A child displays a health impairment when:

A. a health impairment has been diagnosed by a health professional, licensed psychologist, licensed professional counselor, or licensed clinical social worker, or school psychologist, and

B. the health impairment adversely affects the child's educational performance.

**Specific Learning Disability Definition**

"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental dyslexia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency.

**Criteria for Initial Determination of Eligibility**

A child has a specific learning disability when:

A. The child does not achieve adequately for the child's age or does not perform at a level comparable to that of the child's age peers on one or more of the following standardized or criterion-referenced tests:

Oral Expression	Listening Comprehension
Writing Expression	Basic Reading Skill
Reading Fluency Skills	Reading Comprehension
Mathematics calculation	Mathematics Problem Solving and

B. The child does not make sufficient progress to meet age or State approved grade-level goals in one or more of the following areas, when provided with learning experiences and interventions appropriate for the child's age or State approved grade-level objectives.

**Criteria for Initial Determination of Eligibility - Hearing**

A hearing impairment is present when:

1. the child consistently exhibits signs or signs of the following symptomatic behaviors of disability:

- normal articulation or word length/width,
- pronunciation of normally syllabic, or semantic,
- blockages, or
- hesitations,

2. the child's fluency is significantly below the norm as measured by speechless tests in a number of contexts. A significant discrepancy is defined as 15% or more dysfunction for months or a 10% percent dysfunction for months and/or in the future, and

3. the hearing impairment adversely affects the child's educational performance.

**Procedural Safeguards**

A child may also be deemed eligible if the evaluation documents through formal and informal assessment that a hearing impairment is present on the basis of the criteria in A above, or if the hearing loss, unilateral or bilateral, has not been reported to the evaluation report to document the existence of the hearing impairment.

**Criteria for Initial Determination of Eligibility - Voice**

A voice impairment is present when:

1. the child consistently exhibits deviations in one or more of the parameters of voice pitch, quality, or volume,

2. the child's voice is different from the norm as related to larynx size, sex, and culture and is distracting to the listener,

3. the voice impairment is not the result of a temporary problem such as vocal cord changes, allergies, colds, or other such conditions, and

4. the voice impairment adversely affects the child's educational performance.

**Traumatic Brain Injury (TBI) Definition**

"Traumatic Brain Injury" means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term includes closed or open head trauma resulting in impairment of brain function or structure, or other physical injuries to the brain that result in impaired or altered brain function, memory, perception, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functioning, academic achievement, and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

**Initial Eligibility Criteria for Traumatic Brain Injury:**

A child has a Traumatic Brain Injury when:

A. accept the report and proceed with the evaluation process in accordance with the timeline and requirements set forth in this section, or

B. refuse the report and provide the parent with Notice of Action Refused

**Initial Evaluation (34 CFR 300.301)**

The agency shall conduct a full individualized initial evaluation, in accordance with 34 CFR 300.303 and 34 CFR 300.304, before the initial provision of special education and related services to a child with a disability. This report may not include additional testing as determined by the evaluation team members.

Within a period of a child or this agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.

The initial evaluation must be conducted within the evaluation timeline set forth above, using consistent procedures to determine if the child is a child with a disability as defined in the State Plan and to determine the educational needs of the child.

If a parent of a child repeatedly fails or refuses to provide the child's evaluation or, if a child needs to be evaluated by another public agency after the evaluation timeline has begun and to the determination by the child's previous public agency as to whether the child is a child with a disability, the agency (or) may terminate the report. An exception to this applies only if the subsequent public agency is making individual progress to ensure a prompt completion of the evaluation, and the parent and the subsequent public agency agree to a specific time when the evaluation will be completed.

The receiving of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

**Reevaluation (34 CFR 300.303)**

The agency must ensure that a reevaluation of each child with a disability is conducted if the agency determines that the educational or related services needs, including improved academic achievement and functional performance of the child warrant a reevaluation or if the child's parent or teacher requests a reevaluation.

A reevaluation may occur not more than once a year, unless the parent and this agency agree otherwise. A reevaluation may occur at least once every three years, unless the parent and this agency agree that a reevaluation is necessary.

**Evaluation Procedures (34 CFR 300.304)**

The agency must provide notice to the parents of a child with a disability that describes any evaluation procedure the agency proposes to conduct. This agency shall ensure, at a minimum, that the following requirements are met:

The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to peers that supports the need for special or instructional development, that is determined by the agency to be relevant to the identification of a specific learning disability, using appropriate assessment procedures consistent with 34 CFR 300.303-307.309.11. A pattern of strengths and weaknesses may be defined as a severe discrepancy between achievement and intellectual ability of at least 15 standard deviations.

C. The agency determines that in fact the child is a child with a disability and that the child is not primarily the result of:

1. A visual, hearing, or motor disability,
2. Intellectual disability,
3. Emotional or excessive behavior,
4. Cultural factors,
5. Environmental or economic disadvantage,
6. Limited English proficiency,
7. Lack of appropriate instruction in reading, including the educational components of reading instruction (as defined in section 1204 (1) of the IDEA),
8. Lack of appropriate instruction in math, and,

D. To ensure that underachievement is a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the agency must consider, in part, the evaluation:

1. Data that demonstrates that prior to or as part of the referral process, the child was provided appropriate instruction in reading or mathematics, as determined by qualified personnel,
2. Data based on formal or informal assessments or achievement of appropriate intervals, reflecting formal instruction of reading or mathematics during instruction, which was provided to the child's parents.

**Procedural Safeguards**

If a student uses a severe discrepancy method, a child who does not display a discrepancy of at least 15 standard deviations as defined in 11 above, may nevertheless be deemed to have a specific learning disability if the child also meets the other criteria of this rule, and (2) based on a professional judgment and review of formal and informal assessments, the evaluation team concludes that a severe discrepancy exists. In such cases, sufficient data must be provided in the evaluation report to document the existence of a specific learning disability.

If it is the policy of the State of Missouri that any agency using a Response to Intervention model for the identification of Specific Learning Disability, must follow procedures for implementing that system, appropriate additional data collected by SEA, which are found on the Department website.

**Speech or Language Impairment Definition**

"Speech or Language Impairment" means a communication disorder, such as stuttering, recurrent articulation, a language impairment or a voice impairment, that adversely affects a child's educational performance.

**Criteria for Initial Determination of Eligibility**

A child displays a speech or language impairment when:

A. a traumatic brain injury-related injury has been diagnosed by a licensed physician or therapist as a neurophysiological impairment, and

B. the student's functional performance is adversely affected by difficulty in perception, retention, and generalization of skills. Students with brain injury may have rapidly changing profiles. Therefore, a clinical assessment must include current documentation of the student's functional capabilities and identify deficits in one or more of the following areas:

1. learning or transferring social competence,
2. performance of functional daily living skills, and
3. the ability to write and retain any, and
4. the ability to retrieve prior information.

**Procedural Safeguards**

A child may also be deemed eligible if the child displays characteristics of TBI even though a medical diagnosis of head injury has not been made by a physician. In such cases, substantial data to document the student's lack of a head injury must be present in the evaluation report.

**Visual Impairment/Blindness Definition**

Visual Impairment, including blindness, means an impairment to vision that, even with correction, adversely affects a child's educational performance. The term includes both partial and total blindness.

**Criteria for Initial Determination of Eligibility**

A child displays a visual impairment when:

A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist, and

B. visual acuity is determined to be:

- 1) for visual impairment of 20/70 to 20/200 in the better eye with best correction by glasses;
- 2) for blindness, of 20/400 or less in the better eye after best correction by glasses or use of field loss using 20° or less; and
- 3) the visual impairment adversely affects the child's educational performance.

**Young Child with a Developmental Delay Definition**

"Young Child with a Developmental Delay" means a child ages three (3) through five (5) who is experiencing developmental delay, as measured by appropriate evaluation instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who need special education and related services.

Note: LEAs in Missouri are not required to adopt and use the term "Young Child with a Developmental Delay" for any children in their jurisdiction. However, in the USA

A. Criteria for Initial Determination of Eligibility - Language

A language impairment is present when:

1. the child consistently exhibits inappropriate use in any of the structures of language (e.g., intonation, syntax, semantics and pragmatics) in an oral or written language sample or other related tasks,
2. the child's language functioning is significantly below the child's abilities as measured by two (2) or more standardized language assessments. Significantly below is defined as two (2) standard deviations below the norm for children 3 to 5 years of age but not eligible for kindergarten, and 1.5 standard deviations below composite ability for children three (3) years of age eligible for kindergarten, and
3. the language impairment adversely affects the child's educational performance, and,
4. the language impairment is not a result of dialectal differences or second language acquisition.

**Procedural Safeguards**

A child may also be deemed eligible if the evaluation documents through formal and informal assessment that a language impairment is present on the basis of the criteria in A above, or if the hearing loss, unilateral or bilateral, has not been reported to the evaluation report to document the existence of the language impairment.

**Criteria for Determination of Initial Eligibility - Sensory System/Modality**

A Sensory System Disorder, which includes administration and/or physiology, is present when:

1. the student exhibits a delay of correct sensory processing based on state designated assessment tools. The child's sensory ability is significantly delayed based on a single test used or on a sensory profile that is significantly delayed based on a composite sample with consideration given to the type of error recorded (omissions, commissions, distortions and/or substitutions). These errors may be described as single word errors or errors in organizational pattern or multiple errors in the child's speech that compromise intelligibility and/or listening perception even though the recorded error is a correct level within normal developmental guidelines,
2. the Sensory System Disorder adversely affects the child's educational performance, and
3. the Sensory System Disorder is not a result of dialectal differences or second language influences.

**Sufficient data is present in the evaluation report to document the existence of a disability due to any of the criteria for a total system delay that comprise the child's ineligibility under the hearing or perception even though the recorded errors are considered within normal developmental guidelines (as would be expected).**

was the term "Young Child with a Developmental Delay" the agency must conform to the SEA's definition of the term and its age range.

**Criteria for Initial Eligibility for Young Children with Developmental Delay:**

A child has a developmental delay when:

For children ages three (3) through five (5) (not kindergarten age eligible)

A. The child's development is at or below 1.5 standard deviations, or equivalent levels, of the norm on any two (2) areas of development (OK at or below 2.0 standard deviations, or equivalent levels in any ONE area of development). Areas of development that can be used to determine eligibility are: physical, cognitive, communication, social/emotional or adaptive.

B. The child needs special education and related services.

**Procedural Safeguards**

A child may also be deemed eligible when:

A. the evaluation report documents through formal and informal assessment that a significant deficit exists and a child is eligible for services even though the standard measure or equivalent levels do not meet the stated minimum levels in A above, or

B. the team may determine that the child's performance above the stated minimum level and because of intensive early intervention is eligible for services based on expected regression if services were to be terminated.

For children ages five (5) ( kindergarten eligible)

A. Children kindergarten age display total system delay equivalent to a Young Child with a Developmental Delay if they are identified in only one of the following categories:

1. PROCEEDURES FOR EVALUATION AND DETERMINATION OF ELIGIBILITY

This agency ensures that it establishes and implements procedures for evaluation and determination of eligibility that meet the requirements of this section.

**Parental consent for initial evaluation**

Consent of the parent must be obtained by this agency from a parent prior to conducting the initial evaluation.

Consent for initial evaluation may be considered to exist for initial provision of special education and related services. This agency must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.

**Want of the State**

For initial evaluation unless the child is a ward of the State and not residing with the child's parent, this agency is not required to obtain informed consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

A. This agency cannot achieve the objectives of the parent of the child despite reasonable efforts to do so,

B. The rights of the parent of this child have been restricted in accordance with State law, and

C. The rights of the parent to make educational decisions have been abridged by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

**Failure to Consent**

If the parent of a child enrolled in this agency or seeking to be enrolled in this agency does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, this agency may, but is not required to, provide the initial evaluation of the child by utilizing the procedural safeguards (including mediation procedures as described in section 202) if appropriate, except to the extent inconsistent with State law relating to such parental consent. This agency does not violate its obligation to each "child first" or "evaluation and reevaluation" of the Act if it declines to pursue the evaluation.

**Timeliness of Evaluation**

The following timelines are adopted by this state for the purposes of evaluation. This agency shall provide the parent with a Notice of Intent to Evaluate as soon as possible, but within thirty (30) calendar days of the date of referral for evaluation. Delays beyond this time may be permitted for just cause (school closure for parent or teacher, student illness, etc.) and documented in the student's record.

The evaluation shall be completed, and a decision regarding eligibility (underwritten study (U) or study following parent consent or notice, as the case may be) that includes due copy of the parent of the child, if necessary, to be provided to the child by the date of the child's enrollment in the child's public agency, after the timeline has begun and expires as determined by the child's previous public agency as to whether the child is a child with a disability or three (3) calendar (school) days for summer holidays, unless otherwise set.

**Parent Consent for Evaluation**

Parents may request an evaluation for their child. If this agency receives such a request, the district shall:







1. The agency which the child with a disability will receive educational benefits from will determine if, as a condition of the potential position offered with respect to scientific, academic, physical, social or other areas of achievement);
- D. The effect of the presence of a child with a disability on the regular classroom and on the teacher of that classroom; and on the effect of the placement of a child with a disability in the regular classroom on the teacher of that classroom; and
- E. The impact of the presence of the child's disability on the need for alternative arrangements which may be necessary for the child to receive an appropriate education; and
- F. The impact of the presence of the child's disability on the need for alternative arrangements which may be necessary for the child to receive an appropriate education; and
- G. The impact of the presence of the child's disability on the need for alternative arrangements which may be necessary for the child to receive an appropriate education; and
- H. The impact of the presence of the child's disability on the need for alternative arrangements which may be necessary for the child to receive an appropriate education; and

#### Nonpublic Placement (34 CFR 300.550)

The agency will ensure that each child with a disability who is unable to be educated in the regular classroom or otherwise educated in the regular classroom in the community is educated in the least restrictive environment which is appropriate to the needs of that child. This agency ensures that each child with a disability has the opportunity to attend and receive services determined by the child's IEP team to be appropriate and necessary for that child to participate in nonpublic settings. Such services and activities may include such things as medical, counseling, vision, audiology, transportation, health services, behavioral therapies, school-related services or other services provided by the agency, referrals to agencies which provide services to individuals with disabilities, employment of students including his employment by the state agency, and activities in making outside employment available.

#### Children with Disabilities Requiring 1515 (34 CFR 300.551) and 1516 (34 CFR 300.552) of this part

This agency is responsible for the provision of special education and related services for a child with a disability who resides in public and private residential care facilities, including residential settings. Children with disabilities or required placements shall be referred to this agency by a representative of the facility or by the parent for admission, development of an IEP, and placement. The residential placement of such children will have been made by the local educational agency in accordance with the provisions of a court of competent jurisdiction. This agency will also provide a special education and related services for such children with a disability. When the agency does provide such services, the services will be under the general supervision of the Department of Education and Social Services. The Department of Education and Social Services will ensure that such children are placed under conditions of the child's IEP and that the child is to be placed in the least restrictive environment possible. Special education and related services for children who are in residential care placements shall be provided to the best extent available.

#### Isolated Academic and Training Activities (34 CFR 300.553)

The Department of Education and Social Services will ensure that the following activities in respect to these students and implementation in this agency are fully informed about their responsibilities for implementing the least restrictive environment policy.

and are provided with behavioral and other training necessary to ensure their inclusion in that environment.

- description of the student's behavior and the regulations pertaining to special education;
- description of the child's present educational program; and the least restrictive environment provisions;
- training, including for this agency's personnel, provided prior to the child's placement in the least restrictive environment; and
- information on the need for any special services or personnel to be provided to the child by the local educational agency.

The Department of Education and Social Services will ensure that the agency, including the requirements for the least restrictive environment through the following procedures:

- An annual review of the agency's case of children with disabilities and placement data;
- Investigation of any child complaint filed;
- periodic monitoring of this agency to determine appropriate implementation of policies and procedures; and
- review, approval, and subsequent verification of any corrective actions required of this agency with respect to violations of least restrictive environment provisions.

The Department will analyze data collected relative to implementation of the LRE requirement at this agency. If there is evidence that this agency uses placements that are not consistent with 34 CFR 300.111, the Department:

- shall review the agency's procedures for its actions; and
- shall limit its training and implementation to only necessary corrective actions.

### 4. TRAINING OF CHILDREN FROM PART C SERVICES TO PART B SERVICES

The State of Maryland has developed policies and procedures to ensure a smooth and effective transition from Part C (Infant/ Toddler) services to Part B (Early Childhood) Special Education (ECSE) services at age three for children with disabilities. For the purposes of transfer of children from Part C services to Part B services, this agency will follow the State Department of Implementing Part C of IDEA.

#### Notification to LEA from Part C

In Missouri, all children eligible for the Part C program are considered to be potentially eligible for Part B services. The Part C program notifies the LEA in which the child resides in accordance with the Part C State Plan.

Notification includes the following directory information: child's name and birth date and parent's name, address, and telephone number. When the LEA receives complete family information, this information is retained in Part B.

The Part C program has an open end policy that allows parents to object to notification to the LEA. If a parent first objects out of the timeline to the LEA and subsequently requests notification to the LEA, there may be a gap in services if the notification was made less than 90 days from the child's third birthday.

#### Transition Conference with LEA

The Part C program requires that a transition conference with the LEA be held in accordance with the Part C State Plan. However, LEA personnel shall participate in the transition conference at the time of year in which the transition occurs. LEA personnel may participate in the meeting through a variety of methods, including in person, phone conference, and videoconference.

#### Evaluation

If the LEA suspects the child has a disability, an evaluation is conducted in accordance with the procedures and timelines in Regulation III of the Part B State Plan. To determine if the child is eligible for Part B services:

#### Timeline for IEP Development and Implementation

All children found eligible for Part C and who are also found eligible for Part B, including Part C Extension children, shall be enrolled in an IEP developed by the child's third birthday.

The only exceptions to this requirement are (1) if the child was referred to Part C less than 90 days before the child's third birthday; (2) if the parent does not give parental consent to evaluate the child, which delays an evaluation by the school district and subsequent development of an IEP; or (3) if the parent first gives out of notifications to the LEA and subsequently requests notification to the LEA less than 90 days from the child's third birthday, which delays an evaluation by the school district and subsequent development of an IEP.

An invoice to the local IEP team requesting enrollment of the child for Part B services will be sent to the Part C agency within 10 business days of the child's third birthday to assist with the enrollment transition for a child who previously received Part C services.

An IEP is developed in accordance with Regulation IV, Section 2 of the Part B State Plan. The IEP team shall consider the content of the child's Part C Individualized Family Service Plan (IFSP) when developing the IEP. The objective for this section is to ensure that the IEP is developed in a timely manner and that Part C child who is eligible for ECSE begins on the child's third birthday, unless the

parent of a child with a summer third birthday chooses Part C Extension instead of FAPE at age three.

#### Part C Extension for Children with Summer Third Birthdays

Parents of a child determined eligible for both Part C and Part B, and who have a summer third birthday in accordance with the Part C State Plan, may choose to (1) continue Part C services until the initiation of the local district's school year following the child's third birthday, or (2) transition to Part B to receive FAPE on the child's third birthday.

Parents who choose to continue Part C services have the right, at any time, for their child with a summer third birthday to receive Part B services instead of Part C services. However, the LEA is not required to provide FAPE under Part B for the period of time that the child is receiving services through Part C Extension.

Parents who choose the option to transition to Part B have the right for their child with a summer third birthday to receive FAPE through an IEP upon the child's third birthday. Parents who choose Part B services cannot later choose to return to Part C services once they have transitioned and the child has turned three.

Part C State Regulations incorporate herein by reference. This agency ensures that it will file the enrollment.

Part C State Regulations for implementing the IDEA, General Provisions, Section F, Transition to Preschool Program.

### III. PROCEDURAL SAFEGUARDS/DISCIPLINE

The following statements reflect the policy which the Missouri Department of Education and Secondary Education has established to ensure procedural safeguards for all parties involved in the education of students with disabilities (Sections 162.141, 162.160(2)(2), 162.205, 162.206(1)(2), 162.208(1)(2), 162.209(1)(2), 162.210(1)(2), 162.211(1)(2), 162.212(1)(2), 162.213(1)(2), and 162.214(1)(2)).

#### 1. OPPORTUNITY TO EXAMINE EDUCATION RECORDS/REQUIREMENT PARTICIPATION IN MEETINGS

This agency shall provide the parent of a child with a disability the opportunity to inspect and review all education records with respect to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the child.

This agency shall provide proper notification to ensure parents have the opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the student and the provision of a free appropriate public education to the child.

A meeting does not include informal, one-on-one, or non-student involving staff and conversations or those used to resolve disagreements, develop plans of implementation of services, or determine whether to accept or deny a request for services that the student's agency will be responsible to develop in response to a parent proposal that will be discussed at a later meeting.

The IEP team includes the admission of placement for each child with a disability.

#### 2. INDEPENDENT EDUCATIONAL EVALUATION (IEE)

The parent of a child with a disability has the right to request an independent educational evaluation (IEE) of the child. This right will not be exercised until the parent has been notified of the child's current identification, evaluation, and educational placement. This right to request an IEE is not limited to the child's current educational placement.

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by this agency responsible for the education of the student in question.

This right to an independent educational evaluation assumes:

- that upon receiving an IEE, information about where an independent evaluation may be obtained and this agency's criteria for independent educational evaluation will be given to parents;
- that parents have the right to an independent evaluation at public expense for any agency evaluation which the parents disagree with; and
- that the parent does not have the right to file a complaint with the state agency regarding the denial of an IEE or the denial of an IEE at public expense, unless the agency appropriate to ensure that an IEE is provided at public expense, unless the agency

#### H. that a parent is entitled to only one independent educational evaluation at public expense each time the public agency evaluates an evaluation with which the parents disagree.

- that the results of an independent evaluation obtained by the parent is given expense (or private expense if shared with the agency) by the parent);
  - will be considered by this agency if it meets agency criteria or any decision made with respect to the provision of a free appropriate public education to the student; and
  - may be presented as evidence in a due process hearing under this subpart regarding that student.
- that the cost of an independent evaluation will be the public expense of a hearing officer request an independent educational evaluation at public expense of a due process hearing.

#### 3. WRITTEN NOTICE

Written notice will be given to parents a reasonable time before the agency initiates or changes the identification, evaluation, educational placement, or the provision of a free appropriate public education of the student or refuses to initiate or change the identification, evaluation, educational placement, or the provision of a free appropriate public education of the student. This notice will be written in language understandable to the parent; public and special education and related services to the parent; unless it is clearly not feasible to do so.

If the notice language or other mode of communication of the parent is not a written language, this agency shall ensure the following:

- that the notice is translated orally or by other means to the parent in their native language or other mode of communication;
- that the parent understands the content of the notice; and
- that there is written evidence that these requirements have been met.

#### Content of Notice

- The written notice sent to parents by this agency shall contain the following:
- A description of the nature of the proposed or refused action;
  - An explanation of why this agency proposes or refuses to take the action;
  - A description of each evaluation procedure, test, record, or report that this agency used as a basis for the proposed or refused action;
  - A statement that the parent of a child with a disability has procedural safeguards protection and the parent is advised of the provisions of the procedural safeguards can be obtained;
  - A source for parents to contact to obtain assistance in understanding their procedural safeguards;
  - A description of any other factors which may be relevant to this agency's proposed or refused action; and
  - A description of other factors that are relevant to the agency's proposed or refused

#### Parent Consent for Evaluations

This agency cannot obtain individual personal consent prior to conducting any evaluation of a child with a disability. If the parent refuses to consent to the evaluation, the agency may, but is not required to, pursue the evaluation by using the consent override procedure (notification of due process). This agency does not violate its obligation under child find or evaluations if it declines to pursue the evaluation or termination.

#### Parental Inaction Affects Public Expense

Before assessing a child's or parent's public benefit or otherwise for the first time, and primarily thereafter, a public agency may request written notification from the child's parents. This notification must be written in language understandable to the parent and include the information necessary for the parent to make an informed decision about the child's education. If the parent fails to provide the notification, the agency may proceed with the evaluation or placement of the child at public expense, unless the parent is unable to do so.

A public agency may obtain parental consent before the public agency assesses a child's or parent's public benefit or otherwise for the first time. This is a consent request, not a consent to the evaluation or placement of the child. If the parent fails to provide consent, the public agency is not liable for obtaining consent each time access to public benefits or insurance is sought.

#### The annual notification must state

- The public agency may not require parents to sign for or enroll their public benefits or insurance programs in order for their child to receive services in the IEP that is required to provide an end to the hearing;
  - The public agency may not require parents to sign an undesignated consent form unless the payment of a deductible or copay amount required as a condition of the services;
  - The public agency may not obtain parental consent before the public agency assesses a child's or parent's public benefit or otherwise for the first time. This is a consent request, not a consent to the evaluation or placement of the child. If the parent fails to provide consent, the public agency is not liable for obtaining consent each time access to public benefits or insurance is sought.
- The annual notification must state:
- Decrease available lifetime coverage or any other important benefit;
  - Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required by the child's IEP;
  - Increase premiums or lead to cancellation of benefits or insurance; or
  - Risk loss of eligibility for future and economically-based services based on aggregate health care expenses.
4. Withdrawal of consent or refusal to provide consent for billing should continue does not prevent the school district or other responsible public agency of its responsibility to ensure that all required services in the IEP are provided to the child to the parent.
5. Parents have the right to consent or withdraw their consent for disclosure of their child's personally identifiable information (e.g. records or information about the

action that may be provided under the IDEA to the agency responsible for the administration of the State's public benefits or insurance programs at any time. Each document will identify the purpose of the disclosure (e.g., filing for services), and the agency to which the information may be made (e.g., MO HealthNet).

#### Child Support Requirements

Parent consent is not required before releasing certain data as part of an evaluation or a resolution or mediation hearing or civil proceeding that is conducted with all children, before administration of that test or evaluation, and at the request of parents of all children.

If a parent of a child who is home-schooled or placed in a private school by parents or the parent does not provide consent for the initial evaluation or the resolution or the parent fails to respond to a request to provide consent, this agency may use the parent's available information. The agency is not required to consider the child's eligibility for special education and related services.

#### Definition of Terms

Consent is not necessary for any subsequent placement and out-of-court negotiations need not be administered if the agency can demonstrate that it made reasonable efforts to obtain consent and the parent failed to respond. "Reasonable efforts" include a minimum of two (2) attempts documented, such as: detailed records of telephone calls made and the results of those calls; copies of correspondence sent to the parent and responses received; or detailed records of visits to the parent's home or work place and the results of those visits. Neither any lack of consent after the initial evaluation or the initial placement to a course for dual credit nor other services activity, on behalf of the parent.

#### Parent consent means that the

- parent has been fully informed of all information relevant to the agency in which consent is sought in the or her natural language or adult mode of communication;
- parent understands and agrees to the nature of the activity for which his or her consent is sought, and the consent is voluntary and is given freely and without coercion; and
- parent understands the nature of consent as voluntary and that the consent may be revoked at any time, but once given, if the parent agrees, consent that is not rescinded is not retroactive.

#### Parent Resolution and Consent (34 CFR 300.206-300.209)

A parent may voluntarily withdraw a child from the normal process of special education and related services by notifying the consent for the continued provision of special education and related services to their children. This agency may not, through mediation or a due process hearing, challenge the parent's decision or act, unless that special education and related services must continue to be provided to or for the child. Parental resolution of consent may be written.

Upon receipt of the parent's written resolution of consent, the agency:

- must provide the parent with prior written notice before ceasing the provision of special education and related services;
- will not be considered in violation of requirements to make FAPE available to the child because of the failure to provide the child with special education and related services;
- is not required to remove an IEP from a hearing or develop an IEP for the child;
- is not required to interrupt the child's education except to remove any reference to the child's use of special education and related services.

#### 6. ADMINISTRATIVE HEARING RIGHTS

##### Mediation (34 CFR 300.305)

The Department of Elementary and Secondary Education makes mediation available to allow parents and responsible public agencies to resolve disputes involving any matter under Part B of IDEA, including matters relating to the filing of a due process complaint. Mediators will be provided at no cost to either party. Department shall make every effort to provide mediation services between parents and between districts and parents either to the parent or school district.

##### A. Process

The parties must agree to mediate and mutually agree on a mediator from the trained mediator list maintained by the Department of Elementary and Secondary Education, Office of Special Education.

- The parties shall notify the Department of the mediator selected and the department will make a best attempt to schedule mediation. Mediators will not be paid if they have not been selected by the Department.
- Mediators must be established within fifteen (15) days of the selection of a mediator.
- Mediation must be conducted at a time and place that is convenient to both parties.
- Mediation must be completed within thirty (30) days of the agreement to mediate.

- Any agreement reached during mediation must be in writing and delivered to each party.
- No action under Part B of IDEA may be taken against any party until the parties mutually agree on additional participation.
- No attorney shall participate or attempt to advise or represent any party at the mediation session. However, parties may be accompanied by a lay advocate.
- Mediation may not be used to delay or delay a parent's right to a hearing or to deny any other rights under Part B of IDEA.
- If the parties resolve a dispute through the mediation process, the parties must execute a legally binding agreement that sets forth that resolution and that states that all objections that occurred during the mediation will remain confidential and may not be used as evidence in any subsequent civil proceeding or civil proceeding filed by the authority to fund such process. The agreement will be enforceable in any State court of competent jurisdiction or in a district court of the United States. Objections that occur during the mediation process must be resolved and may not be used as evidence in any subsequent due process hearing or civil proceeding at any Federal court or State court.
- If the parties are not able to reach an agreement through the mediation process, the mediator will notify the Department.

##### B. Mediator Qualifications

- Mediators must be impartial and free of any conflict of interest.
- Mediators shall not be employees of an LEA or a public agency which is involved in the selection of one of the parties or of the State Board of Education. A person who otherwise qualifies as a mediator if not an employee of the State Board of Education or LEA, solely because he or she is paid by the agency to act as a mediator.
- Mediators must have a minimum of sixteen (16) hours of training as a mediator.
- Mediators to be placed on the Department's mediator list must meet all requirements, requirements, and must agree to be compensated at a rate set by the Department and provide the Department with a current financial statement reflecting their qualifications.
- Mediators must be knowledgeable in laws, regulations relating to the provision of special education and related services.

##### Filing a Due Process Complaint (34 CFR 300.507)

Parents or this agency may file a due process complaint with the Department of Elementary and Secondary Education, Office of Special Education concerning the proposed action of the parent or agency to initiate or refuse to initiate a due process hearing. Mediation, evaluation, or alternative placement of the student or the provision of a free appropriate public education to the student.

#### Parent Complaint with State Department Regarding Part B of the Individuals with Disabilities Education Act (IDEA) Section 504 and the Individuals with Disabilities Education Act (IDEA) Section 507

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If a due process complaint must allege a violation that happened on or more than two years before the date the parent or this agency knew or should have known about the alleged action that forms the basis of the due process complaint. The above time does not apply if the complaint could not be filed due to circumstances beyond the control of the parent.

- this agency specifically misrepresented that it had resolved the issues identified in the complaint; or
- this agency withheld information that it was required to provide under Part B of IDEA.

The Department shall inform parents of any free or low-cost legal and other relevant services available in the area upon their request or if a parent is unable to pay for such services available in the area upon their request or if a parent is unable to pay for such services.

#### Due Process Complaint (34 CFR 300.508)

In order to request a due process hearing, a parent or this agency (in the agency representing either party) must provide the other party with a copy of the due process complaint. That complaint may contain all of the information that may be used in a hearing. The party filing a due process complaint must forward a copy of the complaint to the Department of Elementary and Secondary Education.

#### The content of the complaint must include:

- the name of the child;
- the address of the child's residence;
- the name of the child's school;
- if the child is a homeless child or youth, the child's contact information and the name of the child's school;
- a description of the nature of the problem of the child relating to the proposed or refused action, including those relating to the problem; and,
- a proposed resolution of the problem to the extent known and available.

A complaint is filed on the date it is received by the Department if received during business hours of the Office of Special Education as posted on the website. Complaints received after business hours will be filed the following business day.

#### Administrative Hearing Commission to Review and Hear the Complaint

Within two (2) business days of the filing of the complaint, the Office of Special Education will forward the complaint to the Administrative Hearing Commission for a hearing. All further documentation must be filed with the Administrative Hearing Commission by the parent or the agency provided by the Administrative Hearing Commission rules.

#### Parent Complaint with State Department Regarding Part B of the Individuals with Disabilities Education Act (IDEA) Section 504 and the Individuals with Disabilities Education Act (IDEA) Section 507

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#### Parent Complaint with State Department Regarding Part B of the Individuals with Disabilities Education Act (IDEA) Section 504 and the Individuals with Disabilities Education Act (IDEA) Section 507

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#### Parent Complaint with State Department Regarding Part B of the Individuals with Disabilities Education Act (IDEA) Section 504 and the Individuals with Disabilities Education Act (IDEA) Section 507

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If a parent may include an attorney of the agency unless the parent is accompanied by an attorney.

Parents and this agency determine the relevant sections of the IEP. Terms to attend the meeting.

The purpose of this meeting is for the parent to discuss with the agency why the parent is unable to resolve the complaint so that the agency has the opportunity to resolve the complaint. The resolution meeting is not necessary if the parent and the agency agree in writing to waive the meeting or if the parent and the agency agree to use the mediation process.

The agency shall notify the Department of Elementary and Secondary Education and the Administrative Hearing Commission of the date of the resolution meeting and the result of the meeting or the date of the resolution meeting.

#### Resolution Period

If the agency has not resolved the due process complaint to the satisfaction of the parent within thirty (30) calendar days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing shall occur.

The forty-five (45) calendar day timeline for issuing a final decision begins at the expiration of the thirty (30) calendar day resolution period, with certain exceptions for adjustments made to the thirty (30) calendar day resolution period, as described below.

Except when the parties have both agreed to waive the resolution process or to file mediation, the failure of the parent to participate in the resolution meeting will delay the timeline for the resolution process and the due process hearing until the parent agrees to participate in a meeting.

If after making reasonable efforts and documenting each effort, the agency is not able to obtain the parent's participation in the resolution meeting, the agency may, at the end of the thirty (30) calendar day resolution period, request that the Administrative Hearing Commission convene the due process hearing.

If the agency fails to hold the resolution meeting within fifteen (15) calendar days of receiving notice of the parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the Administrative Hearing Commission to seek that the forty-five (45) calendar day resolution period becomes automatic.

#### Administrative Hearing (34 CFR 300.510)

The forty-five (45) day timeline for the due process hearing starts the day after case of the following events:

- both parties agree, in writing, to waive the resolution meeting;
- either party notifies the other party of the resolution meeting date, but before the end of the thirty (30) calendar day resolution period, the parties agree, in writing, that no agreement is possible; or
- both parties agree, in writing, to complete the resolution process at the end of the thirty (30) calendar day resolution period later, after party withdrawal from the resolution process.

#### Written Settlement Agreement

If a resolution in the dispute is reached at the resolution meeting, the parties must enter into a legally binding agreement that:

- is signed by the parent and a representative of this agency who has the authority to bind the agency; and
- is enforceable in any State court of competent jurisdiction in State court that has authority to hear this type of case or in a district court of the United States.

#### Agreement to Retain Period

If the parties reach an agreement as a result of a resolution meeting, either party may file the agreement within thirty (30) calendar days of the agreement's execution.

#### State-Level Due Process Hearings

- The Administrative Hearing Commission processes all due process complaints under Part B of IDEA under the filing of the complaint to the final decision. A complaint shall be assigned to a Commission member who meets the requirements of state law or regard to special education matters. The procedures of chapters 349 and 350, RSM, and the procedural rules adopted by the Administrative Hearing Commission shall be followed unless they conflict with the federal regulation or state statute implementing the Individuals with Disabilities Education Act.

#### B. Hearing Right. Any party to a hearing has the right to:

- be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of students with disabilities;
- represent themselves or be represented by a licensed attorney at their own expense;
- present evidence and confront, examine, and cross-examine the witnesses;
- obtain the introduction of all relevant evidence, including all evidence and recommendations based on the agency's evaluation at the hearing (the law has not been finalized to the party at least five (5) business days before the hearing);

- obtain a written or, at the option of the parent, electronic version of the hearing transcript;
- obtain written or, at the option of the parent, electronic findings of fact and decisions in writing.

In addition, the parent or the student if they are the educational decision maker, has the right to open the hearing to the public, unless the parent or the student or the agency may also elect to have the hearing private. Any student over age 18 has the right to attend the hearing, unless their legal guardian, if any, objects.

C. Specially Trained. The party that requests the due process hearing may not select an attorney at the due process hearing that were not authorized in the due process complaint under the other party's agency.

#### Final Decision (34 CFR 300.512)

A decision on whether a child should receive a free appropriate public education (FAPE) must be based on substantive grounds.

In cases alleging a procedural violation, the Administrative Hearing Commission may find that a child did not receive FAPE only if the procedural requirements:

- impacted the child's right to a free appropriate public education (FAPE);
- significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to their child; or
- caused a determination of an educational benefit.

None of the provisions described above shall be interpreted to prevent the Administrative Hearing Commission from ordering an agency to comply with the requirements of the procedural requirements of Part B of the Individuals with Disabilities Education Act (IDEA) (34 CFR 300.509-300.510).

Nothing in the procedural safeguards provisions of the Federal regulations under Part B of IDEA (34 CFR 300.509-300.510) shall be interpreted to prevent a parent from filing a due process complaint on an issue separate from a due process complaint already filed.

#### Final Decision

Once the Administrative Hearing Commission has issued a final decision, a motion for reconsideration is permitted. However, if a final decision certifies (based on procedural requirements), a party may request correction of the error if the correction does not change the outcome of the hearing or substance of the final hearing decision. Requests for a change of a technical or typographical error do not toll the time for an appeal. The Commission shall make the determination whether such a change is necessary.

#### Parent Complaint with State Department Regarding Part B of the Individuals with Disabilities Education Act (IDEA) Section 504 and the Individuals with Disabilities Education Act (IDEA) Section 507

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#### Parent Complaint with State Department Regarding Part B of the Individuals with Disabilities Education Act (IDEA) Section 504 and the Individuals with Disabilities Education Act (IDEA) Section 507

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**Part 100. Subpart 2.0 - Rules**

This agency may remove a child with a disability who violates code of conduct... If this agency seeks to make a change in placement that would exceed the 30 school days...

**Local Educational Agency**

If this agency seeks to make a change in placement that would exceed the 30 school days... This agency may remove a child with a disability who violates code of conduct...

**Change of Placement**

- A removal of a child with a disability from the child's current educational placement is a change of placement if:
1. the removal is for more than 10 (10) school days; or
2. the child has been subjected to a series of removals that constitute a pattern...

**Documentation of Hearing (34 CFR 300.511)**

The interim alternative educational setting must be determined by the IEP Team... The hearing process shall be completed within 45 (45) school days...

**Expedited Due Process Hearing (34 CFR 300.512)**

If the parent of a child with a disability disagrees with any action regarding placement... The hearing process shall be completed within 45 (45) school days...

**Authority of Commission in Expedited Hearing**

The Authority of the Hearing Commission will hold the due process hearing and make decisions. The Commission may:

- A. remove the child with a disability to the placement from which the child was removed if the Commission determines that the removal was a violation of the requirements described under the hearing;
B. order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than forty-two (42) school days...

These expedited hearing procedures may be reported if the school district believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

Whenever a parent or a school district file a due process complaint to request such a hearing:

- A. The Administrative Hearing Commission must convene on an expedited due process hearing, which must occur within twenty (20) school days of the date the hearing is requested and must result in a determination within ten (10) school days after the hearing;
B. Unless the parent and the school district agree, in writing, to waive the hearing or agree to some modification, a resolution meeting must occur within seven (7) calendar days of meeting the due process complaint...

**VI. LOCAL EDUCATIONAL AGENCY (LEA) ELIGIBILITY**

**A. GENERAL REQUIREMENTS**

**1. SIGNATURES TO LEAs (34 CFR 300.705)**
For each year in which funds are allocated to a LEA under 34 CFR 300.705, it is the policy of the Department of Education and Community Development to award awards to responsible public agencies as described in 34 CFR 300.705.

**2. CONDITION OF ASSISTANCE (34 CFR 300.200)**
This agency is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a budget application and provides assurances to the SEA that the responsible public agency has a Board approved local compliance plan that meets the conditions in 34 CFR 300.201 through 300.211.

**3. CONSISTENCY WITH STATE POLICIES (34 CFR 300.201)**
This agency, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures with respect to 34 CFR 300.101 through 300.105 and 300.106 through 300.117.

The responsible public agency may:

- a) adopt the State model local compliance plan, in which case the agency does not have to submit its plan to the SEA for approval; OR
b) adopt the State model local compliance plan, with modifications to allow the unique agency circumstances to local requirements, in which case the agency must submit the plan to the SEA for approval; OR
c) write a local compliance plan which meets all of the requirements listed above, in which case the agency must submit the plan to the SEA for approval.

**4. INFORMATION FOR SEA (34 CFR 300.211)**
This agency must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act regarding its responsibility to the performance of children with disabilities participating in programs carried out under Part B of IDEA.

**5. HEARINGS RELATED TO LEA ELIGIBILITY (34 CFR 300.211 and 300.215)**
It is the policy of the Department to provide a local school district or public agency with notice and an opportunity for a hearing prior to determination of eligibility for Part B funds under the Individuals with Disabilities Education Act.

**Services**

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. A school district is only required to provide services to a child with a disability who has been removed from his or her current placement for ten (10) school days...

A child with a disability who is removed from the child's current placement for more than 10 (10) school days may:

- A. continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
B. receive, at appropriate intervals, individual behavioral assessment, and intensive intervention services, and modifications that are designed to address the behavior violation in which it does not remain.

After a child with a disability has been removed from his or her current placement for ten (10) school days in that same school year and, if the current removal is for ten (10) school days in a row or less, and if the removal is not a change of placement (see definition below), the school district, in consultation with the parent(s) of the child's IEP, shall determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement, the child's IEP Team shall determine the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

**Manifestation**

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, this agency, the parent, and relevant members of the IEP Team (as determined by the parent and this agency) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by or is a direct and substantial relationship to the child's disability, or, if the conduct in question was the direct result of this agency's failure to implement the IEP.

A party may appeal the decision in an expedited due process hearing to the hearing officer if they may be prejudiced in other due process hearings.

The timeline for an expedited due process hearing may not be extended. However, the case may be withdrawn and re-filed.

**Expedited Due Process Hearing (34 CFR 300.512)**

When the parent of this agency has filed a due process complaint under the disciplinary hearing, the child must remain in the current interim alternative educational setting pending the outcome of the hearing officer, or until the expiration of the time period of removal as provided for and described under the Expedited Hearing/Action/Removal/Partial Hearing, whichever occurs first.

**Provision for a Hearing (34 CFR 300.511)**

Students who have not been identified as having a disability are subject to the same disciplinary process applied to children without disabilities. This agency does not have prior knowledge of the disability. If this agency is deemed to have knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action, the child may assert any of the sections for children with disabilities in place of this one. This section has knowledge of the student's status.

- A. the parent has expressed concern in writing that the student needs special educational services to participate in the general education of the appropriate educational agency or a portion of the child; or
B. the parent has requested an evaluation;
C. the student's teacher or other school staff has expressed specific concern about a pattern of the student's behavior directly to the director of special education or to other appropriate personnel in accordance with the agency's established child staff or special education referral system.

This agency would not be deemed to have knowledge that the child is a child with a disability if this agency conducted an evaluation and determined that the child was not a child with a disability, or determined that an evaluation was not necessary and no proper notice of Action Required prior to the hearing officer, or, if the parent of the child has not allowed an evaluation of the child pursuant to IDEA or any other applicable law.

If a request for a hearing is made during the period the student is subject to disciplinary action, the evaluation will be expedited. If the evaluation is completed (assuming this agency is not deemed to have knowledge that the child is a child with a disability) prior to the hearing that precipitated the disciplinary action, the child remains in the educational placement determined by the school district.

If this agency, the parent, and relevant members of the IEP Team (as determined by the parent and the LEA) determine that either the conduct in question was caused by or is a direct and substantial relationship to the child's disability, or, if the conduct in question was the direct result of this agency's failure to implement the IEP applicable to the child, the school district is determined to be a manifestation of the child's disability.

**Determination of the Behavior that is a Manifestation**

If this agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that this agency had not conducted such assessment prior to such determination. If the child is not subject to a change of placement, the IEP Team must review it and modify it, if necessary, to address the behavior.

Unless the removal is due to weapons, drugs, or serious bodily injury, the child must be returned to the placement from which the child was removed, unless the parent and this agency agree to a change of placement as part of the modification of the behavioral intervention plan.

**Special Circumstances**

Violence or sex offenses by a manifestation of the child's disability, this agency's proposed any removal of a student to an interim alternative educational setting determined by the child's IEP Team for up to forty-two (42) school days if the child:

- A. carries a weapon on the premises (as defined below) to school in a weapon area, on school premises, or in a school function under the jurisdiction of the State Educational Agency or another district;
B. knowingly uses or attempts to use a dangerous weapon on the premises (as defined below) or on the premises of a controlled substance (see the definition below) while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or another district; or
C. has inflicted serious bodily injury (see the definition below) upon another person and school premises, or at a school function under the jurisdiction of the State Educational Agency or another district.

In the event in which the decision to place the student in such a placement is not included in the decision and provided the Functional Safety/Security section.

which may include suspension or expulsion without educational services. If the child is determined to be a child with a disability, this agency shall provide special education and related services and follow all required procedures for disciplining students with disabilities.

**Reporting Crimes Committed by Students With Disabilities**

Nothing in this part shall be construed to prohibit this agency from reporting crimes to appropriate law enforcement and judicial authorities, or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State laws to crimes committed by students with disabilities. An agency reporting a crime shall ensure copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom reports are made. Transmitted records must be in accordance with Family Educational Rights and Privacy Act (FERPA).

**Definitions**

- A. Controlled substance means a drug or other substance identified under subtitle C of the Act, or in Section 302(c) of the Controlled Substances Act (21 USC 812 (c));
B. Illegal drug means a controlled substance that does not include such a substance that is legally produced or marketed under the supervision of a licensed health professional or that is legally produced or marketed by another authority under the Act or under any other provisions of Federal law;
C. Substantial evidence means beyond a preponderance of the evidence;
D. Weapon means a dangerous weapon as defined under paragraph (2) of the first definition (34 CFR 101.10) in the United States Code. The term "dangerous weapon" means a weapon, device, instrument, material, or substance, which is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length;
E. A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss of consciousness or the function of a bodily member, organ, or sensory organ (34 USC 12533(d)).

Nothing in this section shall be construed to require a parent to exercise a right to appeal under Part B or to delay appropriate enrollment of a child supported by a disability.

The amount of funds requested for this agency for early intervening services under 34 CFR 300.226 shall exceed the maximum amount of expenditures that this agency may receive from the state.

- 3. High cost special education and related services. To establish and implement cost or risk-sharing plans, contracts, or cooperative financing arrangements for the purchase of special education and related services, in accordance with the "High Cost Fund".
- 4. Administrative costs. This agency may use funds received under Part B of the Act to purchase appropriate equipment for reconfiguration, data collection, and related case management activities of funds and related services provided to students with disabilities as described in the IEP of children with disabilities that are needed for the implementation of those case management activities.
- 5. Subsidized Program under Title I of the Elementary and Secondary Education Act (ESEA) as amended. This agency may use funds received under Part B of the Act to carry out a school-wide program under section 1114 of the ESEA. This amount may be used to carry out a school-wide program that exceeds the amount received by the agency under Part B for that fiscal year, divided by the number of children with disabilities in the jurisdiction of this agency, and multiplied by the number of children with disabilities participating in the school-wide program. Part B funds used in this manner may be used to carry out a school-wide program, including, but not limited to, carrying out this agency using Part B funds in a school-wide program, including carrying out children with disabilities in school-wide program services in accordance with a properly developed IEP and not a modification of the program services guaranteed to children with disabilities under Part B.

### 3. ACCOUNTING AND PAYMENT PROCEDURES

- a. This agency shall submit a budget application for Part B funds on or before the specified due date. Part B funds may not be obligated until the budget application has been submitted to the Department, which may require submission.
- b. This agency shall submit payment requests for Part B funds on or before the due dates. Payment requests must be based on actual expenditures to date or expenditures that will occur within three days of receiving the funds.
- c. This agency must create a system for tracking Part B funds supported from state local funds.
- d. Capital outlay purchases with Part B funds must be first approved by the Department. This includes equipment, construction, renovation and maintenance.
- e. This agency shall submit a final expenditure report (FER) for Part B funds on or before the required due date.
- f. Appropriate records shall be maintained to verify all expenditures of funds received under Part B of IDEA.

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### 4. EXCESS COST (34 CFR 300.203)

- a. This agency may not use funds provided under Part B of IDEA to pay for all of the costs directly attributable to the education of a child with a disability ages six (6) through twelve (12).
- b. This agency may use Part B funds to pay for all of the costs directly attributable to the education of a child with a disability ages three (3) through five (5) and six (6) through twelve (12) through twenty (20) if the local or state funds are available for noneligible children of these ages. However, the agency may not comply with the non-applying and other requirements of this part regarding the education and services for these children.
- c. This agency must use excess cost equipment if it has spent at least a minimum amount for the education of children with disabilities before funds under Part B are used.
- d. Excess costs may be calculated in accordance with 34 CFR 300.203 and may not include capital outlay or debt service.

### 5. MAINTENANCE OF EFFORT (34 CFR 300.204)

- a. Funds provided to this agency under Part B of the Act:
  - must not be used to reduce the level of expenditures for the education of children with disabilities made by this agency from local funds before the level of those expenditures for the preceding fiscal year; and
  - must be used to supplement state, local, and other Federal funds and not to supplant those funds as described in 34 CFR 300.202(a)(3).
- b. Exception to Maintenance of Effort (34 CFR 300.204)
  - The total amount of money per capita received from local, state, or federal funds and local school funds funded by this agency for expenditures to the current fiscal year for the education of students with disabilities must be at least equal to the total amount of money per capita received from state and local school funds actually expended for the education of students with disabilities in the most recent preceding fiscal year for which the information is available. Allowance may be made for:
    - the reduction of expenditures by reduction of expenditures, as determined by the cost of special education or related services provided;
    - a decrease in the enrollment of children with disabilities;
    - the termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an eligible child under the program, as determined by the IDEA, because the child has left the jurisdiction of the agency, has reached the age at which the obligation of the agency to provide IEP to the child has terminated, or no longer needs the program of special education.

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- the elimination of early expenditures for eligible children with disabilities who are the recipients of support or the construction of school facilities; and
- the assumption of cost by the highest local fund specified by the SEA under 34 CFR 300.304(c).

### 6. Adjustment to Local Fiscal Year (34 CFR 300.205)

In any fiscal year in which a district's fiscal allocation exceeds the amount that the district received in the previous fiscal year, the district may reduce the level of expenditures required for the education of children with disabilities from state and local funds by not more than fifty (50) percent of the amount in excess.

If this agency exercises the authority to reduce its local effort, the agency may use an amount of local funds equal to the reduction in expenditures to carry out activities that would be expected with funds under the IDEA. A maximum of fifteen (15) percent of the amount under the IDEA may be used for these activities.

If the SEA determines that a responsible public agency is unable to establish and maintain programs of ESE that meet the requirements of section 613 (a) of the Act and the part of the SEA has taken action against the local educational agency under section 616, the SEA may prohibit the agency from reducing the level of expenditures for the fiscal year.

The amount of funds requested by this agency for early intervening services under 34 CFR 300.226 shall exceed the maximum amount of expenditures that this agency may receive from the state.

### 6. WITHHOLDING OF PAYMENTS

When the Department finds a failure to comply with any provision of applicable state or federal law, the Department may notify this agency of restriction of funds under Part B until compliance is met.

### 7. EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) EXPENDITURE REQUIREMENTS

- a. Early Childhood Special Education expenditures must be reported annually through the Department Report for services provided during the previous school year. ECSE expenditures must be paid over state results through the monthly payment system and may include local state and federal funds.
- b. ECSE expenditures may be allowed under the following categories: construction expenditures, personnel, equipment, purchased services, travel, supplies, other, operation of plant, professional development, insurance, transportation, startup costs, supplies/program maintenance.

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The public agency may not charge the program for non-reimbursable, non-covered maintenance, transportation, health care, and insurance.

- 1) Additional Requirements
  - Credits for ECSE may be applied toward funding requirements. The amount of personal services for each child will be based upon a review of the district's data for early childhood special education. ECSE funding will not be provided for staff services children who are age 5 and kindergarten age eligible.

Category	2017-18	2018-19
Transportation	10-20*	10-20*
Personnel	10-20*	10-20*
Personnel Teacher (teacher who provides care to child within a facility or travel to other facilities)	12-22	12-22
Travel for Supervised Children	4-10*	4-10*
Personnel in ECSE	10-20*	10-20*
Personnel in ECSE Support Services	4-10*	4-10*
Personnel in ECSE Support Services	160	160
Personnel in ECSE Support Services	35-59	35-59
ECSE Support Services	180	180
Personnel in ECSE Support Services	175	175
Personnel in ECSE Support Services	160	160
Personnel in ECSE Support Services	24-50	24-50

### C. COMPLIANCE REQUIREMENTS

#### 1. SIGNIFICANT DISPROPORTIONALITY (34 CFR 300.601)

- A. The SEA reviews the collection and examination of data to determine if significant disproportionality exists in the identification, placement, and discipline of children with disabilities in accordance with the State and the local educational agency (LEA) with respect to:
  - 1. The identification of children with disabilities, including the identification of children with disabilities as students with a particular impairment;
  - 2. The placement of children with disabilities in accordance with the State and the local educational agency (LEA) with respect to:
    - appropriate trained and very or not used may provide assistance to students in response to specific needs and objectives

- significant cognitive and/or sensory impairment
- mobility
- personal care
- health care
- medical health care
- other unique circumstances.

Considerations when making staffing determinations include:

- instructional planning that (minimum of 150 minutes per level of instructional planning during the school day is required);
- data collection, storage, management, and report preparation;
- evaluation and IEP planning with parent involvement;
- IEP case management;
- IEP team meetings and meetings with parents;
- age of the children (young children generally require more assistance with personal tasks such as eating, dressing, and toileting); and,
- travel time between assignments.

When assigning students to a self-contained classroom, considerations should be given to the following:

- severity of the disability of the student assigned to the classroom;
- age of students assigned to the classroom;
- range of needs of the students as specified in their IEPs;
- unique needs of the students as specified in their IEPs;
- the ability assigned to the classroom teacher (IEP case management, social, health, etc.); and,
- level of professional support provided.

When assigning students to a resource or general education classroom, considerations should be given to the following:

- the area and grade level of the students served;
- the severity of the disability of the students served;
- the unique needs of the students as identified in their IEPs;
- the number of IEPs assigned to the teacher;
- Any additional student responsibilities of the teacher;
- Other duties assigned to the teacher.

When assigning students to a resource or general education classroom, considerations should be given to the following:

- the area and grade level of the students served;
- the severity of the disability of the students served;
- the unique needs of the students as identified in their IEPs;
- the number of IEPs assigned to the teacher;
- Any additional student responsibilities of the teacher;
- Other duties assigned to the teacher.

When assigning students to a resource or general education classroom, considerations should be given to the following:

- the area and grade level of the students served;
- the severity of the disability of the students served;
- the unique needs of the students as identified in their IEPs;
- the number of IEPs assigned to the teacher;
- Any additional student responsibilities of the teacher;
- Other duties assigned to the teacher.

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### 1) General Requirements

- a. All expenditures must follow the public agency's procurement guidelines.
- b. Public agencies may not collect or charge fees related to the provision of ECSE services, however, if the agency may charge fees related to general early childhood education that is not part of the Individualized Education Program (IEP).

### 2) Personnel Requirements

- a. Personnel must meet all personnel standards (Section VI, 1) and additional requirements as stated herein.
- b. Personnel Expenditures
  - Personnel in ECSE must be at least a master's level or at least one year and a cost of \$1,000 or more per unit.
  - All equipment items purchased with ECSE funds are the property of the district's ECSE program and must remain with the program.
  - All individualized equipment purchases must be IEP devices.

### 3) Lease Expenditures

- a. Leases are allowed for facilities, mobile units, buses, vehicles, and office equipment.
- b. Lease payments are made in accordance with 5 CFR 56-60 204.

### 4) Capital Outlay (Lease Purchase, Purchase, New Construction, Renovation) Expenditures

- a. Plans approved by the Financial and Administrative Services Section is required on all capital outlay expenditures. Applications are submitted annually to be considered for reimbursement during that school year.
- b. Facility reimbursement for facility lease-purchases, purchases, and/or construction is calculated based on the following formula:  
Eligible Cost \* 60 Square Feet per Student = Amount of ECSE Reimbursable Space  
Total Facility Cost / Total Facility Square Footage = Cost per Square Foot  
Amount of ECSE Reimbursable Space \* Cost per Square Foot = ECSE Reimbursable Amount  
ECSE Reimbursable Amount \* 8 Year = Total Reimbursable per Fiscal Year

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### 1) The incidence, duration and type of disciplinary action including suspension and expulsions

In the case of a determination of significant disproportionality with respect to the identification of children with disabilities, the placement in particular educational settings of these children, including disciplinary action resulting in suspension or expulsion, the SEA shall:

- 1. Provide for the review and, if appropriate, revision of the policies, procedures, and practices used in the identification or placement to ensure that the policies, procedures, and practices comply with the requirements of the IDEA.
- 2. Review any LEA identified with significant disproportionality to resolve the maximum amount of funds specified under the IDEA to provide comprehensive educational and other services to those children in the LEA, currently, but not exclusively, children of those groups that were significantly over-represented.
- 3. Require the LEA to publicly report on a review of policies, practices, and procedures described in C.I.1. of these regulations.

### 2. PURCHASE OF INSTRUCTIONAL MATERIALS (34 CFR 300.212)

This agency has, through approved policy, selected the following check-in method of providing instructional materials for children with disabilities or other children with disabilities (only one should be checked):

This agency will coordinate with the SEA and the Minnesota State Office of Education (MSOE) when purchasing print instructional materials and ensure that materials are in the same format and make the same available as on SEA.

X. This agency is not required to coordinate with the MSOE. If this agency chooses not to coordinate with the MSOE, this agency must provide, in accordance with the SEA, the following: this agency will provide instructional materials to blind persons or other persons with disabilities at a timely manner. In a timely manner means that the responsible public agency has taken all reasonable steps to ensure that materials with print disabilities have accessible materials at the same time that materials without disabilities have their materials.

Nothing in this section releases this agency of its responsibility to ensure that children with disabilities who need instructional materials in accessible format have the same amount of funds available as children with disabilities who do not need instructional materials in accessible format. Nothing in this section releases this agency of its responsibility to ensure that children with disabilities who need instructional materials in accessible format have the same amount of funds available as children with disabilities who do not need instructional materials in accessible format.

Local Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act (2017) Section 31 Local Education Agency (LEA) Budget

### 3. RECORDS REGARDING MIGRATORY CHILDREN WITH DISABILITIES (34 CFR 300.213)

This agency must cooperate with the SEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of effectively collecting health and educational information among the states for these children.

### 4. PERSONNEL (34 CFR 300.219)

This agency must ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared and meet the requirements outlined in Regulation VI.

Personnel paid in full or in part from Part B funds must be appropriately prepared and meet the criteria in Regulation VI, Personnel Standards for State Staff.

Personnel paid in full or in part from Part B funds must be appropriately prepared and meet the criteria in Regulation VI, Personnel Standards for State Staff.

### 5. CLASS SIZE AND CASELOADS

Classrooms and Class Size Requirements differ between Early Childhood Special Education (ECSE) and grades K-12. Classrooms for ECSE are mandatory and set by funding requirements. The standards for grades K-12 are flexible and should not exceed the maximum use load outlined in the Classroom guidelines on the Office of Special Education website. Factors to consider when determining classroom for grades K-12 are listed below:

- a) Classrooms and Class Size Requirements for Early Childhood Special Education (ECSE)
- b) Class Size/Classroom Standards for Grades K-12 (see 12)

It is the responsibility of the public agency to assign students to classes and to ensure that the number of students in each class is not greater than the maximum number of students in each class as defined in the SEA's disability.

Professional staff may be assigned to specific students and/or may be assigned to classes based upon the number and range of needs of students with disabilities being served in the class. While highly qualified teachers are not required for ECSE, ECSE teachers must be trained in special education. Support personnel may provide reinforcement and practice of previously taught skills or content. Additionally,

Local Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act (2017) Section 31 Local Education Agency (LEA) Budget

VII. PRIVATE SCHOOLS

This section applies to children with disabilities who attend private or parochial schools or who are home-schooled.

1. CHILDREN PLACED IN APPROVED PRIVATE AGENCIES BY PUBLIC AGENCIES

Responsibility of the SEA (34 CFR 300.106)

The Department of Elementary and Secondary Education ensures that when a child with a disability is placed in an agency or an approved private agency by the state or local education agency, the child is provided special education and related services in conformity with an individualized education program and at no cost to parents. Each child must be provided an education that meets the standards that apply to education provided by the SEA and LEAs and each child has all the rights of a child with a disability who is served by this agency.

Responsibility of the Agency

Local school districts use Part B funds to pay for services provided by private agencies that have been approved by the State Board of Education. Part B funds cannot be used to pay for services from unapproved private agencies.

2. CHILDREN ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS WHEN FUNDS ARE AVAILABLE

A. The agency is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the agency makes FAPE available to the child and the parents elect to place the child in a private school or facility. However, this agency shall include that child in the population whose costs are addressed consistent with 34 CFR 300.131-300.131.11. That is, even if the child is not enrolled in the agency.
B. Disagreements between a parent and this agency regarding the availability of a program appropriate for the child and the question of financial responsibility are subject to the dispute resolution procedures.

If the parents of a child with a disability, who previously received special education and related services under the authority of this agency, enroll the child in a private preschool, elementary, or secondary school without the consent of an authorized agency, a court or a hearing officer may require that agency to reimburse the parents for the cost of that education if the cost of hearing officer finds that this agency had not made FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate. A private placement may be found to be appropriate by a hearing officer or a court even if it does not meet the State standards that apply to education provided by the SEA and LEAs.

The cost of reimbursement described in the above paragraph may be reduced or denied if the parent consented to the above paragraph prior to the child's enrollment in the private school. The parent did not inform the SEA that they were waiving the reimbursement proposed by this agency for private FAPE to their child, including stating their consent and their intent to enroll their child in a private school or public expense, or at least ten (10) business days (excluding any holidays that occur on a business day) prior to the removal of the child from the public school. The parent did not give written notice to this agency of the information previously furnished in this section and if, prior to the parent's removal of the child from the public school, this agency informed the parent, through the free prior informed consent described in 34 CFR 300.503(d)(2), of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not advise the child's removal for the evaluation, or upon a judicial finding of unreasonableness with respect to action taken by the parent.

C. Notwithstanding the notice requirement, the cost of reimbursement:

- 1) cannot be reduced or denied for failure to provide the notice if:
- the school prevented the parent from providing the notice;
- the parent had not received notice; or
- unsatisfactory conditions that the parent observed would likely result in placement in a private school.
2) may, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide the notice if the parent was not notified in writing in English or if postponing the child in this agency would likely result in serious emotional harm to the child.

3. CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS (CHILD FIND)

Private school children with disabilities means children with disabilities enrolled by their parents in private schools that meet the definition of elementary or secondary school.

Child Find for Private School Children with Disabilities (34 CFR 300.113-113.11)

This agency shall locate, identify, and evaluate all private school children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools, located in the school district served by this agency.

The child find process must be designed to ensure equitable participation of parentally-placed private school children and to accurate count of those children.

In carrying out these requirements, this agency must undertake activities similar to the activities undertaken by the agency's public school children.

The cost of carrying out the child find requirements in this section, including initial evaluations, may not be exceeded or determined in a manner that would result in disproportionate share obligation.

The child find process must be completed in a time period comparable to that of students attending public schools in this agency.

This agency to which private, including religious, elementary schools and secondary schools are located, may, in carrying out the child find requirements in this section, include parentally-placed private school children who reside in a State other than the State in which the private school that they attend are located and whose school district is located.

4. LEA REQUIREMENTS TO PROVIDE SERVICES FOR PARENTALLY-PLACED PRIVATE SCHOOL CHILDREN WITH DISABILITIES (34 CFR 300.132)

To the extent consistent with their number and location in each local district, private schools may be made for the participation of private school children with disabilities in the program services covered under Part B of IDEA by providing them with special education and related services, including direct services delivered in accordance with the equitable services determination requirements.

This agency shall ensure that a services plan is developed and implemented for each private school child with a disability who has been designated by this agency in which the private school is located to receive special education and related services.

This agency must maintain in its records and provide to the SEA, the following information related to parentally-placed private school children:

- A. the number of children evaluated;
B. the number of children determined to be children with disabilities; and
C. the number of children served.

NOTE: While IDEA does not provide an individual entitlement to each private school student and IDEA compliance requires only that services provided represent a proportionate share of available services ("proportionate"), school districts must ensure the level of services provided under Missouri law.

Expenditures/Responsibilities (34 CFR 300.133)

This agency must spend the following in providing special education and related services (including direct services) to parentally-placed private school children with disabilities:

For children ages five (5) to twenty-two (22) with disabilities, in amount that is the same proportion of this agency's total support under Section 611(g) of IDEA (K-12) as the amount of the number of private school children eligible under IDEA ages five (5) to twenty-two (22) years as provided by their parents in private, including religious and home, elementary schools, secondary schools and secondary schools located in the school district served by this agency as to the total number of children eligible under IDEA in its jurisdiction ages five (5) to twenty-two (22).

If this agency has not expended for equitable services all of the funds described in this section by the end of the fiscal year for which Congress appropriated the funds, this agency must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one (1) additional year.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, this agency, after timely and meaningful consultation with representatives of private schools, must complete a thorough and complete child find process to determine the number of parentally-placed children eligible under IDEA attending private schools located in this agency. Child find activities may not be changed to the proportionate share calculation.

Reporting Requirements

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this agency must determine the number of parentally-placed private school children with disabilities attending private schools located in the geographic area of the agency's jurisdiction, including private schools, homes, or other facilities, as of the end of each year, including the end of each year. The child count must be used to determine the amount that this agency must expend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

Consultation (34 CFR 300.134)

To ensure timely and meaningful consultation, this agency or, if appropriate, an SEA, must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the child find process and development of special education and related services for those children regarding the following:

- A. the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably; and how parents, teachers, and private school officials will be informed of the process;
B. the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated.

C. the coordination process among this agency, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year and ensure that parentally-placed children with disabilities throughout the school and are not disproportionately participating in special education and related services;

D. the inclusion of home, where, and by whom special education and related services will be provided, for parentally-placed private school children with disabilities including a discussion of:

- 1) the types of services (including direct services and alternate delivery mechanisms);
2) how special education and related services will be operational if funds are insufficient to serve all parentally-placed private school children; and,
3) how and when those decisions will be made; and,

E. if this agency disagrees with the views of the private school officials on the provision of services, whether provided directly, through a contract and how this agency will provide to the private school officials a written explanation of the reasons why this agency does not accept or provide services directly or through a contract.

Written Agreements (34 CFR 300.135)

When timely and meaningful consultation as required by 34 CFR 300.134 has occurred, this agency must obtain a written agreement, signed by the representatives of parentally-placed private schools. If the representatives do not provide the information within a reasonable period of time, the agency must forward the documentation of the consultation process to the Missouri Department of Elementary and Secondary Education (MDESE).

Complaints (34 CFR 300.139)

A private school official has the right to submit a complaint through the state's child complaint process that this agency:

- A. did not engage in consultation that was meaningful as to home, or
B. did not give due consideration to the views of the private school official.

If the private school official wishes to obtain a complaint, the official must provide to the SEA a copy of the non-compliance by this agency and the applicable private school provisions to this part. This agency must forward the appropriate documentation to the MDESE.

If the private school official is dissatisfied with the decision of the SEA, the official may submit a complaint to the Secretary of Education, United States Department of Education.

The provision of equitable services may be provided by employees of the public agency or through contracts by the agency with a independent, non-profit, agency, organization, or other entity. Special education and related services provided to parentally-placed private school children must be secular, neutral, and non-ideological.

Location of Services; Transportation (34 CFR 300.139)

Maximizing cost and the Missouri Constitution prohibit the provision of personnel, services, materials, and equipment on the premises of a child's private school unless they are provided at a neutral site. This agency must determine how and where services will be provided to children with disabilities attending private or parochial schools.

If necessary for the child to benefit from or participate in the services provided under this part, a private school child with a disability may be provided transportation from the child's school or the child's home to a site where the services are being provided or from the private school, and from the service site to the private school or to the child's home, depending on the timing of the services. This agency is not required to provide transportation from the child's home to the private school. The cost of the transportation may be included in calculating whether this agency has met expenditure requirements.

The Private Complaint and State Complaint (34 CFR 300.140)

The dispute resolution procedures only apply to complaints that this agency has failed to meet the child find requirements.

Any complaint that this agency has failed to meet all requirements pertaining to private school students must be filed in accordance with the child complaint process. Complaints filed by a private school official regarding these requirements are subject to appeal with the U.S. Secretary.

Funds Cannot Be Used to Provide Services (34 CFR 300.141)

This agency may not use Part B funds available under Section 611 or 619 of the Act to finance the existing level of instruction at the private school or to obtain a benefit for the private school.

This agency may not use Part B funds available under Sections 611 and 619 of the Act to meet for special education and related services needs of parentally-placed private school children, but not for meeting the needs of a private school or the general needs of its students enrolled in the private school.

Use of Personnel (34 CFR 300.142)

A. This agency may use funds available under the Act to pay for services of an employee of the private school to provide services to:

- 1) the private school employee performs the services outside of his or her regular hours of private school duties;
2) the services are provided on public school grounds on a neutral site; and
3) the employee performs the services under public supervision and control.

Separate Classes (34 CFR 300.143)

This agency may not use funds available under the Act for classes that are organized separately on the basis of school enrollment or religion of the children if the classes are not of a nature that the classes include children enrolled in public schools and children enrolled in private schools.

Financial Statement Requirement for the Benefit of Private School Children with Disabilities (34 CFR 300.144)

This agency must keep files to and ensure continuing administrative control of all property, equipment, and supplies that the public agency acquires with funds under Section 611 or 619 of the IDEA for the benefit of private school children with disabilities.

This agency shall spend no funds for repairs, construction, or other remodeling of private school facilities.

LISTED BELOW ARE THE STATUTES OF MISSOURI WHICH PROVIDE A LEGAL BASIS AND SOURCE FOR MISSOURI'S POLICY RELATING TO PRIVATE SCHOOLS:

Article 4, Section 7
Article IX, Section 4
Section 162.096

**ADMISSION PRICES - OZARK CONFERENCE 2015-2016**

School	Varsity FB		Other Varsity		Junior Varsity		Middle School	
	Adults	Students	Adults	Students	Adults	Students	Adults	Students
Camdenton	\$ 3.00	\$ 2.00	\$ 3.00	\$ 2.00	\$ 2.00	\$ 1.00	\$ 2.00	\$ 1.00
Joplin	\$ 4.00	\$ 3.00	\$ 3.00	\$ 2.00	\$ 3.00	\$ 2.00	\$ 3.00	\$ 1.00
Lebanon	\$ 4.00	\$ 3.00	\$ 3.00	\$ 2.00	\$ 3.00	\$ 2.00	\$ 3.00	\$ 1.00
Rolla	\$ 4.00	\$ 4.00	\$ 3.00	\$ 2.00	\$ 3.00	\$ 2.00	\$ 3.00	\$ 2.00
Springfield	\$ 4.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 2.00	\$ 3.00	\$ 2.00
Waynesville	\$ 4.00	\$ 4.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	\$ 6.00
West Plains	\$ 4.00	\$ 2.00	\$ 3.00	\$ 1.00	\$ 2.00	\$ 1.00	\$ 2.00	\$ 1.00

BBB and GBB the same

## Camdenton R-III School District

<b>Fee Schedule per Meeting for Use of School Building/Facility</b>		
Classroom	\$ 5.00	per hour
Dogwood Elementary Gymnasium	60.00	per hour
Hawthorn Elementary Gymnasium	75.00	per hour
Hurricane Deck Elementary Gymnasium	75.00	per hour
Osage Beach Elementary Gymnasium	75.00	per hour
Oak Ridge Intermediate Gymnasium	75.00	per hour
Middle School Gymnasium	100.00	per hour
Dogwood Elementary Cafeteria	25.00	per hour
Hawthorn Elementary Commons	25.00	per hour
Oak Ridge Intermediate Commons	25.00	per hour
Middle School Commons	25.00	per hour
High School Commons	50.00	per hour
Dogwood Elementary Kitchen	75.00	per hour + cook
Hawthorn Elementary Kitchen	75.00	per hour + cook
Hurricane Deck Elementary Kitchen	75.00	per hour + cook
Osage Beach Elementary Kitchen	75.00	per hour + cook
Oak Ridge Intermediate Kitchen	75.00	per hour + cook
Middle School Kitchen	75.00	per hour + cook
High School Kitchen	100.00	per hour + cook
Little Theater	50.00	per hour – includes ceiling lights and seating
Computer Lab	25.00	per hour
Library	7.50	per hour
Outdoor Athletic Areas	100.00	per hour
RC Worthan Auditorium (High School)	150.00	per hour – additional fees for technology personnel
<i>Middle School Band &amp; Choir Rooms</i>	<i>20.00</i>	<i>per hour</i>
<i>High School Band &amp; Choir Rooms</i>	<i>20.00</i>	<i>per hour</i>
<i>HS Dressing/Locker Rooms off AUX Gym</i>	<i>20.00</i>	<i>per hour</i>
<i>HS RC Worthan Auditorium Stage Dressing Room</i>	<i>20.00</i>	<i>per hour</i>

Revised & Approved 6/11/2012  
 Approved 6/10/2013  
 Revised & Approved 6/9/2014  
 Revised & Approved 6/8/2015  
 Approved 6/13/2016  
 Addition July 2016



# Occupational Therapy Services Agreement

This Professional Services Agreement is made and entered into as of the \_\_\_\_ day of July 2016 by the Camdenton R-III School District (hereinafter referred to as "the District") with its principal office located at P.O. BOX 1409, Camdenton, MO 65020, and Meredith E. Carter, OT/ (hereinafter referred to as "contractor") with its principal office located at 5088 Aqua Drive, Osage Beach, MO 65065.

The terms are as follows.

1. Contractor shall provide occupational therapy services for the Camdenton R-III School District for the 2016-2017 school year and its extended school year. Services shall be provided in accordance with each student's Individualized Education Program (IEP). Renewal of this contract will be completed annually by June 1<sup>st</sup> unless otherwise specified by either party.

2. Contractor shall be compensated for services at an hourly rate of \$70.00. Billable time includes time on premises completing services as listed below and drive between school buildings. The district shall not be responsible for mileage expenses between school buildings. Payments for services shall be rendered monthly.

3. Contractor shall maintain Professional Liability Insurance.

4. Contractor shall provide any and all of the services listed below as required by students' IEPs and/or directed by the District.

- a. Diagnostic evaluations to students qualifying for such service.
- b. Direct and/or consultative occupational therapy services as specified in students' IEPs.
- c. Development of appropriate IEP provisions in accordance with evaluation and observation results.
- d. Maintain therapy notes, progress reports, quarterly reports, Medicaid documentation, evaluations, and IEPs of students served.
- e. Attend IEP meetings, in-services, and other meetings with teachers and staff at the request of the District.
- f. Provide in-services to teachers and other staff as directed by the District.

7. Contractor shall keep confidential and will not disclose or divulge any confidential, personally identifiable student or personnel information which contractor may obtain from the District or the students' educational records, unless in accordance with the regulations implementing the Family Educational Rights and Privacy Act, Americans with Disabilities Act, Individuals with Disabilities Education Act and/or any other state or federal law.

8. There may be rare occasions when contractor will be unable to provide services (e.g. illness, professional meetings). Contractor shall make up services missed as directed by the District; the District shall work with contractor to accomplish the scheduling of those make-up services.

9. Either party may terminate this agreement for good cause upon giving the other party 30 days written notice.

g. Provide student progress report data and documentation of implementation of IEP provisions to the District as directed by the District staff.

h. Cooperate in the District's defense of any Missouri Department of Elementary and Secondary Education's Child Complaint Investigations under the Individuals with Disabilities Education Act (IDEA) involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the state's child complaint investigator or the District's attorney or the District's staff.

i. Cooperate in the District's defense of any United States Department of Education's Office for Civil Rights (OCR) complaint investigations under civil rights laws involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the OCR complaint investigator or the District's attorney or the District's staff.

j. Cooperate in the District's defense of any Missouri Commission on Human Rights (MCHR) complaint investigations involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the MCHR investigator or the District's attorney or the District's staff.

k. Cooperate in the District's defense of any special education due process hearing complaint filed with the Missouri Department of Elementary and Secondary Education involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the District's lawyer or the District's staff, and any testimony required at hearing.

l. Contractor shall supervise Certified Occupational Therapy Assistants (COTAs) as directed by the District.

5. The District shall provide equipment necessary to complete evaluation and treatment of the students. Contractor shall not be held financially responsible for supplies or equipment required.

6. Contractor shall not discriminate in the performance of this contract, and shall ensure that no student shall be excluded from participation or be denied benefits or services under this contract on the basis of race, sex, age, color, religion, national origin, sexual orientation, or disability. All students and staff of the District shall be treated by contractor in a non-discriminatory fashion and contractor shall comply with all applicable civil rights laws.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

Meredith E. Carter/OT/L

Camdenton R-III School District

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Meadors Vision Consulting LLC

## Professional Services Agreement

This Professional Services Agreement is made and entered into as of the \_\_\_\_ day of July 2016 by Camdenton R-III School District (hereinafter referred to as "the District") with its principal office located at P.O. BOX 1409, Camdenton, MO 65020, and Meadors Vision Consulting LLC, a Missouri Limited Liability Company, (hereinafter referred to as "contractor") with its principal office located at 404 North Spruce, Eldon MO 65026. The terms are as follows.

1. Meadors Vision Consulting (Angela Meadors, CTVI, COMS) (contractor) shall provide services as a Certified Teacher of the Visually Impaired and Certified Orientation and Mobility Specialist for the Camdenton R-III School District for the 2016-2017 school year and its extended school year. Services will be provided in accordance with each student's Individualized Education Program (IEP) and will include assessment, planning, instruction, training and consultation in the practice areas of Vision and Orientation and Mobility. Renewal of this contract will be completed annually by June 1<sup>st</sup> unless otherwise specified by either party.

2. Contractor shall be compensated for services at an hourly rate of \$75.00. Billable time includes time on premises completing services as listed below and drive between school buildings. Payments of services will be rendered monthly.

3. Contractor shall maintain Professional Liability insurance.

4. Contractor shall provide any and all of the services listed below as required by students' IEPs and/or directed by the District.

a. Instruction in Braille reading and writing, including use of the Braille writer and the slate and stylus; signature handwriting, listening skills and compensatory auditory skills; typing and keyboarding skills, unique technology for individuals with visual impairments; integration of assistive technology in the classroom; abacus; talking calculator; tactile graphics; adapting classroom equipment; methods of accessing printed public information; familiarity with low vision devices.

b. Instruction in Orientation and Mobility including teaching spatial skills and body awareness; concept/motor/sensory development; safe travel techniques; compass directions planning routes in familiar and unfamiliar environments; accessing public transportation; accessing community resources; the use of low vision devices and GPS for travel; introduction to new buildings if needed.

5. The District shall provide equipment necessary to complete evaluation and treatment of the students. Meadors Vision Consulting, LLC will not be held financially responsible for supplies or equipment required.

6. Contractor shall not discriminate in the performance of this contract, and shall ensure that no student shall be excluded from participation or be denied benefits or services under this contract on the basis of race, sex, age, color, religion, national origin, sexual orientation, or disability. All students and staff of the District shall be treated by contractor in a non-discriminatory fashion and contractor shall comply with all applicable civil rights laws.

7. Contractor shall keep confidential and will not disclose or divulge any confidential, personally identifiable student or personnel information which contractor may obtain from the District or the students' educational records, unless in accordance with the regulations implementing the Family Educational Rights and Privacy Act, Americans with Disabilities Act, Individuals with Disabilities Education Act and/or any other state or federal law.

8. There may be rare occasions when contractor will be unable to provide services (e.g. illness, professional meetings). Contractor shall make up services missed as directed by the District; the District shall work with contractor to accomplish the scheduling of those make-up services.

9. Either party may terminate this agreement for good cause upon giving the other party 30 days written notice.

c. Training and consultation with staff prior to student placement and when needed in the classroom.

d. Evaluation in the areas of Vision and Orientation and Mobility as determined by the evaluation team.

e. Development of IEP's as in accordance with evaluation and observation results.

f. Maintain session notes and provide progress reports toward IEP goals on a quarterly basis.

g. Attend IEP meetings, in-services, and other meetings with teachers and staff at the request of the District.

h. Cooperate in the District's defense of any Missouri Department of Elementary and Secondary Education's Child Complaint Investigations under the Individuals with Disabilities Education Act (IDEA) involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the state's child complaint investigator or the District's attorney or the District's staff.

i. Cooperate in the District's defense of any United States Department of Education's Office for Civil Rights (OCR) complaint investigations under civil rights laws involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the OCR complaint investigator or the District's attorney or the District's staff.

j. Cooperate in the District's defense of any Missouri Commission on Human Rights (MCHR) complaint investigations involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the MCHR investigator or the District's attorney or the District's staff.

k. Cooperate in the District's defense of any special education due process hearing complaint filed with the Missouri Department of Elementary and Secondary Education involving a student served by contractor, including but not limited to participation in any interviews or provision of information and documentation, as required by the District's lawyer or the District's staff, and any testimony required at hearing.

l. Provide student progress report data and documentation of implementation of IEP provisions to the District as directed by the District staff.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

Meadors Vision Consulting, LLC

Camdenton R-III School District

By: \_\_\_\_\_  
Angela Meadors, CTVI, COMS

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Vendor Name	Invoice Number	Invoice Description	Amount
Ameren Missouri	2551076018	OBE Electric Nichols Rd	12.34
Ameren Missouri	2681084004	OBE Electric Nichols Rd	8,613.22
Ameren Missouri	7720617118	OBE Electric OB Parkway	32.94
Ameren Missouri	9911000116	OBE Electric OB Parkway	657.68
<b>Total Ameren Missouri</b>			<b>9,316.18</b>
AT&T	57334824618719	OBE Phone	389.63
AT&T	57337453695106	HDE Phone	252.83
AT&T	57331795205542	JJC DSL	243.57
<b>Total AT&amp;T</b>			<b>886.03</b>
AT&T Long Distance	848921511	HDE, OBE, Horizons Long Distance	41.55
<b>Total AT&amp;T Long Distance</b>			<b>41.55</b>
AT&T Mobility	28724860739105282016	Cell Phone Service	578.76
<b>Total AT&amp;T Mobility</b>			<b>578.76</b>
City of Camdenton	Water/Sewer	Campus Water/Sewer	6,704.53
City of Camdenton	01-3560-00	Horizons Water/Sewer	37.18
<b>Total City of Camdenton</b>			<b>6,741.71</b>
City of Osage Beach	01-7555-00	OBE Water/Sewer	233.81
City of Osage Beach	01-7550-00	OBE Water/Sewer	129.28
City of Osage Beach	04-6330-00	OBE Water/Sewer OB Pkwy	97.44
<b>Total City of Osage Beach</b>			<b>460.53</b>
Co-Mo Electric Cooperative Inc.	61772004	HDE Electric	8,022.74
<b>Total Co-Mo Electric Cooperative Inc.</b>			<b>8,022.74</b>
Missouri Chamber of Commerce &	LIP	Mason & Galey Student Portion	50.00
<b>Total Missouri Chamber of Commerce &amp;</b>			<b>50.00</b>
<b>Grand Total</b>			<b>26,097.59</b>





Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like Scholastic Book Clubs, Inc. and School Specialty.

Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like Scholastic Book Clubs, Inc., School Specialty, and various office supply companies.

Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like School Specialty, SPS&C, and various service providers.

Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like School Specialty, SPS&C, and various service providers.

Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like Southern Regional Education Board, State Fair Community College, and various business systems.

Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like Southern Regional Education Board, State Fair Community College, and various business systems.

Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like Tropic Drug Testing, Total Worker Wellness, LLC, and various testing and service providers.

Table with columns for Vendor Name, Vendor ID, Vendor Address, and Amount. Includes vendors like Tropic Drug Testing, Total Worker Wellness, LLC, and various testing and service providers.

Board of Education

P Card Payments

June 2016

Vendor Name	PO Number	Invoice Number	Invoice Description	Amount
CBOL0 Comer	000-15325	US First	HWE ORI FLL	1,350.00
CBOL0 Comer	000-15325	US First	HWE ORI FLL	225.00
CBOL0 Comer	000-15325	US First	HWE ORI FLL	225.00
CBOL0 Comer	000-15325	US First	HWE ORI FLL	225.00
CBOL0 Comer	000-15325	US First	HWE ORI FLL	225.00
CBOL0 Comer	000-15325	US First	HWE ORI FLL	225.00
CBOL0 Comer	000-15325	US First	HWE ORI FLL	450.00
CBOL0 Comer	000-15325	US First	HWE ORI FLL	225.00
CBOL0 Comer	106-14895	Move Yal USA	PASS Supplies	26.90
CBOL0 Comer	106-14895	Move Yal USA	PASS Supplies	53.80
CBOL0 PCard		Top of the Creek	Travel Expense Speech & Debate	3,307.75
CBOL0 PCard		Delta	Luggage Speech & Debate	25.00
CBOL0 PCard		Delta	Luggage Speech & Debate	25.00
CBOL0 PCard		Jimmy Johns	Travel Expense Speech & Debate	21.35
CBOL0 PCard		Michaels	Supplies Speech & Debate	7.46
CBOL0 PCard		Staples	Supplies Speech & Debate	12.80
CBOL0 PCard		United Airlines	C Reeves Airline Ticket	255.60
CBOL0 PCard		Expedia	Misc Fee	4.00
CBOL0 PCard		Mo State U		90.00
CBOL0 PCard		Mo State U		90.00
CBOL0 PCard		Wah-Mart		53.56
CBOL0 PCard		Golden Rock	EOY Staff Gifts	215.22
CBOL0 PCard		Captain Ron's	Retirement gift card	40.00
CBOL0 PCard		Dollar General	EOY Staff gifts	8.46
CBOL0 PCard		Party City	Summer School	8.13
CBOL0 PCard		MSNA	PS Managers Retreat	100.00
CBOL0 PCard		Stella Piza	Travel Expense Speech & Debate	48.97
CBOL0 PCard		Einstein Bros Bagels	Travel Expense Speech & Debate	20.43
CBOL0 PCard		Cracker Barrel	Travel Expense Speech & Debate	42.62
CBOL0 PCard		Auto Tool World	Tool	21.71
CBOL0 PCard		American		325.60
CBOL0 PCard		Dierwags	Food Items	17.37

Board of Education

P Card Payments

June 2016

Vendor Name	PO Number	Invoice Number	Invoice Description	Amount
CBOL0 PCard		I Hop	Travel Expense Speech & Debate	40.14
CBOL0 PCard		Einstein Bros Bagels	Travel Expense Speech & Debate	15.26
CBOL0 PCard		Carl's Jr	Travel Expense Speech & Debate	18.40
CBOL0 PCard		Gerbes	Gluten free food	7.83
CBOL0 PCard		Conference Direct	Cancel fee (will be reimbursed)	30.00
CBOL0 PCard		Tokyo Sushi	Travel Expense Speech & Debate	47.77
CBOL0 PCard		Enterprise Rent - A - Car	Car Rental Las Vegas NV	143.58
CBOL0 PCard		Staci Carrey		200.50
CBOL0 PCard		IB	S Carrey Hotel	897.21
CBOL0 PCard		Green Valley Ranch Resort		328.99
CBOL0 PCard		Green Valley Ranch Resort		367.27
CBOL0 PCard		RISET Touchers MS-EDC	Refund - Testing	856.00
CBOL0 PCard		Summit Natural Gas of MO	Middle School	9,437.09
CBOL0 PCard		Ladelle Electric Cooperative	NASC Membership	937.09
CBOL0 PCard		National Assoc. of Student Council		95.00
CBOL0 PCard		Summit Natural Gas of MO	Transportation	46.22
CBOL0 PCard		Summit Natural Gas of MO	LCTC - West	144.80
CBOL0 PCard		Summit Natural Gas of MO	Maintenance	76.48
CBOL0 PCard		Summit Natural Gas of MO	Grounds Bldg.	48.43
CBOL0 PCard		Summit Natural Gas of MO	Dogwood	163.76
CBOL0 PCard		Summit Natural Gas of MO	High School	141.96
CBOL0 PCard		Summit Natural Gas of MO	Middle School	208.82
CBOL0 PCard		Summit Natural Gas of MO	ORE	160.62
CBOL0 PCard		Summit Natural Gas of MO	Horticulture	81.32
CBOL0 PCard		Summit Natural Gas of MO	LCTC - East	41.42
CBOL0 PCard		Summit Natural Gas of MO	Concession/Maint	79.99
CBOL0 PCard		Summit Natural Gas of MO	HDE	364.67
CBOL0 PCard		Summit Natural Gas of MO	Oak Ridge	154.56
CBOL0 PCard		Summit Natural Gas of MO	Hawthorn	193.47
CBOL0 PCard		Super 8 - Bolivar	T Nicklas Hotel	1,912.06
CBOL0 PCard		Super 8 - Bolivar		720.00



2015 - 2016 School Year

Revenue Share

Central Bank

Commercial Payments

Date of AP Upload	Expenditures	Total Monthly Tran	Revenue	Date of Deposit	Multi-Card	Expenditures	Revenue	Date of Deposit
July	196,573.74	196,373.76	\$ 1,055.09					
August 13th	148,395.72							
August 14th	10,700.00							
August 18th	2,552.37							
August 25th	3,448.39	165,096.48	\$ 1,959.82					
September								
September 13th	6,116.53							
September 17th	49,575.95							
September 23rd	38,282.35							
September 24th	2,418.58	230,933.67	\$ 2,370.97					
October 13th	113,378.51							
October 26th	10,583.25	123,961.76	\$ 1,072.83					
November								
November 10th	130,559.46							
November 10th	1,463.00	132,022.46	\$ 1,243.88	10/14/2015				
December 16th	2,735.46							
December 17th	224,578.07	227,313.53	\$ 1,868.36	1/12/2016				
January 17th	29,467.03	132,467.03	\$ 3,355.10	2/11/2016 January			\$ 41.00	2/11/2016
February	90,030.58	90,030.58	\$ 783.01	3/15/2016	February statement	\$ 43,361.53	\$ 421.37	3/15/2016
March 15th	171,933.76	171,453.76	\$ 591.15	4/12/2016	March statement	\$ 43,981.89	\$ 521.06	4/12/2016
April 5th (Mar2)	4,321.54							
April 13th	40,148.91							
April 18th	1,679.27							
April 26th	10,720.08							
April 28th	4,989.71	61,859.51	\$ 512.31		April statement	\$ 50,767.41	\$ 257.11	5/12/2016
May 10th	83,017.00							
May 21th	14,524.96	97,542.07	\$ 888.17	6/13/2016	May statement	\$ 36,079.75	\$ 370.37	6/14/2016
June	69,567.77	69,567.77			June statement	\$ 21,744.16		
2015-2016	1,646,602.39	1,646,602.39	\$ 13,798.54			\$ 195,934.74	\$ 1,560.91	
2013-2014	51,493.24		\$ 432.90	3 Months				
2014-2015	482,841.84		\$ 3,150.82					



Vendor Name	Invoice Number	Invoice Description	Account Code	Amount
Dill, Julie K	6/27-29/16	Travel Expense Reimbursement	116-1251-6391-402-451	874.90
<b>Total Dill, Julie K</b>				<b>874.90</b>
Shockley, Steven T	6/25-6/29/16	Travel Expense Reimbursement	116-1251-6391-000-451	276.45
<b>Total Shockley, Steven T</b>				<b>276.45</b>
Thompkins, Shannon M	6/25-29/2016	Travel Expense Reimbursement	116-1251-6391-000-451	291.81
<b>Total Thompkins, Shannon M</b>				<b>291.81</b>

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7/11/2016

Check Preview Addendum

Board of Education

Vendor Name	Invoice Number	Invoice Description	PO Number	Amount
Asi Rental & Sales	57445	Eco Self Prop Tile Stripper		1,875.00
Advance Education	M-0004286	Accreditation Fee		7,425.00
Algas - Mid America	9025203121	Nitrogen, Acetylene		93.89
All American Termite & Pest - 191	449205	HDE Pest Control		25.00
All-Type Vacuum & Janitorial	0171800-N	Cleaning Equipment		1,443.20
All-Type Vacuum & Janitorial	0173901-IN	Hoste Vac		61.03
All-Type Vacuum & Janitorial	0174243-IN	Stripping Pads		221.90
Award Details Inc	45280	Awards	105-0580	556.47
Ben Turner Contracting Co., Inc	MIRU5801	Bores for broken water line under HDE		2,000.00
Bowling Electric, Inc.	1848	Drum Switch for Carpet Stretcher		110.53
Bowling Electric, Inc.	1695	Motor for Tile Chipper		536.50
Casey 3 - Cumberland	2180	Pizza	105-0579	31.67
CEO	0950-520222	Supplies		175.10
CEO	0950-520082	Supplies		79.60
Central Turf & Irrigation Supply	6533924-00	Pumbing Supplies		2,666.68
Central Turf & Irrigation Supply	6534035-00	Nozzle		66.25
Central Turf & Irrigation Supply	6534144-00	Spray Head		96.00
Chras Corporation #379	379236768	Uniforms		319.75
Division of Employment Security	302081-0-999-8211	Unemployment		6,875.66
Duqu University	Scholarship	Laurel Springs ID 020005	805-0672	230.00
Dunkin Donuts	8720716	Donuts		260.00
Dunkin Donuts, Inc.	8720716	Ultramaster Senior Eyes		534.54
Edwards Electric, Inc.				594.54

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Check Preview Addendum

Board of Education

408979	HDE Landscape Parts	15.64
407047	HDE Landscape Parts	44.64
407301	Supplies	15.96
407347	Bucket	11.88
407032	Paint Supplies	19.86
407027	Galik	21.35
408760	Padlock	13.99
408356	Door Hardware	24.99
406405	Door Hardware	13.99
408050	PVC	458.00
408513	CTS	2.59
407855	Supplies	18.78
408598	Supplies	22.89
407799	Supplies	46.45
408576	Drill Bit	5.39
407845	Drill Bits, Nuts, Bolts	34.32
408527	Plumbing Supplies	25.18
408408	Plumbing Supplies	5.27
19-5100196469-001	Temperature Control	89.88
6/20/16 - 6/25/16	Louisville reimbursement	115.08
6/10/15	Travel	115.84
7321800	Baseball Field	443.37
2363600	Bus Barn	539.23
2482700	Vo-Tech	4,080.93
2363600	Elementary	7,463.96
2363900	Elementary	488.22
2364000	Admin Bldg.	1,269.51
2364100	Old Maintenance shed	66.53
2364400	Hawthorn/OR	10,460.73
2371302	Horizons	350.49
2867600	Horticulture	1,64.85
3214200	Horticulture	493.29
3782000	New Maintenance shed	430.46

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Check Preview Addendum

Board of Education

Vendor Name	Invoice Number	Invoice Description	PO Number	Amount
Electronic Solutions, LLC	6831	Contracting Monitoring 7/1-9/31/2015		1,035.00
Ells Battery Specialists LLC	377652	Batteries		169.90
Ells Battery Specialists LLC	377654	Batteries		131.80
Ells Battery Specialists LLC	377689	Batteries	110-0579	331.90
Ells Battery Specialists LLC	377689	Batteries	800-16904	433.70
Edwards Electric, Inc.	83107659-00	Cortega		3,176.14
Edwards Electric, Inc.	83107659-00	Cortega		176.14
Fenn, Gary R	471-571/2016	Mileage		181.42
Fond Hotel Supply Co	1101828	Disposer	700-0611	1,585.75
Fond Hotel Supply Co	1099649	Door Sweep for Walk In Cooler		47.95
Fond Hotel Supply Co	1099650	Milk Cooler Gasket		162.51
Fond Hotel Supply Co	1093401	Door Gasket & Bottom Hinge for Walk In		171.84
Fond Hotel Supply Co	1100302	Gasket for Steamer		80.39
Fond Hotel Supply Co	1093257	Credit Dishwasher	(6,000.00)	399.15
Fond Hotel Supply Co	1098012	Space Saver Tray		3,177.01
Fond Hotel Supply Co	1100607	Ice Maker	700-0613	3,177.01
Fockliff of Central Missouri, Inc.	W01251698	Bracket/feet		134.68
Greaves and Associates CPAS LLC	70736	Phone Conference		195.22
Greaves and Associates CPAS LLC	70736	Phone Conference		51.00
High Brothers Lumber	30441	Paint		179.95
High Brothers Lumber	30951	Paint Supplies		20.38
High Brothers Lumber	31275	Paint		71.98
High Brothers Lumber	30987	Caulk		12.58
High Brothers Lumber	30168	Thirstet		349.76
High Brothers Lumber	30225	Supplies		174.41
High Brothers Lumber	30251	Caulk		30.35
High Brothers Lumber	30328	Paint Supplies		43.64
Houghton Mifflin	982350273	Record Forms	805-0610	327.74
John Heil, Inc.	7572	Hauling Charge		397.50
John Heil, Inc.	7572	Hauling Charge		397.50
Jack Sporting Goods	407180	Adapter		7.99

7/11/2016

Check Preview Addendum

Board of Education

3931600	LCTC Lift Station	29.54
4405000	Well - Ball Fields	585.09
7154301	High School	4,111.00
7154401	High School	115.00
7154501	High School	4,327.00
7154601	High School	8,320.31
7500700	Lift Station	78.08
7500700	Practice field	80.45
77116	Membership 7/2016-6/2017	75.00
091885	LED12WPARGO	108.00
21129	Guard1 15-40 Oil	2,578.75
01429	Craftman Awards	375.00
86950	Tools - Craftsman award	1,000.85
15916	Paint	402.0629
11866	HDE Landscaping	451.25
10830	HDE Landscaping	283.37
11337	HDE Landscaping	179.96
6/23/16 - 6/24/16	Mileage/Travel	78.59
08827	Items for Social Services	620.81
08829	Items for Social Services	30.96
100255000805605	Filter/Oil	603.74
6/20/16 - 6/25/16	Louisville reimbursement	263.48
Agreement # 015-002	Refund Concept After School Snack	156.12
6/12/16 - 6/17/16	Mileage/Travel - PLYM Training	852.60
6/12/16 - 6/17/16	Mileage/Travel - PLYM Training	271.39
6/12/16 - 6/17/16	Mileage/Travel - PLYM Training	271.39
6/12/16 - 6/17/16	Mileage - FS Managers Meetings	206.80



	Inc. Operations	Teachers	Capital Proj.	Bond	Sub Total	Debt Service	Grand Total	Medical SI Acct
Beg Bal	17,210,504.67	7,984,559.65	3,561,948.71	2,300,421.47	31,057,434.50	3,764,252.68	34,821,687.18	1,204,152.02
Rev. Rec	773,243.46	1,106,209.69	29,288.28	798.05	1,909,539.48	35,958.28	1,945,497.76	401,874.43
Expend.	1,506,290.19	2,221,389.96	40,464.22	44,853.03	3,812,997.40	-	3,812,997.40	413,508.47
*Adjustment								
<b>Ending Bal</b>	<b>16,477,457.94</b>	<b>6,869,379.38</b>	<b>3,550,772.77</b>	<b>2,256,366.49</b>	<b>29,153,976.58</b>	<b>3,800,210.96</b>	<b>32,954,187.54</b>	<b>1,192,517.98</b>
Prev. Year	16,394,265.28	6,892,811.91	4,903,836.69	8,543,534.55	36,734,448.43	2,958,414.02	39,692,862.45	1,602,054.68
YTD Interest	36,760.04	1,480.58	56.71	6,845.01	45,142.34	8,156.31	53,298.65	142.26
<b>YTD Sum.</b>								
Beg Bal	16,120,273.45	5,019,017.06	12,159,208.76		33,298,499.27	2,981,135.28	36,279,634.55	2,170,924.39
Rev Budget	20,062,661.00	24,125,495.00	967,956.00	-	45,156,112.00	3,458,581.00	48,614,693.00	
Rev YTD Actual	20,279,669.92	23,735,257.35	925,580.16	6,843.96	44,947,351.39	3,511,085.68	48,458,437.07	4,100,564.21
Exp Budget	17,326,154.80	27,754,879.92	4,709,552.00	9,730,000.00	59,520,586.72	2,693,110.00	62,213,696.72	
EXP YTD Actual	16,601,423.50	20,186,939.90	2,393,824.45	9,909,686.23	49,091,874.08	2,692,010.00	51,783,884.08	5,078,970.62
*Adjustment	3,321,061.93	3,321,061.93						
<b>Ending Bal</b>	<b>16,477,457.94</b>	<b>6,869,379.38</b>	<b>3,550,772.77</b>	<b>2,256,366.49</b>	<b>29,153,976.58</b>	<b>3,800,210.96</b>	<b>32,954,187.54</b>	<b>1,192,517.98</b>
<b>Bank Recon</b>								
Central A/P	1,783,565.61							
Central Payroll	3,543,951.69							
Revolving	3,000.00							
Mosip 2013 Bond	-							
Mosip 2015 Bond	2,267,614.52							
Escrow 0150022007	108,000.00							
Escrow 0150022008								
Central Debt Acct	261,679.90							
Mosip Debt Acct	4,749,543.90							
MOSIP	20,034,905.95							
Central Lunch Acct.	171,123.60							
Enrichment CC	-							
LCTC CC	31,441.03							
<b>Grand Total</b>	<b>32,954,826.20</b>							
Medical SI Acct.	1,192,517.98							
						32,954,187.54	Fund Accounts	
						32,954,826.20	Bank Accounts	
						-638.66	Payroll Liability	

	Inc. Operations	Teachers	Capital Proj.	Bond	Sub Total	Debt Service	Grand Total	Medical SI Acct
Beg Bal	16,477,457.94	6,869,379.38	3,550,772.77	2,256,366.49	29,153,976.58	3,800,210.96	32,954,187.54	1,192,517.98
Rev. Rec	1,602,519.17	178,089.84	4,894.17	734.27	1,786,237.45	25,745.71	1,811,983.16	1,003,110.01
Expend.	2,011,888.32	7,047,469.22	29,838.87	44,856.93	9,134,053.34	150.00	9,134,203.34	627,722.52
*Adjustment								
<b>Ending Bal</b>	<b>16,068,088.79</b>	<b>0.00</b>	<b>3,525,828.07</b>	<b>2,212,243.83</b>	<b>21,806,160.69</b>	<b>3,825,806.67</b>	<b>25,631,967.36</b>	<b>1,567,905.47</b>
Prev. Year	16,120,273.45	-	5,019,017.06	12,159,208.76	33,298,499.27	2,981,135.28	36,279,634.55	2,170,924.39
YTD Interest	43,503.00	1,701.68	66.06	7,579.28	52,850.02	9,785.64	62,635.66	151.92
<b>YTD Sum.</b>								
Beg Bal	16,120,273.45		5,019,017.06	12,159,208.76	33,298,499.27	2,981,135.28	36,279,634.55	2,170,924.39
Rev Budget	20,062,661.00	24,125,495.00	967,956.00	-	45,156,112.00	3,458,581.00	48,614,693.00	
Rev YTD Actual	21,882,189.09	23,913,347.19	930,474.33	7,578.23	46,733,588.84	3,536,831.39	50,270,420.23	5,103,674.22
Exp Budget	17,326,154.80	27,754,879.92	4,709,552.00	9,730,000.00	59,520,586.72	2,693,110.00	62,213,696.72	
EXP YTD Actual	18,613,311.82	27,234,409.12	2,423,663.32	9,954,543.16	58,225,927.42	2,692,160.00	60,918,087.42	5,706,693.14
*Adjustment	3,321,061.93	3,321,061.93						
<b>Ending Bal</b>	<b>16,068,088.79</b>	<b>0.00</b>	<b>3,525,828.07</b>	<b>2,212,243.83</b>	<b>21,806,160.69</b>	<b>3,825,806.67</b>	<b>25,631,967.36</b>	<b>1,567,905.47</b>
Bank Recon								
Central A/P	270,293.43							
Central Payroll	2,479,662.91							
Revolving	3,000.00							
Mosip 2013 Bond	-							
Mosip 2015 Bond	2,212,238.83							
Escrow 0150022007	144,000.00							
Escrow 0150022008								
Central Debt Acct	261,749.85							
Mosip Debt Acct	4,739,069.66							
MOSIP	15,316,149.78							
Central Lunch Acct.	171,288.60							
Enrichment CC	-							
LCTC CC	34,514.30							
<b>Grand Total</b>	<b>25,631,967.36</b>							
Medical SI Acct.	1,567,905.47							
						25,631,967.36	Fund Accounts	
						25,631,967.36	Bank Accounts	
								0.00 Payroll Liability

\*Zero Teacher Fund





## Financial Summary – June 2016

July 2016

To: Board of Education

As a summary to our Board Meeting on June 28, 2016, the following are the District's end-of-year fund balances for the 2015-2016 fiscal year.

Incidental Fund	\$16,068,088.79
Teachers Fund	\$0
Capital Projects Fund	\$3,525,828.07
Bond/Construction Fund	\$2,212,243.83
Debt Service Fund	\$3,825,806.67
<b>Total</b>	<b>\$25,631,967.36</b>

The Incidental and Teachers Fund balance of \$16,068,088.79 is 35.05% of the total 2015-2016 Teacher and Incidental Fund expenditures. The Incidental and Teachers Fund balance decreased by \$52,184.66 from the balance on June 30, 2015. The Capital Projects Fund decreased by \$1,493,188.99. The Debt Service Fund increased by \$844,671.39.

The following are year-end balances for the past eleven years.

	Incidental	Teachers	Capital Projects	Lease Purchase/Bond/Construction	Debt Services	Total
2006	\$9,082,560	\$0	\$1,598,404	\$1,145,356	\$1,214,342	\$13,040,662.00
2007	\$11,180,520	\$0	\$3,389,945	\$1,314,520	\$1,530,228	\$17,415,213.00
2008	\$11,926,556	\$0	\$2,803,305	\$1,675,211	\$1,441,241	\$17,846,313.00
2009	\$12,692,545	\$0	\$3,375,465	\$1,864,244	\$1,539,823	\$19,472,077.00
2010	\$12,138,810	\$0	\$4,439,508	\$1,839,668	\$1,611,144	\$20,029,130.00
2011	\$12,749,139.32	\$0	\$5,516,103.30	\$1,549,107.15	\$1,492,608.77	\$21,306,958.54
2012	\$14,367,000.15	\$0	\$4,784,092.51	\$1,797,673.71	\$1,746,556.93	\$22,695,323.30
2013	\$16,186,273	\$0	\$3,679,548	\$1,804,140	\$1,726,511	\$23,396,472
2014	\$15,700,288.95	\$0	\$6,266,413.36	\$21,784,166.83	\$2,296,119.92	\$46,046,989.06
2015	\$16,120,273.45	\$0	\$5,019,017.06	\$12,159,208.76	\$2,981,135.28	\$36,279,634.55
2016	\$16,068,088.79	\$0	\$3,525,828.07	\$2,212,243.83	\$3,825,806.67	\$25,631,967.36

The ending fund balance for the Self-Insurance Medical Account was \$1,567,905.47. This reflects a decrease of \$603,018.92 from the previous year-end fund balance. During the 2015-2016 school year we paid \$5,706,693.14 in discounted claims as compared to \$4,586,572.30 the previous year. This reflects an increase of \$1,120,120.84. We are expecting a stop-loss reimbursement of \$235,038.33 within a couple of weeks.

Pledged Securities

Bank	Deposit Balance	FDIC Insurance	Balance	Securities Pledged	Amt Under/Over Collateralized
US Bank	\$1,567,905.47	\$250,000.00	\$1,317,905.47	\$3,500,000.00	\$2,182,094.53
Central Bank	\$3,221,952.25	\$250,000.00	\$2,971,952.25	\$9,948,654.79	\$6,976,702.54

DRAFT



**2015-2016 MONTHLY  
FINANCIAL STATEMENT**

JULY 2015 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$83,348.38	Fixed Premium	\$77,590.88
	COBRA	\$641.91	Claims	\$250,315.16
	Interest	\$17.70	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$0.00	Sv. Chg./NSF Chks	\$105.20
	Stop Loss Reimb.	\$50,133.50	ACA fees	\$0.00
\$2,170,924.39	\$134,141.49		\$328,011.24	\$1,977,054.64

AUGUST 2015 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$52,527.50	Fixed Premium	\$77,926.18
	COBRA	\$0.00	Claims	\$399,750.39
	Interest	\$15.38	Overpay/Refund	\$370.00
	Reimb/Void Ck.	\$10,464.76	Sv. Chg./NSF Chks	\$105.55
	Stop Loss Reimb.	\$0.00	ACA fees	\$0.00
\$1,977,054.64	\$63,027.64		\$475,152.12	\$1,761,930.16

SEPTEMBER 2015 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$46,493.20	Fixed Premium	\$78,176.94
	COBRA	\$645.44	Claims	\$409,377.64
	Interest	\$13.42	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$0.00	Sv. Chg./NSF Chks	\$112.70
	Stop Loss Reimb.	\$0.00	ACA fees	\$0.00
\$1,761,930.16	\$47,152.06		\$487,669.28	\$1,521,412.94

JANUARY 2016 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$598,819.60	Fixed Premium	\$79,994.37
	COBRA	\$645.44	Claims	\$395,344.86
	Interest	\$11.58	Overpay/Refund	\$122,925.94
	Reimb/Void Ck.	\$122,475.94	Sv. Chg./NSF Chks	\$126.26
	Stop Loss Reimb.	\$83,058.85	ACA fees	\$0.00
\$1,426,241.74	\$604,391.41		\$598,391.31	\$1,432,811.84

FEBRUARY 2016 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$394,663.90	Fixed Premium	\$80,088.97
	COBRA	\$0.00	Claims	\$202,448.47
	Interest	\$12.08	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$9,641.49	Sv. Chg./NSF Chks	\$92.40
	Stop Loss Reimb.	\$0.00	ACA fees	\$0.00
\$1,432,811.84	\$404,317.47		\$282,629.84	\$1,554,529.47

MARCH 2016 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$394,689.25	Fixed Premium	\$80,088.87
	COBRA	\$0.00	Claims	\$372,480.74
	Interest	\$12.52	Overpay/Refund	\$450.00
	Reimb/Void Ck.	\$0.00	Sv. Chg./NSF Chks	\$129.85
	Stop Loss Reimb.	\$29,480.98	ACA fees	\$0.00
\$1,554,529.47	\$424,182.75		\$659,149.46	\$1,325,562.76

OCTOBER 2015 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$893,934.25	Fixed Premium	\$78,574.59
	COBRA	\$645.44	Claims	\$417,161.04
	Interest	\$12.70	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$0.00	Sv. Chg./NSF Chks	\$125.50
	Stop Loss Reimb.	\$19,780.87	ACA fees	\$0.00
\$1,521,412.94	\$814,372.76		\$495,861.15	\$1,439,924.57

NOVEMBER 2015 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$392,834.25	Fixed Premium	\$80,357.00
	COBRA	\$0.00	Claims	\$342,910.41
	Interest	\$12.75	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$9,232.44	Sv. Chg./NSF Chks	\$106.95
	Stop Loss Reimb.	\$0.00	ACA fees	\$0.00
\$1,439,924.57	\$402,079.44		\$423,374.36	\$1,418,629.65

DECEMBER 2015 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$393,034.60	Fixed Premium	\$80,088.87
	COBRA	\$1,290.88	Claims	\$257,660.75
	Interest	\$12.77	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$0.00	Sv. Chg./NSF Chks	\$87.70
	Stop Loss Reimb.	\$0.00	ACA fees	\$48,888.84
\$1,418,629.65	\$394,338.25		\$386,726.16	\$1,426,241.74

APRIL 2016 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$393,688.90	Fixed Premium	\$79,869.13
	COBRA	\$0.00	Claims	\$451,517.17
	Interest	\$10.70	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$0.00	Sv. Chg./NSF Chks	\$110.95
	Stop Loss Reimb.	\$16,386.91	ACA fees	\$0.00
\$1,325,562.76	\$410,066.51		\$531,497.25	\$1,204,152.02

MAY 2016 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$390,338.55	Fixed Premium	\$79,585.63
	COBRA	\$0.00	Claims	\$333,831.14
	Interest	\$10.66	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$11,525.22	Sv. Chg./NSF Chks	\$91.70
	Stop Loss Reimb.	\$0.00	ACA fees	\$0.00
\$1,204,152.02	\$401,874.43		\$413,508.47	\$1,192,517.98

JUNE 2016 FINANCIAL STATEMENT Medical Self-Insurance Account				
Beginning Bal.	Premiums	Fixed Premium	Exp. Allowance	Ending Bal.
	Premiums	\$1,003,100.35	Fixed Premium	\$79,348.24
	COBRA	\$0.00	Claims	\$548,264.03
	Interest	\$9.66	Overpay/Refund	\$0.00
	Reimb/Void Ck.	\$0.00	Sv. Chg./NSF Chks	\$110.25
	Stop Loss Reimb.	\$0.00	ACA fees	\$0.00
\$1,192,517.98	\$1,003,110.01		\$627,722.52	\$1,569,905.47

2015-2016 School Year-to-Date (July 1 - June 30)			
*Premiums	\$4,737,472.73	Fixed Premium	\$951,691.67
COBRA	\$3,869.11	Claims	\$4,561,061.74
Interest	\$151.92	Overpay/Refund	\$123,745.94
Reimb/Void Ck.	\$163,359.85	Sv. Chg./NSF Chks	\$1,304.95
Stop Loss Reimb.	\$198,820.61	ACA fees	\$48,888.84
Revenue Totals	\$5,103,674.22	Expenditure Totals	\$5,706,693.14

CLAIMS	15-16 Med-Pay	14-15 Med-Pay	13-14 Med-Pay	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay	05-06 Med-Pay
July	\$250,315.16	\$219,315.25	\$263,361.32	\$283,611.71	\$168,985.39	\$287,494.22	\$427,698.06	\$400,005.10	\$375,122.92	\$170,342.46	\$321,334.42
August	\$399,750.39	\$444,780.89	\$315,541.80	\$408,976.99	\$278,743.46	\$350,511.96	\$499,214.99	\$325,691.66	\$325,523.23	\$292,877.95	\$193,063.00
September	\$409,377.64	\$257,836.80	\$610,700.44	\$297,969.21	\$196,355.63	\$281,166.96	\$159,283.29	\$227,522.56	\$171,598.80	\$177,547.88	\$268,795.27
October	\$417,161.04	\$301,019.48	\$383,327.05	\$369,519.56	\$153,415.65	\$305,672.28	\$270,695.04	\$188,889.41	\$280,051.14	\$203,034.06	\$201,555.02
November	\$342,910.41	\$175,137.59	\$298,086.82	\$281,331.80	\$230,438.11	\$287,238.73	\$228,018.13	\$496,053.93	\$262,066.34	\$173,262.57	\$172,064.09
December	\$257,660.75	\$303,748.68	\$438,077.43	\$344,447.92	\$263,849.58	\$253,818.66	\$315,072.19	\$355,010.03	\$224,715.26	\$227,712.73	\$209,068.55
January	\$395,344.80	\$267,267.57	\$530,197.02	\$640,607.35	\$324,307.75	\$295,383.46	\$401,218.11	\$323,193.62	\$347,811.13	\$289,925.16	\$150,889.30
February	\$202,448.47	\$380,636.79	\$253,495.18	\$335,319.29	\$309,115.12	\$158,984.63	\$382,084.19	\$288,437.52	\$223,255.51	\$170,715.55	\$238,954.33
March	\$572,480.74	\$415,021.71	\$341,882.88	\$542,822.33	\$288,183.00	\$645,113.36	\$355,349.54	\$261,119.46	\$327,659.47	\$165,512.88	\$150,227.03
April	\$451,517.17	\$240,533.20	\$298,895.37	\$377,751.83	\$209,003.76	\$250,777.23	\$623,165.38	\$611,927.60	\$304,963.31	\$155,347.87	\$112,346.51
May	\$333,831.14	\$304,562.43	\$410,141.08	\$528,231.95	\$293,487.96	\$210,957.88	\$330,653.24	\$281,544.76	\$195,502.35	\$161,885.14	\$198,171.03
June	\$548,264.03	\$311,420.92	\$437,341.00	\$755,193.69	\$394,830.02	\$279,578.73	\$570,849.67	\$627,090.46	\$347,913.00	\$166,397.33	\$210,294.04

\*04-05 Jan included \$330,159.26 which was pd by Stop Loss Claims were \$270,197.65 that we pd.

ENDING BAL.	15-16 Med-Pay	14-15 Med-Pay	13-14 Med-Pay	12-13 Med-Pay	11-12 Med-Pay	10-11 Med-Pay	09-10 Med-Pay	08-09 Med-Pay	07-08 Med-Pay	06-07 Med-Pay
July	\$1,977,054.64	\$1,813,273.33	\$2,099,348.12	\$2,342,401.12	\$1,778,463.34	\$1,290,123.31	\$1,519,208.40	\$2,219,251.64	\$2,247,901.71	\$2,743,175.51
August	\$1,561,930.16	\$1,498,288.84	\$1,826,664.27	\$2,020,500.95	\$1,555,840.66	\$1,068,654.63	\$1,084,739.74	\$1,943,307.87	\$1,972,318.12	\$2,516,667.11
September	\$1,521,412.94	\$1,543,411.31	\$1,514,176.69	\$2,018,458.75	\$1,656,465.73	\$1,084,561.66	\$1,223,531.50	\$1,983,836.00	\$2,061,260.27	\$2,591,203.84
October	\$1,439,924.57	\$1,563,378.83	\$1,439,070.74	\$1,944,978.04	\$1,849,342.69	\$1,086,260.23	\$1,380,986.96	\$2,069,605.93	\$2,040,015.95	\$2,647,375.12
November	\$1,418,629.65	\$1,699,055.80	\$1,444,264.45	\$1,970,544.15	\$1,916,054.51	\$1,118,232.16	\$1,437,355.85	\$1,881,910.94	\$2,035,990.32	\$2,725,325.48
December	\$1,426,241.74	\$1,638,033.60*	\$1,188,377.89	\$1,923,248.19	\$1,947,829.81	\$1,182,695.03	\$1,407,949.09	\$1,801,549.29	\$2,071,788.95	\$2,751,330.33
January	\$1,432,841.84	\$1,679,906.90	\$1,127,127.13	\$1,504,828.88	\$1,932,663.64	\$1,242,822.18	\$1,291,254.88	\$1,750,245.27	\$1,987,174.73	\$2,719,007.58
February	\$1,554,529.47	\$1,618,079.18	\$1,318,863.10	\$1,803,485.61	\$1,921,673.92	\$1,409,517.93	\$1,192,724.07	\$1,776,115.70	\$1,939,554.54	\$2,803,867.65
March	\$1,325,562.76	\$1,514,008.92	\$1,310,282.99	\$1,791,335.63	\$1,943,934.31	\$1,081,226.00	\$1,222,988.32	\$1,860,988.26	\$1,988,239.08	\$2,890,136.79
April	\$1,204,152.02	\$1,592,206.73	\$1,385,131.96	\$1,881,033.82	\$2,040,436.96	\$1,272,477.12	\$1,069,996.72	\$1,521,756.36	\$1,991,081.99	\$2,984,645.73
May	\$1,192,517.98	\$1,602,954.68	\$1,274,603.55	\$1,680,562.96	\$1,979,020.73	\$1,318,582.01	\$1,204,401.70	\$1,545,804.73	\$2,068,391.30	\$3,077,731.48
June	\$1,567,905.47	\$2,170,924.39	\$1,767,315.91	\$1,859,283.05	\$2,587,708.04	\$1,861,584.09	\$1,458,538.89	\$1,883,552.42	\$2,448,550.87	\$3,597,945.49*

July 1, 2007 we transferred \$1,000,000.00 out of Medical Account per Ron Hendricks. July 1, 2014 \$200,000.00 transferred back into Medical Account per Dr. Tim Hadfield.  
 \*December 2014 was the first annual ACA Fee of \$69,005.79 (\$63 per covered life)

CLAIMS	04-05 Med-Pay	03-04 Med-Pay
July	\$133,185.69	\$ 27,756.09
August	\$159,151.40	\$123,263.78
September	\$160,373.47	\$329,978.42
October	\$138,418.35	\$178,931.74
November	\$149,008.84	\$259,307.29
December	\$192,828.60	\$245,001.81
January	\$600,356.91*	\$200,497.18
February	\$202,519.30	\$155,762.54
March	\$213,795.04	\$151,313.65
April	\$145,756.34	\$169,280.63
May	\$326,388.68	\$125,881.05
June	\$307,724.92	\$238,590.03

ENDING BALANCE	05-06 Med-Pay	04-05 Med-Pay	03-04 Med-Pay
July	\$1,990,479.12	\$1,405,052.13	\$732,281.15
August	\$1,844,329.10	\$1,293,874.89	\$652,166.64
September	\$1,876,376.20	\$1,412,907.63	\$604,225.16
October	\$1,922,364.82	\$1,546,279.68	\$752,563.91
November	\$1,997,768.23	\$1,587,513.47	\$727,790.43
December	\$2,043,557.19	\$1,641,944.28	\$719,625.14
January	\$2,139,116.83	\$1,621,403.72	\$752,419.67
February	\$2,148,965.93	\$1,668,769.75	\$827,471.99
March	\$2,245,745.08	\$1,735,650.63	\$914,136.08
April	\$2,384,039.28	\$1,861,600.57	\$975,544.29
May	\$2,436,022.30	\$1,796,353.55	\$1,088,051.57
June	\$2,848,470.13	\$2,163,214.87	\$1,503,987.81

Health Insurance Comparison													
	392	403	408	419	418	354	389	361	349	346	341	329	344
Single Coverage	237	237	221	213	200	215	219	213	188	185	185	184	207
Family Coverage	629	629	629	532	615	643	659	614	535	531	528	522	651
Total Covered	\$95,000.00	\$89,000.00	\$90,000.00	\$90,000.00	\$88,000.00	\$85,000.00	\$81,000.00	\$86,000.00	\$95,000.00	\$85,000.00	\$78,000.00	\$78,000.00	\$60,000.00
Specific Deductible	\$63.62	\$60.49	\$60.39	\$60.39	\$57.33	\$37.25	\$32.19	\$27.90	\$27.05	\$24.78	\$25.45	\$21.05	\$27.24
Family Specific Premium	\$142.78	\$139.21	\$136.21	\$136.21	\$129.38	\$101.55	\$88.47	\$73.41	\$74.18	\$67.68	\$69.00	\$59.49	\$59.05
Aggregate Premium	\$66.35	\$66.38	\$4.00	\$4.00	\$4.50	\$3.38	\$3.38	\$2.82	\$2.80	\$2.70	\$3.25	\$2.78	\$2.97
Prescription Fee	\$1.00	\$1.00	\$1.00	\$1.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$2.00	\$1.78	\$1.78	\$1.78
Single Administration Fee	\$13.40	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$12.50	\$11.00	\$11.00	\$10.00
Family Administration Fee	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$0.75	\$0.75	\$0.75
COBRA/HPAA Administration	\$7.00	\$7.00	\$7.00	\$7.00	\$7.00	\$8.00	\$8.00	\$8.00	\$7.75	\$8.00	\$3.10	\$3.10	\$3.10
PPD Access Fee	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Broker Fee	\$78,194.31	\$73,955.45	\$72,039.00	\$71,996.14	\$68,757.13	\$63,998.51	\$42,969.87	\$41,248.51	\$38,394.04	\$34,422.78	\$33,462.65	\$28,953.82	\$34,111.96
Expected Monthly Premium	\$4,100,564.21	\$4,999,180.78	\$5,335,859.65	\$5,304,474.38	\$4,616,891.03	\$4,708,072.76	\$4,723,389.05	\$4,329,725.35	\$3,727,807.79	\$3,843,897.14	\$3,914,368.90	\$3,758,002.47	\$3,484,840.43
Total Revenues	\$5,078,970.62	\$4,585,572.30	\$5,427,826.99	\$5,032,899.37	\$3,854,467.24	\$4,305,027.56	\$5,148,379.59	\$4,894,723.81	\$3,877,202.41	\$3,794,351.78	\$2,829,109.95	\$3,095,775.41	\$2,705,274.63
Total Expenditures	(\$578,406.41)	\$403,608.48	(\$91,967.14)	(\$728,424.99)	\$726,123.85	\$403,045.20	(\$425,013.53)	(\$56,198.45)	(\$149,394.62)	(\$250,284.64)	\$685,255.95	\$699,227.06	\$779,465.90
Difference	\$142.28	\$163.77	\$191.47	\$668.37	\$992.34	\$1,081.49	\$983.83	\$16,944.39	\$73,166.12	\$148,964.10	\$92,207.51	\$38,961.73	\$498.32
Interest Earned	\$905,734.01	\$892,510.97	\$763,382.14	\$511,630.01	\$646,612.28	\$682,349.15	\$603,829.35	\$508,895.12	\$878,145.60	\$492,709.35	\$449,428.49	\$401,980.62	\$381,651.04
Net Costs	\$3,127,059.70	\$3,723,474.50	\$3,790,688.45	\$4,554,163.62	\$2,424,103.15	\$2,924,448.67	\$3,155,579.65	\$3,880,690.69	\$2,807,036.88	\$1,861,850.22	\$1,961,474.39	\$2,327,496.65	\$1,824,413.17
Medical Costs	\$198,820.61	\$163,284.22	\$830,581.03	\$761,212.08	\$182,975.45	\$414,346.68	\$925,724.25	\$937,497.44	\$92,884.19	\$53,728.52	\$94,665.90	\$402,868.17	\$195,081.12
Total Stop Loss Reimb.	\$3,833,977.10	\$3,687,721.65	\$3,723,486.96	\$4,404,671.85	\$2,917,139.85	\$3,192,146.44	\$3,233,678.75	\$3,648,988.67	\$3,293,298.27	\$3,300,813.05	\$2,316,313.98	\$2,326,909.37	\$2,010,983.09
Total Claims minus Stop Loss	\$1,192,817.68	\$2,170,924.39	\$1,767,315.91	\$1,859,023.05	\$2,587,706.04	\$1,861,384.09	\$1,498,510.89	\$1,883,502.42	\$2,448,550.87	\$2,597,945.49	\$3,848,470.13	\$2,163,214.67	\$1,803,987.61
End of Year Balance	(\$3,531.76)												

6/30/07 \$1,000,000.00 was transferred out of the medical account; 07/01/14 \$200,000.00 was transferred back in; Open Access (2016) was added to plan 7/1/2008  
 Adjusted to 6/30/20 July 2010: ACA Transitional Reinsurance Fee of \$59,068.79 paid in Dec 2014; ACA Transitional Reinsurance Fee of \$48,598.84 paid Dec 2015

	392	403	408	419	418	354	389	361	349	346	341	329	344
Employees (Paid by School)	\$450.00	\$450.00	\$450.00	\$450.00	\$450.00	\$440.00	\$440.00	\$410.00	\$390.00	\$390.00	\$390.00	\$390.00	\$375.00
Spouse	\$900.00	\$900.00	\$420.00	\$420.00	\$420.00	\$410.00	\$380.00	\$350.00	\$320.00	\$320.00	\$320.00	\$320.00	\$300.00
Child	\$185.00	\$185.00	\$185.00	\$185.00	\$185.00	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$200.00
Children (2 or more)	\$300.00	\$300.00	\$255.00	\$255.00	\$255.00	\$245.00	\$215.00	\$215.00	\$215.00	\$215.00	\$215.00	\$215.00	\$200.00
Total Retirees	70	59	59	55	73	64	63	59	47	40	40	35	31
Deductible	\$1,500.00	\$1,500.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$750.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
Co-insurance	\$4,850.00	\$4,850.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,800.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Office Co-pay General	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$25.00	\$25.00	\$25.00	\$25.00	\$20.00	\$20.00	\$20.00
Office Co-pay Specialist	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$28.00	\$25.00	\$25.00	\$25.00	\$20.00	\$20.00	\$20.00
Routine Co-pay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28.00	\$25.00	\$25.00	\$25.00	\$20.00	\$20.00	\$20.00

	392	403	408	419	418	354	389	361	349	346	341	329	344
Prescriptions - 30 days supply													
Annual Deductible per person	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
Generic	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00	\$10.00
Preferred (#20% of balance)	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00	\$30.00
Non-Preferred (#20% of balance)	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00
Specialty Drugs (up to \$1500 per yr)	10% copay	10% copay	10% copay	10% copay	10% copay	10% copay	10% copay	10% copay	10% copay	10% copay	None	None	None

Small Order - From July 2003 to June 2008  
 Retail MedTrak 90 Maintenance Drugs - July 2008 to present

	392	403	408	419	418	354	389	361	349	346	341	329	344
Maintenance Drugs - 90 supply													
Generic	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$20.00	\$10.00	\$10.00	\$10.00	\$10.00

Preferred	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00
Non-Preferred	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$80.00	\$80.00	\$80.00	\$80.00	\$80.00

**Camdenton R-III  
Flex Benefit Account  
Central Bank of the Ozarks**

**Account # 125062814**

<b>Balance 6/01/2016</b>		<b>\$73,962.22</b>
Deposits	\$21,942.42 Premium	
<b>Total Deposits</b>		<b>\$21,942.42</b>
Withdrawals	\$ 974.48	
	4,479.02	
	117.45	
	1,925.49	
	3,376.92	
	2,286.53	
	300.00	
	1,399.66	
	1,471.50	
	3,651.24	
	515.80 Claims	
<b>Total Withdrawals</b>		<b>\$20,498.09</b>
<b>Balance 6/30/2016</b>		<b>\$75,406.55</b>



Camdenton R-III School District

Health Services Board Report  
 July 11, 2016

1. STUDENT HEALTH SERVICES:

a. **Clinic Log Visits for 2015-16 School Year (174 days):** The following table represents the logged student visits to the health room in each school. This does not include employee visits, screening visits, or other visits that may have not been logged as a clinic visit.

SCHOOL	VISITS	AVERAGE DAILY VISITS
Hurricane Deck Elementary	3,381	19.4
Osage Beach Elementary	5,404	31
Dogwood Elementary	11,323	65.1
Hawthorn Elementary	6,682	38.4
Oak Ridge Intermediate	8,232	47.3
Middle School	8,097	46.5
High School	4,254	24.4
<b>DISTRICT TOTAL</b>	<b>47,375</b>	<b>272.3</b>

b. **Immunization Compliance:** Our nurses work diligently at obtaining immunization compliance of all our students in accordance with state laws. See the attached annual Summary Report of Immunization Status which was submitted to the Missouri Department of Health and Senior Services. The State of Missouri, beginning School Year 2016-2017, is requiring that all 8<sup>th</sup> grade and 12<sup>th</sup> grade students have the Meningitis vaccine. We informed parents of this new rule by mailing home letters and email. We also partnered with the Camden County Health Department by providing Immunization Clinics held at the High School on April 29, 2016. 55 Meningitis Vaccines were given to 11<sup>th</sup> grade students. The Immunization Clinic was held at the Middle School on May 6, 2016 with 43 Meningitis vaccines and 36 TDAP vaccines given.

c. **Student Diabetic Club:** Tammie Lawson, RN and Amy Cole, RN facilitated this club. The Diabetic club met once this year in October for a Halloween Party. The group focused on creating relationships between students, diabetes education,

employees and at a reduced service fee for employees who are not insured by the school district:

- Labs: Blood Chemistry, Complete Blood Count, Hemoglobin A1C, Thyroid Stimulating Hormone, Prostate Specific Antigen
- Pocket EKG Screening (\$15.00 charge to employee) 57 participants
- Hearing Screening- 87 screenings with 10 referrals for further evaluation
- Blood Pressure Screening
- Vision/Glaucoma Screening
- Pulmonary Function Test
- Dietician Consulting
- Body Analysis Screening
- Take home Kit for Colon Cancer Screening
- Immunizations- 141 employees received a total of 230 shots (\$19,575 total billed to Insurance)

c. **Exercise Classes:** Ingrid Davis continued to offer exercise classes twice a week to employees.

d. **Health Clinic Services:** The nursing staff has an open door policy in their clinic where we provide services to our staff such as, blood pressure monitoring, body analysis, weight, blood sugar monitoring, and assessment if illness is suspected.

e. **Workman's Compensation Evaluation:** The nursing staff provides initial evaluation and treatment to those employees who have been hurt on the job.

f. **CPR/First Aid Training for Staff:** Kim Lapeyre, RN continued BLS, CPR, and First Aid Training for our staff. The following table represents certifications this year for our staff:

BLS	CPR	FIRST AID
3	33	5

g. **AED (Automated External Defibrillator):** The AED's throughout the School District are approaching "end of life". A replacement schedule for the AED's is as follows:

**2016-17**  
 Osage Beach Elementary  
 Dogwood Elementary  
 Administration Building  
 Middle School

**2017-18**  
 Oak Ridge Intermediate  
 Horizon's  
 Hurricane Deck Elementary  
 Hawthorn Elementary  
 Transportation

current trends, and resources for diabetic students. A second meeting was scheduled for April 29, 2016, but due to lack of participation, was cancelled.

d. **Miles for Smiles Program:** The Health Services team has continued to promote this program which gives our students access to affordable and convenient dental care. The mobile dental unit visited each of our schools twice during the school year. The following table represents the amount of service that was provided:

SCHOOL	VISITS	SERVICE VALUE
Hurricane Deck Elementary	16	\$3,045.00
Osage Beach Elementary	11	\$3,905.00
Dogwood Elementary	127	\$26,974.00
Hawthorn Elementary	122	\$28,205.00
Oak Ridge Intermediate	46	\$8,156.00
Middle School	18	\$4,779.00
High School	88	\$26,376.00
<b>TOTALS</b>	<b>428</b>	<b>\$101,440.00</b>

e. **Screenings:**

Vision, Hearing, Scoliosis, Dental and Body Mass Index screenings were completed and referrals made if indicated.

f. **Back to School Health/Safety Fair at Hurricane Deck Elementary:**

Multiple Community Organizations and Vendors were present. Over 60 students received school supplies, health supplies, and safety information.

g. **Student CPR/First Aid:** Kim Lapeyre, RN has continued to offer CPR and First Aid classes to our students. The following table represents the students who took the courses.

CLASS	CPR	FIRST AID	BLS
Robotics	40		
LCTC	78	78	
High School			1

h. **Kindergarten Round-Up:** Upon request of Special Services our nurses assisted in the Kindergarten screenings at Dogwood Elementary, Osage Beach Elementary, and Hurricane Deck Elementary. The Camden County Health Department was present reviewing immunization requirements.

2. EMPLOYEE HEALTH SERVICES:

a. **Annual Employee Flu Shot Clinic:** In collaboration with the Camden County Health Department, 227 staff members and/or family members received the influenza vaccine.

b. **Annual Employee Wellness Clinic:** 268 staff members and/or family members participated in our wellness clinic on May 24, 2016. Attendance continues to increase from years past. This year preregistration was offered during the week of Annual Enrollment. The following services were provided at NO COST to our insured

2018-19

High School  
 LCTC  
 Robotics

The plan is to replace the current Cardiac Science units with PhysioControl units which are the same units that the local ambulance services use. They are willing to swap our AED pads when they are nearing expiration which will be a considerable cost savings for the school district.

3. COMMUNITY COLLABORATION:

a. **Lamb House:** The Lamb house provides a free pair of athletic shoes per year to students in need.

b. **Child Advocacy:** Child Advocacy assists our students in a variety of ways.

c. **Lions Club:** The Lions Club assists our students with eye exams and prescription glasses.

d. **Lake of the Ozarks Idiots Club:** This club provides various items to our students in need. They provide clothing, shoes, gas cards, automotive repairs, etc.

e. **Lake Ozark Daybreak Rotary:** Provides an annual monetary donation used to purchase extra clothing for our health rooms.

f. **Laclede Cooperative:** This organization provides a variety of toiletries and personal care items which can be ordered monthly. They also provide coats, jackets, sweatpants, gloves and hats.

g. **State Fair Community College (SFCC):** Collaborated with SFCC by providing pediatric clinical experience for their nursing students in our Dogwood Elementary and Osage Beach Elementary Schools.

h. **Columbia College (CC):** We were asked to collaborate with CC by providing pediatric clinical experience for their nursing students in the Nursing office during summer school, but were unable to do so this year due to not having our nursing staff providing service during summer school.

i. **Lake Regional Health System (LRHS):** LRHS provided the services offered at our Employee Wellness Clinic.

j. **Camden County Health Department (CCHD):**

- Provided their service for our employees by offering Influenza Vaccine Clinics on October 16, 2016. The also offered other immunizations to our employees at our Employee wellness clinic.
- Provided school based Immunization Clinics for the Middle School and High School students, offering the Meningitis and TDAP vaccines.

k. **Project Healthy Living:** The focus of this community organization this year was educating the community on Drug abuse, specifically prescription and over-the-counter drug abuse in our youth. We assisted with a Prescription Drug Take Back Event on April 30, 2016.

**4. PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION:** The nurses in our District are committed to continuing education in order to provide the best practice in our health rooms as indicated by the following courses attended:

- a. **Health Office Orientation (July 2015):** Attended by Amy Cole, RN and Meagan Hardwick, RN
- b. **Missouri Association of School Nurses School Nurse Orient, Renew, and Review (SNORR) conference (September 2015):** Attended by Amy Cole, RN and Meagan Hardwick, RN
- c. **Missouri Coordinated School Health Conference (December 2015):** Attended by Tammie Lawson, RN, Kim Saab, RN and Rhonda Franken, RN
- d. **"Learning How to Think Like a Nurse" continuing education class (March 2016):** Attended by Kim Lapeyre, RN
- e. **Basic Life Support (BLS):** All of the nurses in the District are currently BLS certified.

**5. PLANS FOR 2015-2016 SCHOOL YEAR:**

- a. **Immunization Compliance:** With the new Meningitis rule from the State of Missouri for 8<sup>th</sup> grade and 12<sup>th</sup> grade students, we will be partnering with the Camden County Health Department to provide School based immunization clinics this fall to ensure all students are compliant.
- b. **School Health Advisory Council (SHAC):** The council met 4 times last year. The council continued discussion about conducting the CDC's School Health Index (SHI). The SHI is a self-assessment and planning tool that will allow the School District to identify our school health needs and develop action plans for improvement. The SHI addresses each of the 8 components of Coordinated School Health which include the following:
  - Health Education
  - Physical Education
  - Health Services
  - Nutrition Services
  - Counseling, Psychological, & Social Services
  - Healthy School Environment
  - Health Promotion for Staff
  - Family/Community Involvement

The Missouri Department of Health and Senior Services (MODHSS) has funding available (\$8000) for our School District to conduct the SHI and we have signed the contract to proceed with the SHI. MODHSS representatives are scheduled to train our staff on August 17, 2016 and assist with conducting the SHI assessment on September 7, 2016. The funding will be used to provide substitutes for staff, supplies, and lunch/refreshments.

c. **Back to School Health/Safety Fair at Hurricane Deck Elementary and Osage Beach Elementary:** This event is scheduled at Hurricane Deck Elementary on August 11, 2016 from 12:00-4:00pm and at Osage Beach Elementary on August 3, 2016 from 12:00-4:00pm. Multiple Community Organizations and Vendors will

present to give away school supplies and to encourage students to be healthy and safe this school year.

d. **Lake Regional Health System Well Child Visit Project:** LRHS is considering offering Well Child visits at a School based clinic. I have been assisting with doing a feasibility study where we sent out a survey to parents of Kindergarten and 1<sup>st</sup> grade students at Dogwood Elementary. The results of that study have been sent to Dr. Shari Nell and she is reviewing them with LRHS. If feasible, we plan to pilot the "Well Child Visit Clinic" this fall at Dogwood Elementary. If it goes well, they plan to expand the service and offer it at the other schools in the District.

e. **Continue all the Services that the Nurses currently provide to students and employees.**

**6. HEALTH SERVICES STAFF FOR 2016-2017 SCHOOL YEAR:**

**a. Full Time Staff:**

- Rhonda Franken, RN, Health Services Coordinator
- Amy Cole, RN, Hawthorn Clinic
- Nancy Dickerson, RN, Middle School Clinic
- Kim Lapeyre, RN, Dogwood Clinic
- Tammie Lawson, RN, Oakridge Clinic
- Shelli Maher, RN, High School Clinic
- Meagan Hardwick, RN, Hurricane Deck Clinic
- Kimberly Saab, RN, Osage Beach Clinic
- Sharon Sweat, LPN, Dogwood Clinic

**b. Substitute Nurses:**

- Rosemary Chance, LPN
- Annette Petersen, LPN
- Trisha Murphy, RN
- Karen Harris, RN
- Amy Rabenold, RN
- Heather Schnebly, LPN
- Agnyl Welch, RN
- Teresa Gillette, RN

Respectfully Submitted,  
Rhonda Franken, RN, BSN  
Health Services Coordinator  
Camdenton R-III School District

Attachment: MODHSS Immunization Status Reports 2015-2016

MISSOURI DEPARTMENT OF HEALTH AND SENIOR SERVICES 2015-2016 IMMUNIZATION STATUS REPORT	
Missouri Department of Health and Senior Services 2015-2016 Immunization Status Report 11/13/2016 973-317-3489 www.modhss.com	
School District: <b>Camdenton R-III School District</b> Address: <b>PO Box 1409, Camden, MO 65020</b> Phone: <b>636-317-3489</b> Email: <b>rfranken@camdentonschools.org</b>	
Prepared by: <b>Rhonda Franken, BSN</b> Date: <b>11/13/2016</b>	
2015-2016	2016-2017
DTAP/DT	DTAP/DT
Children fully immunized: 165	Children fully immunized: 165
Children in progress: 2	Children in progress: 2
Children with medical exemption: 0	Children with medical exemption: 0
Children with parental exemption: 3	Children with parental exemption: 3
Children in non-compliance with immunization status: 0	Children in non-compliance with immunization status: 0
Children in non-compliance without immunization record: 0	Children in non-compliance without immunization record: 0
POLIO	POLIO
Children fully immunized: 169	Children fully immunized: 169
Children in progress: 1	Children in progress: 1
Children with medical exemption: 0	Children with medical exemption: 0
Children with parental exemption: 3	Children with parental exemption: 3
Children in non-compliance with immunization status: 0	Children in non-compliance with immunization status: 0
Children in non-compliance without immunization record: 0	Children in non-compliance without immunization record: 0
HEPATITIS B	HEPATITIS B
Children fully immunized: 164	Children fully immunized: 164
Children in progress: 0	Children in progress: 0
Children with medical exemption: 0	Children with medical exemption: 0
Children with parental exemption: 3	Children with parental exemption: 3
Children in non-compliance with immunization status: 0	Children in non-compliance with immunization status: 0
Children in non-compliance without immunization record: 0	Children in non-compliance without immunization record: 0
PCV (Pneumococcal)	PCV (Pneumococcal)
Children fully immunized: 165	Children fully immunized: 165
Children in progress: 1	Children in progress: 1
Children with medical exemption: 0	Children with medical exemption: 0
Children with parental exemption: 3	Children with parental exemption: 3
Children in non-compliance with immunization status: 0	Children in non-compliance with immunization status: 0
Children in non-compliance without immunization record: 0	Children in non-compliance without immunization record: 0
MENINGOCOCCUS (MENINGOCOCCUS)	MENINGOCOCCUS (MENINGOCOCCUS)
Children fully immunized: 165	Children fully immunized: 165
Children in progress: 1	Children in progress: 1
Children with medical exemption: 0	Children with medical exemption: 0
Children with parental exemption: 3	Children with parental exemption: 3
Children in non-compliance with immunization status: 0	Children in non-compliance with immunization status: 0
Children in non-compliance without immunization record: 0	Children in non-compliance without immunization record: 0
VARICELLA	VARICELLA
Children fully immunized: 169	Children fully immunized: 169
Children in progress: 0	Children in progress: 0
Children with medical exemption: 0	Children with medical exemption: 0
Children with parental exemption: 4	Children with parental exemption: 4
Children in non-compliance with immunization status: 0	Children in non-compliance with immunization status: 0
Children in non-compliance without immunization record: 1	Children in non-compliance without immunization record: 1

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POLIO	POLIO
Children fully immunized: 169	Children fully immunized: 169
Children in progress: 1	Children in progress: 1
Children with medical exemption: 0	Children with medical exemption: 0
Children with parental exemption: 3	Children with parental exemption: 3
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Children in non-compliance without immunization record: 1	Children in non-compliance without immunization record: 1



## Hawthorn Elementary

### Down Middle LMS



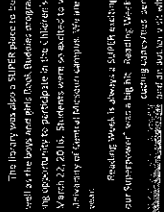
We were able to visit the Hawthorn library this year! We had a great time and were able to see the new bookshelves. The students were very excited to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves.

The library staff was very helpful and showed us around the library. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves.

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## Camdenton High School

### Sheena Self, LMS



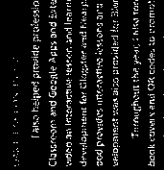
The library was also a SUPER place to visit after school. Both our Whimsy Club program as well as the boys and girls book clubs programs were continuing. These students had the opportunity to participate in the library's literature festival in March. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves.

Reading Week is always a SUPER teaching time at Hawthorn. This year's theme, "Reading is our Superpower," was a hit. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves.

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## Camdenton High School

### Sheena Self, LMS



This year has been an exciting year for me as a librarian. I have been able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves.

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## Weather Elementary

### LMS



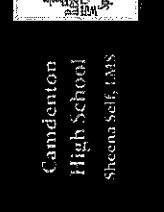
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### Sheena Self, LMS



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## Camdenton High School

### Sheena Self, LMS



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We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves. We were able to see the new bookshelves.



**SCHOOL RESOURCE OFFICERS  
SCHOOL YEAR END SUMMARY OF ACTIVITY  
2015-2016 School Year**

Category	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Assault	1			2		5	-2
Bullying on Campus							
Disorderly Conduct	6			1		5	2
Drugs	6						
DWI						1	-1
Educational Neglect							
Ex Parte Violation						0	0
False Bomb Threat							
Harassment				7		37	-30
Indecent Exposure							
Minor In Possession	1					1	0
Motor Vehicle Crash						0	7
Pace Disturbance		1	1				
Property Damage						1	0
Sexual Misconduct	1			3		1	3
Tamper With Vehicle						0	0
Threats				1		0	1
Tobacco						16	3
Threats	1			8		7	2
Trespass						1	0
Vandalism				1		1	0
Weapon Arrested						2	2
Weapon Possession	1			1		0	2

EDP						4	-4
Missing Student						0	0
Pedestrian Check						0	0
Suspicious Activity						10	0
Tobacco Violation	4					5	-1
Trespass						1	0
Ungovern. Behavior	1					1	0
Fire Alarm Sounding							
Medical Call						6	10

Moving Violations	8		1			13	-4
Handicap Violations	6		0			6	0
Fire Lane Violations	1		0			6	-4
Parking Violations	11		0			8	3

10/26/2015	K9 Search of High School and LTCC						
4/13/2016	K9 Search of High School						

Type of Activity/Service	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Assist School Official - Ungovernable Behavior/Irate Student or Check Student for Prohibited Item (Cigarettes, Drugs, Weapons, Conflict Mediation between Students						40	8
Lock Outs & Motorist Assist						9	-2
Research Assistance for Students						19	-2
Escort or Transport Student or Staff For School						28	-11
Child Custody Dispute/ Invest/Mediation on Campus						5	-4
						6	-4
						2	6
						10	8

Location	High School	Middle School	High School	High School	High School	High School	High School
High School							
Middle School							
Hawthorn							
Dogwood							
Oakridge							
Hurricane Deck Elem							
Osage Beach Elem							
LTCC							
Horizons							

9-2-15/9-3-15	627-635	Middle School 7th Drug Awareness	300
9-8-15/9-9-15	627-635	Middle School 8th Drug Awareness	300
9/22/2015	627	Take CSI Class to State Capital	30
10/2/2015	627	Intruder Training to LTCC Staff	
10/7/2015	627-635	District Safety Committee Meeting	
10/13/2015	627	Capstone: Fingerprints and CSI	20
10/21/2015	627	Capstone: Fingerprints and CSI	20
10/27/2015	635	MOCA: Talk to Parents on Child Safety	30
10/28/2015	627-635	County Safety Committee Meeting	
11/11/2015	627-635	Veterans Day Assembly	
11/15/2016	627	Capstone: Fingerprint Evidence	25
11/19/2015	635	MOCA: Talk to Parents on Child Safety	30
12/2/2016	627	Intruder Training to Oakridge Elem Staff	
12/10/2015	627	Career Fair at High School	300
1/15/2016	627-635	Dogwood Law Enforcement Appreciation Breakfast	25
4/8/2016	627	Intruder Training to Dogwood Staff	
4/15/2016	627	Intruder Training to Hurricane Deck Staff	
4/28/2016	627	Show Middle School ACI students around PD and Police Careers	20
5/2/2016	627	Active shooter/ Intruder Training to Bus Drivers	
5/12/2016	627-635	County Safety Committee Meeting	
5/13/2016	627	Intruder Training to Osage Beach Staff	
			<b>TOTAL</b> 1100

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## Volunteer Services Community Relations

### Board Report 2016

#### Community Relations

##### Annually:

- **District Profile** - This thirty-six page booklet called Traditions contains information per building and also stats of the district. The profile's main purpose is to showcase our district and is used as a tool by administrators when promoting the district and all it has to offer. It is also available on the website to give parents and community members a quick glance of our entire district, updated annually. Dr. Hadfield commented he thought the booklet was very well done this year.
- **Fall and Winter/Spring Sports Guides** - This is a collaborative effort between coaches and the community relations department highlighting not only student athletics but also their strong academics.
- **Pictorial Directory** - Many hours are spent creating this directory. What a great way to put a face with a name in a district of our size. Volunteers also copy and assemble the hundreds of district phone directory for district use.
- **Maintain the volunteer website** - This site shows all the ways volunteers and teachers work together using volunteer services.
- **Alumni and District Facebook page** - It's important to show all the positive happenings with our community. I would like to thank Angela Sellers. She's been great technical support to our office as we continue to grow in this area. My administrative assistant, Andrea Rhoades, daily spends a great deal of time improving and supplying information for these pages.
- **Reaching our community through Media** - We send, almost daily, press releases to various media outlets in our community. Typically that includes five different local papers plus radio and TV stations when asked. This year we reached the community 194 times through press releases. This number does not include the tips and suggestions to the papers for feature stories.
- **Events chair for the Foundation Elegant Evening** - Fabulous event this year. A special thank you to the entire district staff in helping make this year's event the best yet!
- **Lake Area Food Bank Advisory Council** - I am currently the President of the advisory council. We have met numerous times at OBE. The council is working on building awareness and creating ideas for further funding of the buddy pack program.

I present a program to civic organizations in hopes to recruit new volunteers and provide further details on our buddy pack program among other programs we offer in the district. The volunteer program also coordinates the Dogwood parent involvement portion for their week long reading week and assistance with Grandparents day and promotes businesses to assist with the Book for Bikes program.

- The volunteer program is proud of the 250+ volunteers who assisted in some way this school year. Out of the two hundred and fifty volunteers, thirty-six volunteers reached the 100 or more hour mark for the very first time. Sixty-one returning volunteers continued to give over 100 hours of services. Nineteen volunteers were nominated to receive the Volunteer of the Year award. Brad Mitchell from Hurricane Deck and Diane Knoll from OBE and Dogwood share the title this year as Volunteers of the Year. Over two hundred volunteers, staff members, and guests attended the annual dinner. *I especially want to thank each school board member and administration who attended and assisted with this special evening. Photos and highlights of the banquet can be found on the district website under programs and then school volunteer program.*

##### Special Programs:

- **Therapy Dogs** - This past August, the volunteer program was pleased to implement the first Therapy dog in the District. Handler Kathy Spaulding brought Augie in to work with students, under the direction of Jessica Kovink, once a week at Dogwood and several days thereafter at Horizons. Augie, doing such a great job, caught the eye of social working Rebbecca Caulfield who also had a therapy dog who was finishing his training. Molly began working with the Dogwood students in early spring when then Augie moved strictly to Horizons after March. This program has been found to be extremely effective and the district looks forward to both dogs returning in the fall. I would like to share a very complimentary email from Ms. Caulfield about the volunteer program Molly and Augie.

*"I am sooooo excited of all you guys do in your department! I wanted to take the time to thank-you! You hard work is filtered down to the students throughout the district and it truly amazes me! I have only been in 3 school districts. And I have NEVER seen a volunteer services program anywhere near what you provide!"*

*Oh...and I should have provided the full story about Augie in case you had not heard. When Augie's mommy (hee hee) put their home on the market and informed that they were moving from the area, I inquired of admin, the DE principals and counselors if they wanted me to get Molly re-certified for Therapy Dog. To be quite honest, I never would have spent the money or time to get Molly up to snuff if Augie was not leaving simply because I did not want to impose on Augie or his handler."*

*Jessie is so creative and several of the students that Augie helped through his time here at*

##### Quarterly:

- The Laker Letter has been a popular way to communicate school news in the community. Four letters are created and mailed each school year.
- First quarter newsletter - 8 pages, mailed to 19,606 residents in October, and also available on the district website
- Second quarter newsletter - 8 pages, mailed to 19,637 residents in January, and also on the district website
- Third quarter newsletter - 8 pages, mailed to 19,528 residents in March, and also on the district website
- Fourth quarter newsletter - 16 pages, graduation issue, full color and mailed to nearly 19,660 residents in June, and also on district website.
- Community relations provides the printed program for the TOY and EOY banquet as well as the monthly Excellence in Education poster which hangs in the administration office
- Kiwanis Club of Camdenon's Terrific Kids Program - The club reached 224 students this past school year. Certificates are printed for each student awarded and presentations are made at Oak Ridge and Hurricane Deck school, quarterly. The Kiwanis club also supports the volunteer program by packing buddy packs weekly at Dogwood and last year donated \$1,000 to the buddy pack program as well.
- Looking Good Program - Local non-profit groups donate over \$2,500 which supports our teachers and nursing department with hygiene and clothing items. Daybreak Rotary just announced we will be receiving another 2,500 gift in August and Harper Chapel and Kiwanis are also going to support the program as well.

##### Highlights:

- As Director of the Community Relations program it was exciting to play such an important part in the planning of the two dedication ceremonies for OBE and HDE.

#### Volunteers in Public Schools

- Parents letter are sent to all parents throughout the year encouraging parent involvement. It is also important for the director to all go out into the community and make presentations to groups building awareness and support to our schools. Press releases are also circulated and oftentimes

*DE made him an adorable good bye gift. It was a pic of Augie and on the matting had all of their fingerprints. :j SOooooo cute.;*

*Anyway, the transition worked great and we are excited that Molly passed all of her tests at 100%. The students did an amazing job presenting and tying in goal setting in the introduction.*

*Once again, you never cease to amaze me and I am so grateful to know you!!!! You make a huge difference in not only the student's lives, but EVERY staff member's! You rock!!!!"*

- **Leader in Me** - I had the great pleasure working with the parent volunteers at OBE as they came together and hosted the Leader in Me event in April. What a day for the district to shine in every way.
- **OARS - Outstanding Adults Reading with Students, Oak Ridge Intermediate** - 80 students in the interventions program was involved in this quarterly program. Each student was paired with an adult partner
- **Buddy Packs** - 20,600 packs were sent home this past year. The number of Schools Served-(7) Dogwood 164 buddy packs weekly, Hawthorn 78 buddy packs weekly, Oak Ridge 49 buddy packs weekly, Hurricane Deck 74 buddy packs weekly, Osage Beach 51 buddy packs weekly, Macks Creek 51 buddy packs weekly and Climax Springs 80 buddy packs weekly. We also served the Stoutland School District this year only as a drop off point. Horizons, Middle School, and High School students also received a buddy pack when needed. Secondary students are referred to our office through the counseling department. All students were provided a buddy pack when requested. Summer school students also received a buddy pack through the month of June. Local monetary donations received through my office were \$6,140. Additional food supplies were also received to serve students. The cost per student per year is \$180.00. Central Food Bank does provide the majority of the funding for our district. Without their support this program would not be available for our students.

*I hope you were able to get a glimpse of all the great support the volunteer program has available to staff members and their students and also how effective the community relations department is. I can't say enough about the teachers who are just phenomenal using the great resource of both departments. We try each day to touch the classroom, touch the community, and in our small way help us all grow as Lakers. It is always a great day in Laker Nation. Please feel free to visit our website. We try hard to put our touches out there for all to see.*

Joi



School Food Services Balanced Scorecard Summer 2016

Key Indicators		Measures		SCORING CRITERIA						Risk	Raw Score			
				Target	Stretch	Goal	6	5	4					
Meal Participation	Lunch	1	High School/Horizons	85	80	75	70	65 (66)	60	55	4	40	6	
		2	Middle School	100	95	90	85	80	75	70	65	60	60	5
		3	Oak Ridge Intermediate	100	95	90	85	80	75 (77)	70	65	60	60	5
		4	Hawthorn Elementary	100	95	90	85	80	75	70	65	60	60	6
		5	Dogwood	100	95	90	85	80	75	70 (71)	65	60	60	4
		6	Hurricane Deck	100	95	90	85	80	75	70	65	60	60	7
		7	Osage Beach	100	95	90	85	80	75 (74)	70	65 (69)	60	60	5
		8	High School/Horizons	45	40	35	30	25	20	15 (14)	10 (12)	5	5	4
		9	Middle School	45	40	35	30	25 (24)	20	15	10	5	5	6
		10	Oak Ridge Intermediate	50	45	40	35	30	25	20	15	10	10	7
		11	Hawthorn Elementary	50	45	40	35	30	25	20	15	10	10	8
		12	Dogwood	100	95	90	85	80	75	70	65	60	60	4
		13	Hurricane Deck (BIC)	100	95	90	85	80	75	70	65	60	60	7
		14	Osage Beach (BIC)	100	95	90	85 (89)	80	75	70	65	60	60	8
Meals Per Labor Hour	Meals Per Labor Hour	15	High School/Horizons	20	19	18	17	16	15	14	13	12	8	
		16	Middle School	20	19	18	17	16	15	14	13	12	7	
		17	Oak Ridge Intermediate	20	19	18	17	16	15	14	13	12	4	
		18	Hawthorn Elementary	20	19	18	17	16	15	14	13	12	8	
		19	Dogwood	20	19	18	17	16	15	14	13	12	8	
		20	Hurricane Deck	20	19	18	17	16	15	14	13	12	7	
Poverty Outreach	Lunch	21	Osage Beach	20	19	18	17	16	15	14	13	12	8	
		22	% Free and Reduced Participation State Average 63%	100	90	80	70	60	50	40	30	20	20	6
Customer Focus	Breakfast	23	% Free and Reduced Participation State Average 81%	100	90	80	70	60	50	40	30	20	7	
		24	% students saying are satisfied with the meals they receive	100	95	90	85	80	75	70	65	60	60	5
		25	% of parents saying child's needs are met	100	95	90	85	80	75	70	65	60	60	4
		26	% Staff participation	100	90	80	70	60	50	40	30	20	20	6
Employees	Employee Satisfaction	27	% of staff who feel that the staff cares about them	100	95	90	85	80	75	70	65	60	5	
		28	% of staff who feel that they have the opportunity to develop their skills	100	90	85	80	75	70	65	60	60	9	
		29	% staff who feel that their building administrator supports them in their work	100	95	90 (88)	85	80	75	70	65	60	60	5

School Food Services Balanced Scorecard Summer 2016

		SCORING CRITERIA									
		Target	Stretch	Goal	Moderate		Risk				
					6	5	4	Raw Score			
	Key Indicators	Measures									
Safety	Safe and Orderly Environment	100	90	85	80	75 (74)	70	65	60	9	
	Food	30	35	40	45	50	55 (57)	60	65	70	5
Budget	Personnel	30	35	45	50	55	60	65	70	8	
	Other	34	8	9	10	11	12	13	14	15	10
TOTAL SCORE											average 6.63

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**ELIGIBILITY CRITERIA FOR FREE AND REDUCED PRICE MEALS  
EFFECTIVE JULY 1, 2016**

Household Size	Maximum Household Income Eligible for Free Meals		Maximum Household Income Eligible for Reduced Price Meals	
	Annually	Monthly	Annually	Monthly
1	\$15,444	\$1,287	\$21,978	\$1,832
2	20,826	1,736	29,637	2,470
3	26,208	2,184	37,296	3,108
4	31,590	2,633	44,955	3,747
5	36,972	3,081	52,614	4,385
6	42,354	3,530	60,273	5,023
7	47,749	3,980	67,951	5,663
8	53,157	4,430	75,647	6,304
Each add'l member	+ 5,408	+ 451	+ 7,696	+ 642
				+ 148

**Family/Household** means a group of people who may or may not be related and who do not live in an institution or a boarding house, but who are living as one economic group. Students who are temporarily away at school should be counted as members of the family; however, students who are full-time residents of an institution are considered a family of one.

**Gross Income** means income before deductions for income taxes, employee's social security taxes, insurance premiums, charitable contributions, bonds, etc. It includes the following:

1. Monetary compensation for services, including wages, salary, commissions, or fees;
2. Net income from non-farm self-employment;
3. Net income from farm self-employment;
4. Social security;
5. Dividends or interest on savings or bonds or income from estates or trusts;
6. Net rental income;
7. Public assistance or welfare payments;
8. Unemployment compensation;
9. Government civilian employee or military retirement, or pensions, or veterans payments;
10. Private pensions or annuities;
11. Alimony or child support payments;
12. Regular contributions from persons not living in the household;
13. Net royalties; and
14. Other cash income. Other cash income would include cash amounts received or withdrawn from any source including savings, investments, trust accounts, and other resources which would be available to pay the price of a child's meal.

Income does not include any income or benefits received under any Federal program, which are excluded from consideration as income by any legislative prohibition.

In a household where there is income from wages and self-employment and the self-employment reflects a negative net income, consider that income as zero so as not to offset the wages earned.

In applying guidelines, the family's current rate of income should be used in determining eligibility.

**Current Income** is defined as income received during the month prior to application if such income is representative. Where the prior month's income was much higher or lower than usual, expected income for this year (12 months starting from the prior month) may be used; for example, self-employed people, farmers, and migrant workers

(Information follows on the reverse side.)

**Foster Children** whose care and placement is the responsibility of the State or who is placed by a court with a caretaker household is categorically eligible for free meals and may be certified without a application.

Households with foster and non foster children may choose to include the foster child as a household member, as well as any personal income earned by the foster child on the same household application that includes the non foster children. Foster children on the DC list are free eligible. Foster children cannot extend eligibility to household members.

**Institutionalized Children** are considered a one-member family and only monies the child actually receives and controls shall be considered as income for determining eligibility.

**Adopted Children** for whom a household has accepted legal responsibility is considered to be a member of that household. If the adoption is a "subsidized" adoption, which may include children with special needs, the subsidy is included in the total household income.

Because some adopted children were first placed in families as foster children, parents may not be aware that once the child is adopted, he/she must be determined eligible based on the economic unit and all income available to that household, including any adoption assistance, is counted when making eligibility determination.

**Missouri Department Of Elementary and Secondary Education  
Food and Nutrition Services  
SFR035 Meal Count / Reimbursement Summary  
July 2015 thru June 2016, 015-002 - CAMDENTON R-III**

School Lunch Program	Public Count	NonPublic Count	Total Count	Public Amount	NonPublic Amount	Total Amount
1. Average Daily Attendance	3,924	0	3,924			
2. Reimb. Lunches Served						
A. Full Price Lunches	153,886	0	153,886	\$58,937.82	\$0.00	\$58,937.82
B. Reduced Price Lunches	41,223	0	41,223	\$113,363.25	\$0.00	\$113,363.25
C. Free Lunches	260,548	0	260,548	\$820,726.20	\$0.00	\$820,726.20
D. Total Lunches Reimbursable	455,657	0	455,657			
E. Approved Add Sect 4	455,657	0	455,657			
F. Approved Add 6 Cents	455,657	0	455,657			
3. Total Lunch Reimbursement				\$991,027.27	\$0.00	\$991,027.27
4. Lunches Not Reimbursable	0	0	0			
5. Adult Lunches	23,191	0	23,191			
6. No. Approved - Free	19,074	0	19,074			
7. No. Approved - Reduced	3,228	0	3,228			
8. Percent Free/Reduced Lunches Served	66.23%	0.00%	66.23%			
9. Average Daily Participation	2,887	0	2,887			
10. Percent ADP of ADA	73.55%	0.00%	73.55%			
<b>School Breakfast Program</b>	<b>Public Count</b>	<b>NonPublic Count</b>	<b>Total Count</b>	<b>Public Amount</b>	<b>NonPublic Amount</b>	<b>Total Amount</b>
1. Average Daily Attendance	3,880	0	3,880			
2. Reimb. Breakfasts Served						
A. Full Price Breakfasts	65,406	0	65,406	\$18,967.74	\$0.00	\$18,967.74
B-1. Reduced Price Breakfasts (Basic)	0	0	0	\$0.00	\$0.00	\$0.00
B-2. Reduced Price Breakfasts (Severe)	20,136	0	20,136	\$34,028.84	\$0.00	\$34,028.84
C-1. Free Breakfasts (Basic)	0	0	0	\$0.00	\$0.00	\$0.00
C-2. Free Breakfasts (Severe)	153,699	0	153,699	\$305,861.01	\$0.00	\$305,861.01
D. Total Breakfasts Reimbursable	239,241	0	239,241			
3. Total Breakfast Reimbursement				\$358,858.59	\$0.00	\$358,858.59
4. Breakfasts Not Reimbursable	0	0	0			
5. Adult Breakfasts	11,728	0	11,728			
6. Percent Free/Reduced Breakfasts Served	72.66%	0.00%	72.66%			
7. Average Daily Participation	1,510	0	1,510			
8. Percent ADP of ADA	38.93%	0.00%	38.93%			
<b>After School Snack Program</b>	<b>Public Count</b>	<b>NonPublic Count</b>	<b>Total Count</b>	<b>Public Amount</b>	<b>NonPublic Amount</b>	<b>Total Amount</b>

**Missouri Department Of Elementary and Secondary Education  
Food and Nutrition Services  
SFR035 Meal Count / Reimbursement Summary  
July 2015 thru June 2016, 015-002 - CAMDENTON R-III**

1. Average Daily Attendance	127	0	127			
2. Reimb. Snacks Served						
A. Full Price Snacks	0	0	0	\$0.00	\$0.00	\$0.00
B. Reduced Price Snacks	0	0	0	\$0.00	\$0.00	\$0.00
C-1. Free Snacks (Area Eligible)	10,504	0	10,504	\$8,823.36	\$0.00	\$8,823.36
C-2. Free Snacks (Non Area Eligible)	0	0	0	\$0.00	\$0.00	\$0.00
D. Total Snacks Reimbursable	10,504	0	10,504			
3. Total Snack Reimbursement				\$8,823.36	\$0.00	\$8,823.36
4. Snacks Not Reimbursable	0	0	0			
5. Adult Snacks	0	0	0			
6. Percent Free/Reduced Snacks Served	100.00%	0.00%	100.00%			
7. Average Daily Participation	126	0	126			
8. Percent ADP of ADA	98.87%	0.00%	98.87%			
<b>Combined Lunch, Breakfast, Snack, Milk</b>						
1. Lunch/Breakfast/Snack/Milk						\$1,358,709.22

# Camdenton R-III Schools

## Student Eligibility Report

As of 5/23/2016

Buildings	Total				Student Eligibility				Eligibility by Application Type				
	TANE	FDP/IR	Homeless	%	Refused	Permitted	Medicaid	%	F&P	Apprs	Screened	Denied	Apprs
Camdenton High School	1160	428	37%	8%	97	8%	525	45%	635	258	267	21	21
Camdenton Middle School	651	302	46%	8%	50	8%	352	54%	299	137	215	11	11
Doowood Elementary	773	440	57%	8%	61	8%	501	65%	272	148	353	15	15
Hawthorn Elementary	490	272	56%	9%	45	9%	317	65%	173	121	195	5	5
Horizons Center	97	70	72%	4%	4	4%	74	76%	23	24	50	2	2
Hurricane Deck Elementary	197	137	70%	10%	10	5%	147	75%	50	47	100	3	3
Oak Ridge Intermediate	609	309	51%	10%	59	10%	368	60%	241	147	221	13	13
Osage Beach Elementary	282	134	48%	11%	11	4%	145	51%	137	42	103	4	4
Totals	4259	2092	49%	8%	337	8%	2429	57%	1830	924	1504	74	74

\*\* Totals may vary due to Mid-Day Eligibility Changes

Results	Application Totals										
	Income	SMAF	TANE	FDP/IR	Homeless	Migrant	Runaway	Foster	Permitted	Medicaid	Totals
Free Applications	279	35	0	0	0	0	0	11	0	0	380
Reduced Applications	196	0	0	0	0	0	0	0	0	0	196
Paid Applications	43	0	0	0	0	0	0	0	0	0	43
Totals	518	35	0	0	0	0	0	11	0	0	619

Eligibility	Student Eligibility Totals Based on Applications										
	Income	SMAF	TANE	FDP/IR	Homeless	Migrant	Runaway	Foster	Permitted	Medicaid	Totals
Free	463	48	0	0	62	0	0	15	0	0	588
Reduced	336	0	0	0	0	0	0	0	0	0	336
Paid	74	0	0	0	0	0	0	0	0	0	74
Totals	873	48	0	0	62	0	0	15	0	0	988

Eligibility	Student Eligibility Totals Based on Direct Certification										
	Income	SMAF	TANE	FDP/IR	Homeless	Migrant	Runaway	Foster	Permitted	Medicaid	Totals
Direct Certification	1409	62	9	0	0	0	0	24	0	0	1442
Extended Direct Certification	62	0	0	0	0	0	0	0	0	0	62
Letter Received	1471	0	0	0	0	0	0	0	0	0	1504
Total Direct Certifications	1471	62	9	0	0	0	0	24	0	0	1504

Consolidated	Student Eligibility Totals Based on Applications and Direct Certification										
	Income	SMAF	TANE	FDP/IR	Homeless	Migrant	Runaway	Foster	Permitted	Medicaid	Totals
Totals	873	1519	9	0	62	0	0	39	0	0	2502



**Breakfast in the Classroom**

<u>Dogwood</u>	Student Meals	Meal Price	Total
Full Paid	24,053	\$1.10	\$26,458.30
Reduced	6,627	\$0.40	\$2,650.80
<u>Hurricane Deck</u>			
Full Paid	7746	\$1.10	\$8,520.60
Reduced	1343	\$0.40	\$537.20
<u>Osage Beach</u>			
Full Paid	20,308	\$1.10	\$22,338.80
Reduced	1791	\$0.40	\$716.40
			<u>\$61,222.10</u>

<u>Adult Breakfast</u>	Meals Served	Meal Price	Total
Dogwood	4531	\$1.85	\$8,382.35
Hurricane Deck	2728	\$1.85	\$5,046.80
Osage Beach	1820	\$1.85	\$3,367.00
			<u>\$16,796.15</u>

<u>Supper Program</u>	Adults Served	Meal Price	Total
Osage Beach	512	\$2.90	\$1,484.80
Hurricane Deck	292	\$2.90	\$846.80
Dogwood	42	\$2.90	\$121.80
Hawthorn	313	\$2.90	\$907.70
Oak Ridge	524	\$2.90	\$1,519.60
High School	225	\$2.90	\$652.50
			<u>\$5,533.20</u>



## Eligibility for Community Eligibility Provision

0 CEP adopting schools of 8 eligible and near-eligible schools

[About the Database](#)

State: School District (Local Educational Agency or LEA): School

State: Missouri

District: CANYON R-IV

CALHOUN R-VIII

CALLAO C-5

CAMDENTON R-III

CAMPBELL R-II

Eligibility: All

0-25%

30-39%

40-49%

Ctrl - or shift-click to select multiple items

Show: Schools Participating

Schools Not Participating

Both

State	School District (Local Educational Agency or LEA)	School	Identified Student Percentage (ISP)	Participation in CEP	Student Enrollment (Where Available)
Missouri	CAMDENTON R-III	OAK RIDGE ELEM	60%	No	671
Missouri	CAMDENTON R-III	DOZEMOOD ELEM	64%	No	789
Missouri	CAMDENTON R-III	HAWTHORN ELEM	64%	No	493
Missouri	CAMDENTON R-III	HURRICANE DECK ELEM	72%	No	199
Missouri	CAMDENTON R-III	ALTERNATIVE CENTER	76%	No	93

[View Technical Notes](#)

## Food Service Price Comparison

July 2016

### Rolla 458-0100

nmcwhorter@rolla.k12.mo.us

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K-6 Breakfast	\$1.25	\$1.25	\$1.35	\$1.35	\$1.35	\$1.35	\$1.45	\$1.45
7-12 Breakfast	\$1.25	\$1.25	\$1.35	\$1.35	\$1.35	\$1.35	\$1.45	\$1.45
Elementary & MS Lunch	\$1.60	\$1.60	\$1.70	\$1.85	\$1.95	\$2.05	\$2.15	\$2.15
JH & HS Lunch	\$1.80	\$1.80	\$1.90	\$2.05	\$2.15	\$2.25	\$2.35	\$2.35
Adult Breakfast	\$1.50	\$1.50	\$1.50	\$1.50	\$1.70	\$1.70	\$1.80	\$1.80
Adult Lunch	\$2.50	\$2.50	\$2.75	\$2.85	\$2.95	\$3.05	\$3.15	\$3.15

### School of the Osage 365-4091 x-1

mcpheeter@osage.k12.mo.us

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K-5 Breakfast	\$0.75	\$0.75	\$0.75	\$0.75	\$0.85	\$0.85	\$0.95	\$1.05
6-12 Breakfast	\$1.00	\$1.00	\$1.00	\$1.00	\$1.10	\$1.10	\$1.20	\$1.30
Elementary Lunch	\$1.25	\$1.25	\$1.25	\$1.25	\$1.40	\$1.40	\$1.50	\$1.60
Upper Elementary Lunch	\$1.35	\$1.35	\$1.35	\$1.35	\$1.50	\$1.50	\$1.60	\$1.70
Middle School Lunch	\$1.50	\$1.50	\$1.50	\$1.50	\$1.65	\$1.65	\$1.75	\$1.85
High School Lunch	\$1.75	\$1.75	\$1.75	\$1.75	\$1.90	\$1.90	\$2.00	\$2.10
Adult Breakfast	\$1.50	\$1.50	\$1.50	\$1.50	\$1.60	\$1.60	\$1.70	\$1.80
Adult Lunch	\$2.50	\$2.50	\$2.50	\$2.50	\$2.65	\$2.65	\$2.75	\$2.85

### Waynesville 573-942-2550 (Ed. Svc. Office)

Sandra Rickert, PD Svc Secy srickert@waynesville.k12.mo.us

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Elementary Breakfast	\$1.25	\$1.25	\$1.25	\$1.25	\$1.25	\$1.25	Free	\$1.30
MS & HS Breakfast	\$1.25	\$1.25	\$1.25	\$1.25	\$1.25	\$1.25	Free	\$1.30
K-8 Lunch	\$1.65	\$1.65	\$1.75	\$1.75	\$1.85	\$1.85	\$1.95	\$1.95
9-12 Lunch	\$1.90	\$1.90	\$2.00	\$2.00	\$2.10	\$2.10	\$2.15	\$2.15
Adult Breakfast	\$2.05	\$2.05	\$2.05	\$2.05	\$2.05	\$2.05	\$1.30	\$2.10
Adult Lunch	\$2.50	\$2.50	\$2.50	\$2.50	\$2.85	\$2.85	\$2.65	\$2.65

### Lebanon 417-532-3481 or 9141

balbright@lebanon.k12.mo.us

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Elementary Breakfast	\$1.00	\$1.00	\$1.00	\$1.00	\$1.10	\$1.10	\$1.15	\$1.15

MS & HS Breakfast	\$1.10	\$1.10	\$1.10	\$1.10	\$1.20	\$1.20	\$1.25	\$1.25
Elementary Lunch	\$1.60	\$1.60	\$1.65	\$1.70	\$1.80	\$1.90	\$1.95	\$2.05
MS & HS Lunch	\$2.00	\$1.70	\$1.75	\$1.80	\$1.90	\$2.00	\$2.05	\$2.15
Adult Breakfast	\$1.50	\$1.50	\$1.50	\$1.50	\$1.60	\$1.60	\$1.65	\$1.65
Adult Lunch	\$2.10	\$2.10	\$2.10	\$2.15	\$2.25	\$2.25	\$2.30	\$2.30

### Camdenton

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 Proposed
Elementary Breakfast	\$1.00	\$1.00	\$1.00	\$1.00	\$1.10	\$1.10	\$1.10	\$1.10
MS & HS Breakfast	\$1.10	\$1.10	\$1.10	\$1.10	\$1.20	\$1.20	\$1.20	\$1.20
Elementary Lunch	\$1.75	\$1.75	\$1.75	\$1.75	\$1.85	\$1.90	\$1.95	\$2.00
MS & HS Lunch	\$2.10	\$2.10	\$2.10	\$2.10	\$2.20	\$2.25	\$2.25	\$2.25
Adult Breakfast	\$1.75	\$1.75	\$1.75	\$1.75	\$1.85	\$1.85	\$1.85	\$1.85
Adult Lunch	\$2.75	\$2.75	\$2.75	\$2.75	\$2.85	\$2.90	\$2.90	\$2.90

CAMDENTON R-III FOOD SERVICE PROGRAM														
	Meal Price History													
	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Elementary Lunch	2.00	1.95	1.90	1.85	1.75	1.75	1.75	1.75	1.75	1.65	1.55	1.50	1.45	1.45
Elementary Breakfast	1.10	1.10	1.10	1.10	1.00	1.00	1.00	1.00	1.00	0.90	0.80	0.80	0.80	0.80
Reduced Price Lunch	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40	0.40
Reduced Price Breakfast	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30
Secondary Lunch	2.25	2.25	2.25	2.20	2.10	2.10	2.10	2.10	2.10	2.00	1.80	1.75	1.75	1.70
Secondary Breakfast	1.20	1.20	1.20	1.20	1.10	1.10	1.10	1.10	1.10	1.00	0.90	0.90	0.80	0.80
Adult Breakfast	1.85	1.85	1.85	1.85	1.75	1.75	1.75	1.75	1.75	1.50	1.30	1.30	1.30	1.25
Adult Lunch	2.90	2.90	2.90	2.85	2.75	2.75	2.75	2.75	2.75	2.50	2.30	2.30	2.30	2.25



**Profit and Loss Statement  
Camdenton R-III Food Service Program**

Opening Balance July 1, 2015	\$	(14,546.33)			
<b>Local Receipts</b>					Difference from 2014-15
Food Service - Students	Code 500-5151	\$	503,800.30		\$ (9,404.71)
Food Service - Adults	Code 500-5161	\$	60,973.13		3,036.82
Food Service - Non-Program	Code 500-5165	\$	68,087.00		(3,961.34)
	<b>Sub Total</b>	\$	632,860.43		(10,329.23)
<b>State Receipts</b>					
Food Services - Students	Code 500-5333	\$	18,040.98		\$ (119.22)
	<b>Sub Total</b>	\$	18,040.98		\$ (119.22)
<b>Federal Receipts</b>					
Federal Lunch Reimbursement	Code 500-5445	\$	1,085,490.02		\$ 13,532.39
Federal School Breakfast Reimbursement	Code 500-5446	\$	358,858.59		\$ 15,046.77
After School Snack	Code 500-5448	\$	9,997.68		\$ (11,200.96)
Summer School Reimbursement	Code 500-5481	\$	88,572.37		\$ 41,873.23
	<b>Sub Total</b>	\$	1,542,918.66		\$ 59,251.43
<b>Grand Total Receipts</b>			\$2,193,820.07		\$ 48,802.98
<b>Expenditures</b>					
Food Service Expenditures	Code 500-2561	\$	2,222,731.41		\$ 63,008.94
Food Service - Banquets	Code 500-2562	\$	5,866.82		\$ (18,011.45)
	<b>Grand Total Expenditures</b>		\$2,228,598.23		\$ 44,997.49
<b>Receipts less Expenditures</b>			\$ (34,778.16)		\$ (3,804.56)
<b>Closing Balance as of June 30, 2016</b>			\$ (49,324.49)		\$ 34,778.16
<b>Amount Uncollected</b>			\$ 2,838.56		

**Monthly Participation Rates for Reimbursable Meals Served  
Average Daily Participation by Month  
2015 - 2016 School Year**

School	August	September	October	November	December	January	February	March	April	May	YTD Avg
High School	66.70	68.51	68.71	66.58	65.30	65.21	66.21	65.19	64.38	63.03	66%
Breakfast	8.52	12.28	13.48	14.57	14.35	13.79	15.06	14.46	14.52	14.97	14%
Middle School	75.70	76.02	77.13	75.62	75.16	73.84	73.97	73.73	73.51	71.96	74%
Breakfast	19.60	25.00	25.60	25.37	25.66	23.84	24.71	23.48	24.72	23.66	24%
Oak Ridge	75.16	77.11	78.22	79.25	77.30	79.83	78.79	77.74	78.35	71.45	77%
Breakfast	27.61	31.01	31.32	32.65	30.55	30.00	30.52	30.78	32.82	31.80	31%
Hawthorn	74.64	77.23	81.34	78.72	81.88	80.64	81.76	81.43	80.51	76.02	79%
Breakfast	35.79	37.27	39.41	39.15	37.10	36.81	38.84	39.09	39.61	38.54	38%
Hurricane Deck	74.74	84.39	86.63	89.22	87.88	88.89	89.88	87.06	88.37	84.66	86%
Breakfast	85.05	91.48	92.00	91.23	89.94	90.24	90.00	89.02	88.07	86.59	89%
Osage Beach	64.58	71.15	73.12	76.10	76.80	75.30	75.71	79.27	76.11	71.49	74%
Breakfast	87.45	92.91	91.76	91.73	89.76	90.23	91.67	93.23	90.16	91.73	91%
Dogwood	65.63	71.70	73.36	73.31	75.95	75.64	75.53	77.33	76.27	74.58	74%
Breakfast	66.67	72.44	78.22	70.90	67.71	68.72	67.12	67.76	68.95	64.51	69%
District %	70.74	75.16	76.93	76.97	77.18	77.05	77.41	77.39	76.79	73.31	76%
District %	47.24	51.77	53.11	52.23	50.72	50.52	51.13	51.12	51.26	50.26	51%



The Community Eligibility Provision (CEP) allows high-poverty schools to offer breakfast and lunch at no charge to all students while eliminating the traditional school meal application process. Thousands of schools across the country have successfully implemented this new option and are seeing the many benefits of ensuring that all of their students have access to healthy school meals. Community eligibility was phased in a few states at a time beginning in the 2011-2012 school year, and became available to eligible schools nationwide in the 2014-2015 school year.

### Benefits of the

#### Community Eligibility Provision

- **Lessens administrative work**—schools no longer have to collect and verify school meal applications and can focus on feeding children.
- **Increases participation**—participating schools in the initial pilot states increased breakfast participation by 9.4 percent and lunch participation by 5.2 percent in a U.S. Department of Agriculture (USDA) study.<sup>1</sup>
- **Facilitates implementation of alternative breakfast service models**—when schools don't have to collect fees or count each meal served by fee category, it simplifies implementation of breakfast in the classroom and "grab and go" service models that can boost participation further.
- **Improves the financial viability of school nutrition programs**—when participation increases, school districts can take advantage of economies of scale, and reinvest additional revenue to improve nutrition quality and provide staff training.
- **Eliminates unpaid meal fees**—when all children eat at no charge, the school district does not have to collect unpaid fees from families.

#### An Unequivocal Success in the First Two Years of Nationwide Availability

In its first two years of nationwide availability, the Community Eligibility Provision proved to be a very popular and effective tool for increasing participation in the school meal programs in the 2015-2016 school year:

- More than 18,000 schools—just over half of all eligible schools—offered free breakfast and lunch to all students through community eligibility, an increase of 4,000 schools from the 2014-2015 school year.
- More than 3,000 school districts are participating in community eligibility in all or some of their schools, up from 2,200 the year before.
- As a result, more than 8.5 million children in these schools have access to two healthy meals at school each day.<sup>2</sup>

#### Who Can Participate?

Any district, group of schools in a district, or individual school with 40 percent or more "identified students" —children eligible for free school meals who already are identified by other means than an individual household application—can choose to participate.

CONTINUED

### Community Eligibility Provision CONTINUED

#### Identified students include:

- Children directly certified for free meals through data matching because their households receive Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Food Distribution Program on Indian Reservations (FDPIR), and in some states and areas, Medicaid benefits.
- Children who are certified for free meals without an application because they are homeless, migrant, enrolled in Head Start, or in foster care.

Reimbursements are calculated by multiplying the percentage of identified students by 15 to determine the percent of meals that will be reimbursed at the free rate. For example, a school with 50 percent identified students would be reimbursed for 80 percent of the breakfasts and lunches served at the free reimbursement rate and the remaining 20 percent at the paid rate.

#### Community Eligibility Increases School Meal Participation

In a USDA evaluation of school districts participating in the seven pilot states in the 2012-2013 school year, community eligibility boosted school meal participation:

- School lunch participation increased by 5.2 percent over comparable non-community eligibility schools, and
- School breakfast participation increased by 9.4 percent over comparable non-community eligibility schools.<sup>3</sup>



#### Improves the Financial Viability of School Breakfast and Lunch Programs

As a result of expanded student participation and reductions in administrative work, many community eligibility schools have reported increased revenues, resulting in stronger school nutrition programs overall.

- "Our department's main goal is to feed students healthy meals so that they are ready to learn. Providing breakfast and lunch free of charge to all students through community eligibility has boosted participation by removing barriers like household applications and collecting fees from students. By feeding more children we are benefiting our school, our students, and our community."  
— *Leslie Fowler, Executive Director of Nutrition Support Services, Chicago Public Schools, Illinois*
- "Community eligibility has strengthened our school nutrition program financially by expanding participation and increasing revenue. We now have children eating who never ate school meals before, with an increase of approximately 1 million additional meals served over the school year. We have been able to use the increased revenue to improve school nutrition infrastructure and the quality of the food served to our children."  
— *Brenda Fish, Director of School Nutrition, Floyd County Schools, Kentucky*

#### Eliminating Unpaid Meal Fees

Offering meals at no charge to all students means that schools no longer have to go about collecting unpaid meal fees from families or foot the bill for meals served when children do not have money to pay. Removing this dynamic between families and schools allows school nutrition staff to focus on preparing and serving healthy meals to children and eliminates a significant financial burden for school districts and families.

**For more resources, visit FRAC's Community Eligibility Page:** [www.frac.org/community-eligibility](http://www.frac.org/community-eligibility)

<sup>1</sup>C. Logan et al. (2013), Community Eligibility Provision Evaluation Final Report, U.S. Department of Agriculture. <http://www.fns.usda.gov/sites/default/files/CEPEvaluation.pdf>

<sup>2</sup>Center on Budget and Policy Priorities and Food Research and Action Center. (2016). Community Eligibility Adoption Rates for the 2015-2016 School Year, Increasing Access to School Meals. <http://frac.org/2016/06/08/up-dl-cep2-report.pdf>

<sup>3</sup>C. Logan et al. (2013), Community Eligibility Provision Evaluation Final Report, U.S. Department of Agriculture. <http://www.fns.usda.gov/sites/default/files/CEPEvaluation.pdf>

**Board Self-Evaluation  
2016-2017 (1-4 Scale)**

2016-2017 - seven respondents		Unknown (1)	Disagree (2)	Agree (3)	Strongly Agree (4)			2016-2017 Mean
1.	My board expects change in the instructional practice of teachers as a routine feature of continuous school improvement.		2	9	12	3.29	3.00	2.86
2.	My board expects change in the managerial practice of administrators as a routine feature of continuous school improvement.		2	15	4		3.14	3.00
3.	My board expects change in the governance practice of the school board as a routine feature of continuous school improvement.		4	9	8			2.86
4.	My board welcomes change in instructional, administrative, and governance practices.			15	8	3.29	3.57	3.14
5.	My board made changes in its governance practices during the past year.	1	2	6	12		3.00	2.86
6.	I know with certainty that changes in governance practices my board has made during the past three years have led to improvements in student achievement.		2	15	4			2.86
7.	My board is committed to ongoing professional development for the board.		2	18			3.14	3.14
8.	My school board's own professional development is selected to address governance challenges identified by student performance data and board self-evaluation.		2	15	4		3.14	
9.	My district provides in-house orientation for new board members, conducted in part by board members, as a supplement to state-required certification training.			9	16	3.57	3.43	3.00
10.	My board always seeks pertinent data and information prior to making a decision or taking action.			3	24	3.86	3.57	3.57
11.	The data I receive from my superintendent and staff is delivered in a form or manner that makes sense to me.			3	24	3.86	3.71	3.57
12.	The data my board receives is of sufficient quantity (amount) to be helpful to my decision-making.			3	24	3.86	3.43	3.71
13.	I can find my district's state-published student performance data on DESE's website.			3	24	3.86	3.57	3.14

**Board Self-Evaluation  
2016-2017 (1-4 Scale)**

2016-2017 - seven respondents		Unknown (1)	Disagree (2)	Agree (3)	Strongly Agree (4)			2016-2017 Mean
14.	The data my board receives is sufficiently specific/pertinent to the issue(s) under consideration to be helpful to my decision-making.			3	24	3.86	3.29	3.29
15.	My board never receives reporting data or information without considering whether it requires a response.			15	8	3.29		
16.	My board always consults district policy before making a decision or taking an action.			6	20	3.71	3.43	3.43
17.	My board views superintendent recommendations as one of several types of information used in governance decision making.			3	24	3.86	3.86	3.43
18.	My board does not protect "sacred cow" programs unless there is data or information showing that program's effectiveness.			6	20	3.71	3.43	3.14
19.	My board routinely, accurately, and publicly reports the status of district finances.				28		3.86	3.86
20.	My board receives an annual presentation from an independent financial auditor as part of an open meeting.				28			3.43
21.	I know the proportions of federal, state, and local funds my district receives as revenue.			3	24	3.86	3.57	3.57
22.	I know or can find the performance standards currently used by DESE to determine the district's accreditation level.			3	24	3.86	3.71	3.14
23.	My district's mission statement is meaningful.				28			3.86
24.	My district's mission statement is focused on student achievement.				28		3.86	3.86
25.	My district's mission statement reflects the board's vision and beliefs.				28		3.86	3.57
26.	My board meets at least annually for the specific purpose of identifying superintendent performance goals for the coming year.				28		3.86	3.86
27.	My board meets at least annually for the specific purpose of identifying board goals for the coming year.				28		3.86	3.29



**Board Self-Evaluation  
2016-2017 (1-4 Scale)**

2016-2017 - seven respondents		Unknown (1)	Disagree (2)	Agree (3)	Strongly Agree (4)		
28.	At least once every five years, my board considers every part of the strategic plan in a collaborative revision process.			28		3.57	3.14
29.	My board includes specific objectives, strategies, and action steps for itself as a part of the district strategic plan.			9	16	3.57	3.43
30.	My district's strategic plan identifies specific evidences/documents to be used in measuring progress toward meeting strategic plan goals.			6	20	3.71	3.29
31.	My board expects and receives reports throughout the year showing the ongoing progress in the measured execution of strategic plan goals.			9	16	3.57	3.29
32.	I can name specific projects and programs at the classroom level that are the result of the board-approved district strategic plan.			15	8	3.29	3.43
33.	My district's strategic plan contains goals and objectives that exceed minimum performance requirements from the state or federal governments.			6	20	3.71	3.57
34.	My board requires meeting agenda items to be connected to the strategic plan, to policy, or to other governing documents whenever possible.			3	24	3.86	3.71
35.	Creation of the proposed board meeting agenda is a collaborative effort between the superintendent and board president.			9	16	3.57	3.71
36.	My requests for the inclusion of agenda items are generally granted.	1		6	16	3.29	3.00
37.	Board member requests for the inclusion of agenda items are not refused without reasonable explanation.	1		6	16	3.29	3.43
38.	I refer citizen inquiries regarding board meeting agendas to the Superintendent's Office or to the board president.			3	24	3.86	3.43
39.	My board conducts itself in a polite, professional manner during board meetings.				28	3.86	3.43
40.	If I need help from the district, I make my request to the superintendent.				28	3.86	3.71

**Board Self-Evaluation  
2016-2017 (1-4 Scale)**

2016-2017 - seven respondents		Unknown (1)	Disagree (2)	Agree (3)	Strongly Agree (4)		
41.	My board routinely and publicly recognizes the separation between management and governance.				28	3.43	2.86
42.	My board does not manage/micromanage district affairs.			3	24	3.86	3.71
43.	District staff is directly accountable to the superintendent, not the board.				28	3.86	
44.	I feel my opinion is valued by my fellow board members.			3	24	3.86	3.43
45.	I feel my opinion is valued by my superintendent.			3	24	3.86	3.57
46.	I feel welcome to express my view during board meetings.			3	24	3.86	3.71
47.	My board president works hard to prevent a minority of board members from dominating board meetings and work.				24	3.71	3.57
48.	I feel my board is respected by district staff.			3	24	3.86	3.71
49.	My board routinely recognizes student excellence.			6	20	3.71	3.43
50.	My board routinely recognizes staff excellence.			3	24	3.86	3.71
51.	I feel the viewpoint and opinion of my board colleagues are equally important as my own.				28		3.57
52.	My board is fair.				28		3.43
53.	My board does not hold grudges.			3	24	3.86	3.43
54.	My board respects the authority of the superintendent over his or her staff.				28	3.57	3.29
55.	The superintendent is the only district employee directly accountable to the board.				28	3.86	
56.	I keep closed session and other confidential information to myself.				28		
57.	My colleagues on the board can be trusted with confidential information.			3	24	3.86	
58.	Keeping information confidential when appropriate is not a problem on my board.				28		

EXPLANATION: **BOARD ORGANIZATIONAL MEETING**

MSBA has modified this policy to align with MSBA's recommendation that MSBA delegates and alternates be appointed at the annual reorganizational meeting. MSBA has also modified policy BCCA, MSBA Delegate and Alternate, to reflect the change in association governance structure adopted by the assembly of delegates, which increased the responsibilities of the district-appointed delegate. See policy BCCA, also in this update, for more information on the duties of the delegate.

Districts are strongly encouraged to consult the article *Board Reorganization FAQ's* on the MSBA website for more information about elections and other reorganization questions.

*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.*

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

**BOARD ORGANIZATIONAL MEETING**

According to state law, the annual organizational meeting of the Board of Education shall be held within 14 days after the annual Board election. The newly elected members shall qualify by taking the oath of office as prescribed in Article VII, Section 11, of the Constitution of Missouri. The Board secretary shall administer the oath to the new members.

Following the administration of the oath of office, the superintendent, serving as temporary chairperson, shall conduct the election of the president and vice president. Once the president and vice president have been elected, the president will preside over the remainder of the meeting. The Board shall organize by the election of a president and vice president, and the Board shall, on or before July 15 of each year, elect a secretary and a treasurer who shall assume their respective duties on July 15. The secretary and treasurer may or may not be members of the Board. The superintendent, who will serve as temporary chairperson, shall conduct the election of the president and vice president. All votes will be taken by voice vote, show of hands or another method of voting that clearly reveals each member's vote. Secret ballots are not permitted by law.

In addition, the Board will appoint one of its members to serve as the Missouri School Boards' Association delegate and one to serve as an alternate. If pursuant to MSBA bylaws the district is entitled to more than one delegate, the Board will appoint the number of delegates to which the district is entitled and alternate delegate. Appointed delegates will perform the duties as outlined in policy BCCA.

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*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: 08/08/1994

Revised: 02/09/2004

Legal Refs: Mo. Const. Art. VII, § 11  
§§ 162.301, 610.010 - .028, RSMo.

Camdenton R-III School District, Camdenton, Missouri

EXPLANATION: MSBA DELEGATE AND ALTERNATE

MSBA has modified this policy to match the change in governance structure adopted by its delegate assembly, which increased the responsibilities of the district-appointed delegate. In order to ensure that MSBA member districts receive information as efficiently as possible, MSBA encourages districts to provide MSBA with the names and contact information for the delegates. If the district does not provide this information, it is MSBA's policy to assign the delegate position to the Board president.

*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.*

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

MSBA DELEGATE AND ALTERNATE

At its annual organizational meeting, the Board of Education shall elect/appoint a Missouri School Boards' Association (MSBA) delegate and alternate. If, pursuant to MSBA bylaws, the district is entitled to more than one delegate, the Board will appoint the number of delegates to which the district is entitled and an alternate delegate. The Board prefers to appoint a member who has at least two years of experience on a Board member. The Board secretary or assistant will forward the name(s) of the delegate(s) and alternate(s) as well as their contact information, including e-mail address, to MSBA.

Duties of the MSBA Delegate

The MSBA delegate shall have the following duties:

- 1. Serve as the liaison between MSBA and the Board of Education.
- 2. Serve as the contact for communications from the Regional Executive Committee (REC) chair, the MSBA Board of Directors and MSBA staff. The delegate will provide MSBA an e-mail account to receive those communications and regularly monitor for this purpose.
- 3. Share information received from the REC chair, MSBA Board of Directors and MSBA staff with the Board. Agenda for regular open Board meetings will include an opportunity for a delegate to report. Report monthly to the Board on important issues identified by MSBA to include the report will include information about state and national issues impacting public education, opportunities and concerns related to public schools, and other specific information important to boards of education and the school districts they represent.
- 4. Serve as a resource to members of the Regional Leadership Action Committee (RLAC) in identifying persons with leadership skills to serve in regional leadership positions.
- 5. Actively participate in the development of the MSBA platform and resolutions advocacy positions.
- 6. Serve as an advocate for public education by maintaining a working relationship with elected officials who represent the district at the local, state and federal levels.
- 7. Attend and participate in the MSBA Delegate Assemblies.

Attend and participate in the MSBA spring and fall regional meetings and the annual Leadership Summit.

Duties of the MSBA Alternate

The MSBA alternate delegate will assume the role of delegate if the delegate is unable to serve.

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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:

Camdenton R-III School District, Camdenton, Missouri

EXPLANATION: **BOARD ORGANIZATIONAL MEETING**

MSBA has modified this policy to align with MSBA's recommendation that MSBA delegates and alternates be appointed at the annual reorganizational meeting. MSBA has also modified policy BCCA, MSBA Delegate and Alternate, to reflect the change in association governance structure adopted by the assembly of delegates, which increased the responsibilities of the district-appointed delegate. See policy BCCA, also in this update, for more information on the duties of the delegate.

Districts are strongly encouraged to consult the article *Board Reorganization FAQ's* on the MSBA website for more information about elections and other reorganization questions.

*MSBA recommends that copies of this document be sent 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.*

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	Health Services	Counselor	Special Education
	Transportation	Public Info/Communications	Technology

DRAFT

EXPLANATION: **HAZARDOUS MATERIALS**

MSBA initially revised this policy and accompanying procedures to include a chemical hazard communication program, as discussed below. However, MSBA also took this opportunity to thoroughly review this policy and update accompanying procedures as well.

**Asbestos**

The laws regarding the identification, management and abatement of asbestos in school buildings have not changed. However, MSBA realizes that some districts are not clear on their obligations in this area. For that reason, MSBA has added more specific language in both this policy and EBAB-AP1.

For more information on the school district's responsibilities regarding asbestos, go to:

<http://www2.epa.gov/asbestos/school-buildings>.

**Chemical Hazards**

MSBA has developed policy language and a procedure, EBAB-AP3, to comply with Occupational Safety and Health Administration (OSHA) requirements for employers to communicate with employees about hazardous chemicals.

While public school districts in general are not subject to federal OSHA regulations, state law requires all employers to institute reasonable safety rules. Further, workers' compensation laws provide financial incentives for employers to institute and enforce workplace safety rules as well. School districts take the safety of employees and students seriously, and most want to implement the most current rules used in the private sector to keep employees and students safe. For these reasons, MSBA recommends that districts adopt a chemical hazard communication program as outlined in this policy and in EBAB-AP3. Any district that decides not to develop a chemical hazard communication program may simply delete this section and not implement the procedure.

**Lead**

MSBA has decided to take a broader approach to lead abatement. While there are specific state laws governing sources of lead in water pipes, districts should also identify and abate lead paint and other sources of lead in the district. For more information about the impact of lead poisoning on child development, go to:

<http://www.cdc.gov/tche/lead/>.

**Emergency Plans**

MSBA recommends that the district include hazardous materials incidents in district emergency plans. The State of Missouri school emergency planning portal "Missouri 1Plan" (<http://www.moces.org/services/missouri-1plan>) has best practice templates for ensuring the district's emergency plan embraces current best practices related to dealing with hazardous materials incidents. The State of Missouri makes this resource available for free to all schools in the state of Missouri, and the Center for Education Safety can provide additional information on this valuable resource. Contact [info@moces.org](mailto:info@moces.org).

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.

<input checked="" type="checkbox"/> Board Secretary	<input checked="" type="checkbox"/> Business Office	<input type="checkbox"/> Coaches/Sponsors
<input checked="" type="checkbox"/> Facility Maintenance	<input type="checkbox"/> Food Service	<input type="checkbox"/> Gifted
<input checked="" type="checkbox"/> Human Resources	<input checked="" type="checkbox"/> Principals	<input type="checkbox"/> Library/Media Center
<input checked="" type="checkbox"/> Health Services	<input type="checkbox"/> Counselor	<input type="checkbox"/> Special Education
<input type="checkbox"/> Transportation	<input checked="" type="checkbox"/> Public Info/Communications	<input type="checkbox"/> Technology

**HAZARDOUS MATERIALS**

To promote the health and safety of the students, staff and patrons of the district, and to ensure the environment is reasonably protected from hazardous materials that hazardous materials are handled appropriately, the Board of Education of the Camden R-III School District directs the administration, under the guidance of the superintendent, to develop procedures which address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations of the district. Emergency response actions and evacuation plans will also be coordinated with the procedures.

Hazardous materials shall be defined as any substance specifically designated as such by state or federal law, or any other substance or mixture of substances which may be explosive, ignitable, corrosive, reactive and/or toxic. The Board directs district staff to avoid using hazardous materials to the extent feasible and to minimize the quantities of such substances used by generated in the school district. In addition, district employees shall follow the procedures developed by the administration and shall take the necessary precautions recommended by manufacturers' warnings when handling or transporting hazardous materials.

The procedures developed by the administration shall comply with all local, state and federal laws and regulations which pertain to the proper management of hazardous materials. The superintendent or designee is responsible for identifying any substances which may be hazardous, and ensuring such substances are properly disposed in a state-approved facility or landfill.

When necessary, the district shall contact the U.S. Environmental Protection Agency (EPA) and/or the Waste Management Program of the Missouri Department of Natural Resources in order to obtain relevant information regarding hazardous waste management.

District personnel will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize quantities of such substances generated by the school district. In addition, district employees shall follow the procedures developed by the administration and shall take the necessary precautions recommended by manufacturers' warnings when handling or transporting hazardous materials.

**Emergency Plans**

The superintendent or designee will include in district emergency plans appropriate response and evacuation plans for situations where hazardous materials threaten the health or safety of persons on district property or where hazardous materials on district property threaten the health or safety of people in the surrounding area.

**Asbestos**

The district shall survey and assess the exposure of friable asbestos in all buildings. This report shall be filed with appropriate state agencies, and will be available for public review in the superintendent's office. The district shall take all steps necessary to comply with the Asbestos Hazard Emergency Response Act, as described in regulations of the EPA. The district will use appropriately accredited professionals and laboratories and will follow all federal and state laws regarding the identification, management and abatement of asbestos in district buildings.

The superintendent will designate an employee to supervise the implementation of the district's asbestos management plan and federal laws regarding asbestos management in the district. The employee designated will receive adequate training to perform his or her duties as required by law.

**Hazardous Chemicals**

The superintendent or designee will provide information to district employees about the hazardous chemicals used in their workplaces by developing, implementing and maintaining a written chemical hazard communication program. Employees will be provided appropriate training and safety devices when handling these materials.

**Lead**

The superintendent or designee is directed to identify and develop plans to eliminate all potential sources of lead poisoning from district property.

**Lead Contamination Inspection**

The district shall monitor the periodic collection of drinking water samples from all sources in the district by the Missouri Department of Health, and shall review the results from the EPA-certified laboratory that performs the tests, when the results become available.

The Board shall assist the Department of Health in any way necessary to assure that any testing program mandated by law is completed within the time frame allowed, and will act immediately to secure funding for the repair of drinking water sources that do not meet federal standards, or for the disconnection of the sources. Pipes that contain lead soldering shall be repaired using a non-lead solder, and water coolers that are found to contain lead in the lining of their tanks will be repaired or replaced. The Board shall encourage continued periodic inspections of district drinking water sources constructed before 1987.

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REFERENCE COPY

FILE: EBAB  
Critical

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 forums for related information.

Adopted: 08/08/1994

Revised: 07/10/2000

Legal Refs: §§ 640.120, 643.225 et seq., RSMo.  
10 C.S.R. 10-6.240, 25-16.273, 60-15  
The Asbestos Hazard Emergency Response Act of 1986, 2015 U.S.C. §§ 4011 et  
seq. 2641, 2656  
Asbestos School Hazard Abatement Reauthorization Act, 1520 U.S.C. §§ 2641 et  
seq. 4011, 4022  
29 C.F.R. §§ 1910.1200  
40 C.F.R. Part 763

Camdenton R-III School District, Camdenton, Missouri

DRAFT

EXPLANATION: **PART-TIME AND SUBSTITUTE EMPLOYMENT**

MSBA has recoded and modified this policy so that it applies to both professional and support staff. Many of the laws and recommended policy language regarding part-time and substitute employment are applicable to all employees, not just certificated staff.

1. **Job Sharing.** This section of the policy is based on § 168.303, RSMo., and state regulation 5 C.S.R. 20-400.100. These laws essentially require the district to provide pro rata leave to part-time employees if they meet the requirements of "job sharing." However, they exclude some employees. Previously, these employees were not listed. MSBA has added the list of excluded employees in this version.

In reality, many districts provide paid leave to regular part-time employees on a pro rata basis anyway, including part-time employees serving in the positions excluded under the job sharing statute (see policies GCBDA and GDBDA). If this is the case in your district, this section is meaningless and can be deleted.

2. **Substitute Employees.** State statute requires a majority of the Board to approve employment of all persons. § 162.301, RSMo. Substitute teachers and other substitutes are district employees and must likewise be approved by the Board. Many districts obtain this approval through a consent agenda item. While Board approval is necessary, MSBA recommends that the Board carefully read lists of substitute teachers before voting to avoid illegal nepotism.

3. **Employing Retired Employees.** MSBA has expanded this section to apply to all retirees, not just those under the Public School Retirement System (PSRS). The laws regarding re-employment of retirees are identical under PSRS and the Public Education Employee Retirement System (PEERS) with the exception of compensation. The laws restricting compensation for persons receiving allowances under PSRS are quite strict but are nonexistent under PEERS.

MSBA has added a few additional points under this section based on revised PSRS and PEERS regulations. New regulations now require retirees to prorate the 550 hours they are able to work throughout the school year. The retiree may only work a total of 550 hours if the employee works the entire school year. If a retiree returns to work in a school district in January, for example, the retiree may only work 275 hours in the remainder of the school year. In addition, retirees are now required to keep a log of the days and hours worked for the district, and the district needs to maintain a copy of that log to present to PSRS or PEERS upon request to prove that the district and the employee are in compliance with the 550-hour limitations.

PSRS and PEERS have recently revised state regulations to put additional restrictions on the re-employment of retirees soon after they have retired. A retiree cannot reach an agreement to work for the district, whether written or unwritten, until the retiree has received his or her first retirement benefit payment. See 16 C.S.R. 10-S.010, 16 C.S.R. 10-6.050. While the consequences are primarily on the employee, as they will be required to repay any retirement benefit received, MSBA has added language to the policy as well. Most districts do not want to do anything that would put an employee's retirement at risk.

4. **Affordable Care Act and Part-Time Employees.** Many districts have become concerned about the impact of the Affordable Care Act (ACA) on the re-employment of district employees who have retired. The ACA does not impact most retirees, but if the district uses the look-back measurement method, it could have implications for persons who worked full-time for the district, retired, and are immediately re-employed on a part-time basis the following year. See the explanation and revisions to GCBC-API and GDBC-API in this update.

The look-back measurement method works prospectively. If an employee works for the district full-time during the district's measurement period, then the district must offer the employee insurance during the stability period, even if the employee's hours are reduced, as long as the employee is still on the district's payroll. Even if the employee retires or resigns, if there has not been a 26-week break in service before the employee is re-employed, the district cannot consider the employee as "new," and the employee is entitled to be offered insurance during the stability period. There is an exception that is discussed more thoroughly in the explanation and revisions to GCBC-API and GDBC-API, but even if that exception applies, the district is required to offer insurance for at least three calendar months. This is a problem because most districts do not offer and have not budgeted for insurance costs for part-time employees.

Although most districts are primarily concerned about the ACA's impact on rehiring retirees, the reality is that the ACA regulations have a similar impact on any full-time employee who moves to a part-time position if the district uses the look-back measurement method to determine the full-time status of an employee.

Now that districts are realizing the impact of using the look-back measurement method, many have asked MSBA for sample policy language. MSBA has not put language directly into its sample policies because not all districts are using the look-back measurement method. Further, some districts have such a difficult time finding qualified teachers that they do not want policy language that would limit the administration's ability to secure qualified staff, even if it means paying for a few additional months of insurance. Finally, policy language is not absolutely necessary.

The district's administration can contemplate impact on the budget when assigning or hiring staff to part-time positions in the district without a Board directive. Nevertheless, many districts have requested some sample language. For that reason, MSBA has created the following language, which can be inserted into this policy:

**Restrictions on Employment and Transfer**

The district does not offer health coverage for part-time or substitute employees, unless required by law to do so. Therefore the district will not consider re-employing in a part-time or substitute capacity a recently retired or former employee if the person would be entitled by law to district-paid health coverage. However, the district will consider an application once the person has gone 26 weeks without being credited for an hour of service with the district.

Likewise, the district will not consider transferring a full-time employee to a part-time position if the employee would be entitled by law to district-paid health coverage.

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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

PART-TIME AND SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

The district may employ part-time employees and employees who will work on a substitute basis in the district. These employees must meet the same qualifications as full-time staff, must be appropriately certified or licensed when necessary and are subject to the same policies, procedures and other rules as full-time employees. Part-time and substitute employees must satisfactorily complete the same background checks and screenings required of full-time employees.

Part-Time Teachers

Part-time teachers shall meet the qualifications required of full-time teachers in the district as well as the requirements for teachers under state law and/or state regulations. Part-time teachers must satisfactorily complete the same background checks and screenings required of full-time teachers by the district.

The contracts of all professional staff employed on a regular, part-time basis must explicitly state the percentage of full-time employment (FTE) that the employee is contracted to work so that the district may accurately calculate the accumulation of tenure.

Job Sharing

The district may employ classroom teachers through a job-sharing arrangement in accordance with law. Classroom teachers in a job-sharing position shall receive paid legal holidays and paid leave applicable to all classroom teachers on a pro-rata basis.

A job-sharing position shall mean any position that is shared with one other employee, requires employment of at least 17 and no more than 20 hours per week on a regular basis and requires at least 70 percent of all time spent in classroom instruction. Instructional support or school services positions (such as guidance counselors, media coordinators, psychologists, social workers, audiologists, speech and language pathologists, and nursing positions) are not eligible for job sharing under state law but may still be employed on a part-time basis.

Substitute Employees

In accordance with law, a majority of the whole Board must approve the employment of all employees, which includes substitute employees. The superintendent will present an initial list of substitute employees to the Board for approval. If substitute employees are added to or removed from the list, the superintendent will submit the revised list or the individual changes to the Board for approval.

Substitute teachers are called to teach for a day or a week or for longer periods to fill vacancies caused by the absence of regular teachers.

Application

In addition to meeting all application and certification requirements of DESE, a person interested in substitute teaching must file a formal application with the office of the assistant superintendent. A personal interview is required with a building principal of any applicant who has not previously taught or substituted in the Camdenton Schools.

A list of approved substitutes shall be sent to all principals and principals shall select employee substitutes only from this list.

Rate of Pay for Substitutes

Substitute teachers on a day-to-day assignment in either the elementary or secondary schools will be paid a standard daily rate as fixed by the Board of Education. However, if a substitute teacher continues teaching for the same teacher for ten consecutive school days, the substitute will be placed on a beginning teacher salary scale for each day taught beyond the first ten days as long as the days are consecutive and uninterrupted. If it is necessary for the substitute teacher to be absent due to his or her personal illness, the count for consecutive days will not be interrupted as long as the number of days absent is three or less. A doctor's excuse must be provided. This illness absence will be allowed for a maximum of three days with no pay for missed days. Absences for other reasons or that exceed the three days allowed will result in the teacher having to requalify for the beginning teacher salary. A substitute teacher may request that an exception be made to the three-day limit by submitting the request in writing to the human resources department. The superintendent or designee has the discretion to approve such requests due to extenuating circumstances.

Holidays, Sick Leave

Substitute teachers are not entitled to pay for holidays that occur during their period of teaching; neither are they entitled to sick leave.

Position

The substitute teacher shall be responsible to the administrator of the teacher for which substitution is made.

Duties

The substitute teacher shall perform those duties done normally by the absent teacher.

Previously Retired Teachers Employing Retirees

Any teacher who is retired and currently receiving a retirement allowance other than for disability under the Missouri Public School Retirement System may be employed (PSRS) or the Public Education Employee Retirement System (PEERS) in any capacity on either a part-time, temporary or substitute basis. As long as these employees do not work in excess of not to exceed a total of 550 hours in any one school year as provided by state law, these employees will not contribute to PSRS or PEERS.

The district may employ a retiree for more than 550 hours or even employ a retiree full-time with the mutual understanding that this will result in a new retirement account being established and that the employee will not be eligible to receive his or her retirement allowance for any month during which he or she is employed by the district unless the district can demonstrate that it has a critical shortage of qualified employees as required under state law.

In accordance with law, the district will not reach a written or unwritten agreement for future employment with a person who has retired or is going to retire under PSRS or PEERS until the person has received his or her first retirement benefit payment.

All persons employed by the district who are receiving a retirement allowance from PSRS or PEERS are required to provide the district an accurate record of the dates and hours they work for the district. Such records will be maintained by the district.

Limits on Compensation for Retirees under PSRS

and, through such employment, retirees receiving a retirement allowance under the PSRS who are employed by the district may earn up to 50 percent of the annual compensation payable under the employing district's salary schedule for the position or positions filled by the retiree, given such person's level of experience and education, without a discontinuance of the person's retirement allowance. If the position in question is not subject to the district's salary schedule, an employed retiree may earn up to 50 percent of the annual compensation paid to the person or persons who last held such position or positions. If the position or positions did not previously exist, the compensation limit shall be determined in accordance with rules of the Board of Trustees of the retirement system provided that it shall not exceed 50 percent of the annual compensation payable for the position in the school district that is most comparable to the position filled by the retiree.

In any case where a retiree under PSRS fills more than one position during the school year, the 50 percent limit on permitted earnings shall be based on the annual compensation of the highest-paid position occupied by the retiree for at least one-fifth of the total hours worked during the year. Such a person shall not contribute to the retirement system or to the Public Education Employee Retirement System because of earnings during such period of employment.

A retired teacher may be employed for more than 550 hours, but this will result in a new retirement account being established pursuant to law, and he or she shall not be eligible to receive his or her retirement allowance for any month during which he or she is so employed.

Contracts

The contracts of all teachers employed on a regular, part-time basis must explicitly state the percentage of full-time equivalent (FTE) work for which they are contracted so that the district may accurately calculate the accumulation of tenure.

Substitute Teachers

All substitute teachers must be certified by the Department of Elementary and Secondary Education (DESE) through an application submitted in accordance with state law. The superintendent will present an initial list of substitute teachers to the Board for approval. If substitute teachers are added to or removed from the list, the superintendent will submit the revised list or the individual changes to the Board for approval.

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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: 08/08/1994

Revised: 09/19/2002; 06/13/2005; 01/08/2007; 05/09/2011; 09/12/2011

Legal Refs: §§ 162.301, 168.101 - 130, 303, 169.560, 169.660, RSMo.  
S.C.S.R. 20-400.110, 220  
16 C.S.R. 10-5.010-6.060

Camdenton R-III School District, Camdenton, Missouri



EXPLANATION: CRIMINAL BACKGROUND CHECKS

MSBA has revised this policy to recognize that the Federal Bureau of Investigation's (FBI) criminal history file and the Missouri State Highway Patrol's (MSHP) criminal history database and sexual offender registry are now accessible by school district electronically and that many districts may not keep physical copies of background check results.

Finally, MSBA has modified the "Consequences" section to clarify that an employee can be terminated and an applicant can be excluded for not only a background check failure, but also for a background check that is considered unreliable as defined by the superintendent or designee.

MSBA recommends that copies of this document be stored in the following areas. Review the contract list of contract for the district's determination of the contract list. Please forward copies to the district superintendent of the contract list.

Board Secretary	X	Business Office	Contract Specialist
Facility Maintenance		Food Service	Cafeteria
Human Resources	X	Principal	Library/Media Center
Legal Services		Special Services	Special Education
Transportation		Student Support Services	Technology

The district will conduct a criminal background check on all new hires. The district may allow hire drivers to operate district transportation pending the results of the criminal background check.

Payment

In general, the district will pay the cost of this background check for all new employees. However, when an employee has been hired by a Missouri public school within the past year and the district receives a copy of the background check results from the Missouri State Highway Patrol's (MSHP) previous background check, the district will not require an additional background check as a condition of employment unless the district pays the cost, in accordance with law.

Schoolbus members will be required to pay the cost of the criminal background check. The district will reimburse substitute teachers for this cost after they have been employed for 10 days. The district will be the responsible party for the substitute teacher to request the background check. In cases where the district requires independent contractors to conduct criminal background checks, payment for the background check will be determined by law.

Updating Information

The district reserves the right to require any employee to submit to additional criminal background checks at the district's expense or to re-run background checks at any time. The district will provide necessary to conduct post-employment background checks as allowed by law.

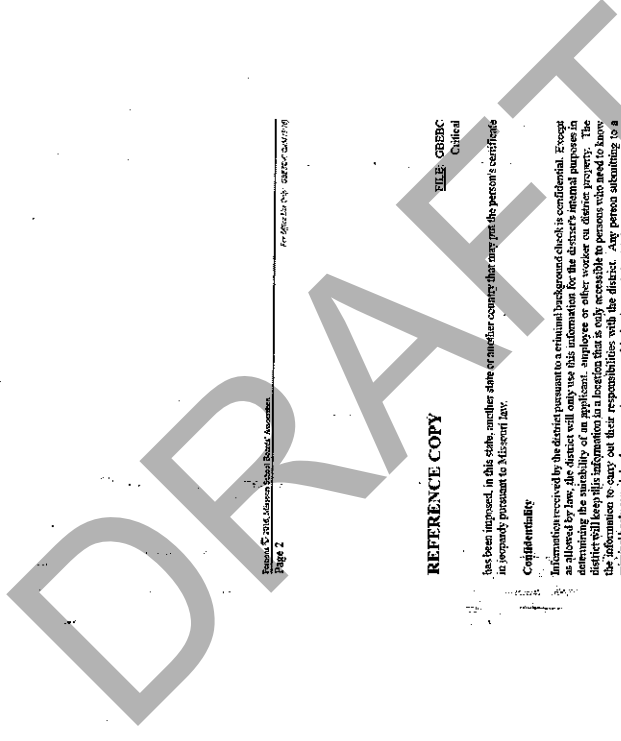
Any employee refusing to submit to a background check may be disciplinary or terminated. The district may decline to utilize the services of contractors who refuse to participate.

District Notification

As a condition of participating to work within the district, all employees and other persons required to submit to a criminal background check will be notified by the district if they are charged, convicted, placed back to or an adverse finding with a criminal record, regardless of the imposition of sentence. This notification must be made as soon as possible, but no later than five business days after the event.

Reporting Requirements

The district will report to DESSE when information is obtained that a certified person has pled guilty or no contest to a crime or offense, regardless of whether a sentence



has been imposed, in this state, another state or another country, that may put the person's certificate in jeopardy pursuant to Missouri law.

Confidentiality

Information received by the district pursuant to a criminal background check is confidential. Except as allowed by law, the district will only use this information for the district's internal purposes in determining the suitability of an applicant, employee or other worker on district property. The district will keep this information in a location that is only accessible to persons who need to know the information to carry out their responsibilities with the district. Any person submitting to a background check may receive a copy of the background check information received by the district.

Pursuant to state law and upon the written request of an employee or former employee, the district may transfer a criminal background check to another school district within one year of receiving the background check.

Consequences

The superintendent or designee is directed to exclude from employment or to take action to terminate individuals whose criminal background checks reveal that they have exhibited behavior that is prohibited by law, or that the individual's criminal record is such that the individual's employment would be a detriment to the health, safety or welfare of the students or staff of the district. The superintendent or designee is directed to take action to terminate individuals whose criminal background checks reveal that they have exhibited behavior that is prohibited by law, or that the individual's criminal record is such that the individual's employment would be a detriment to the health, safety or welfare of the students or staff of the district. Employees who fail to keep background checks current as required by law or this policy or who violate any portion of this policy or district procedure will be subject to disciplinary action up to and including termination.

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Notice: This vendor is encouraged to check the status of this contract at the beginning of this action for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 12/12/2005

Revised: 01/09/2007; 01/10/2011; 06/28/2012;

Cons R. file: TCC, School Volunteers

Legal Ref: §§ 43-48, §§ 168.133, 176.050, RSMo.

Candidates R-III School District, Cambridge, Missouri

EXPLANATION: TEACHING ABOUT HUMAN SEXUALITY

House Bill 501 (2015) modified the current law pertaining to instruction about human sexual anatomy and physiology to allow districts to opt out of such instruction, including online instruction. Any district that provides instruction in human sexuality must do so in accordance with state law (§ 170.015, RSMo). MSBA has modified this policy to include the additional provisions required by House Bill 501. While House Bill 501 did not specifically address other social media or e-learning, MSBA has chosen to include them as part of the policy.

While Missouri law has very specific requirements for the content of human sexuality instruction, neither law nor the Missouri School Improvement Program (MSIP) requires the district to adopt a policy. However, because the law is quite detailed, MSBA has incorporated the legal requirements into this policy to assist districts with compliance.

MSBA also expanded the requirement that students be educated on the benefits, functionality, risks to include statutory options. Students charged with either of these offenses must be excluded from the district's regular school program under the Safe Schools Act.

Finally, MSBA added legal references for the federal abstinence grant, the state's defining standards, and the section of Missouri law that prohibits students from being charged with an offense (other than an alternative program) if they have been convicted of a statutory rape or student.

MSIP references were removed since they are no longer applicable. MSIP 5 does not specifically address teaching about human sexuality.

MSBA has reviewed the content of this document to ensure that it complies with the content of the Missouri School Improvement Program (MSIP) and the Missouri State Board of Education (MSBE) policies. Any items that are not listed below were not reviewed by MSBA.

MSBE Policy	MSBE Policy Number	MSBE Policy Title	MSBE Policy Content	MSBE Policy Status
Board Governance	100.010	Board Governance	MSBE Policy 100.010	Compliant
Facility Maintenance	100.020	Facility Maintenance	MSBE Policy 100.020	Compliant
Food Service	100.030	Food Service	MSBE Policy 100.030	Compliant
Health Services	100.040	Health Services	MSBE Policy 100.040	Compliant
Instruction	100.050	Instruction	MSBE Policy 100.050	Compliant
Transportation	100.060	Transportation	MSBE Policy 100.060	Compliant
Technology	100.070	Technology	MSBE Policy 100.070	Compliant

6. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of chapter 566, RSMo—Missouri law pertaining to statutory rape and statutory seduction.
7. Provide information about the consequences of and ways to prevent sexual activity.
8. Teach students about responsible decision-making, including the importance of using sexual abstinence as a responsible choice. This includes teaching students about the benefits of abstinence, including the avoidance of sexually transmitted infections, unintended pregnancy, and the avoidance of the emotional, social, and financial consequences of unintended pregnancy.
9. Provide information about the consequences of and ways to prevent sexual activity, including the importance of using sexual abstinence as a responsible choice. This includes teaching students about the benefits of abstinence, including the avoidance of sexually transmitted infections, unintended pregnancy, and the avoidance of the emotional, social, and financial consequences of unintended pregnancy.
10. Explain the consequences of and ways to prevent sexual activity, including the importance of using sexual abstinence as a responsible choice. This includes teaching students about the benefits of abstinence, including the avoidance of sexually transmitted infections, unintended pregnancy, and the avoidance of the emotional, social, and financial consequences of unintended pregnancy.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students unless the person or entity is a provider of abstinence services. District personnel or district agents will not encourage students to have an abortion.

Students may be sponsored by gender for human sexuality instruction. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the district's policy regarding the availability of such instruction. The district is required to make all human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.

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MSBA has reviewed the content of this document to ensure that it complies with the content of the Missouri School Improvement Program (MSIP) and the Missouri State Board of Education (MSBE) policies. Any items that are not listed below were not reviewed by MSBA.

TEACHING ABOUT HUMAN SEXUALITY

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to the requirements of state law, the Board of Education hereby adopts the following policy regarding human sexuality and sexually transmitted diseases. The materials and instruction shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy and sexually transmitted diseases; present information regarding the health benefits of abstinence from sexual activity; present information regarding the health risks associated with adolescent sexual activity. Students shall be advised that the use of condoms places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.
2. Explain that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be advised that the use of condoms places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.
3. Present information regarding the health benefits of abstinence from sexual activity, including the avoidance of unintended pregnancy and the avoidance of the emotional, social, and financial consequences of unintended pregnancy. Present information on the availability of human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papilloma virus (HPV), hepatitis and other sexually transmitted diseases.
4. Present information with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates of each form of pregnancy and sexually transmitted diseases prevention. Present information on the availability of human immunodeficiency virus (HIV) and the prevention of the fetal alcohol syndrome.
5. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of abstinence, including the adoption of special needs children, and the processes involved in making an adoption plan.
6. Teach skills of conflict management, personal responsibility and positive self-esteem through decision and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to have their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, and respect for one's self and others. Students shall be taught to make informed choices about sexual activity. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.

REPORT  
 STATE BOARD OF EDUCATION  
 EDUCATION POLICY  
 LEGAL COUNSEL  
 417 S. 5th Street, Suite 1000  
 St. Louis, MO 63102  
 Phone: (314) 241-1000  
 Fax: (314) 241-1001  
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Completion K-III School District, Camdenton, Missouri

**EXPLANATION: ADMISSION OF STUDENTS (Students Only) - Nonresident Students**  
*Enrollment and Attendance Records - Residency*

Senate Bill 116 (2015) modified the residency rules pertaining to children of military families by clarifying that children living in a district with someone other than a parent or legal guardian are permitted to attend school and be counted as resident students if one or both parents are "stationed or deployed out of state or employed within Missouri under Title 39 or Title 40 active duty."

Previously this exception only applied to deployment and active duty, and not situations where the parent was absent due to being stationed in another location.

REG-1 recommends that copies of this document be retained in the following areas. Because the content of this document is subject to change, REG-1 recommends that copies of this document be retained in the following areas:

Area	REG-1	REG-2	REG-3
Board Secretary	X	Administrative Office	Clerical Support
Human Resources	X	Food Service	Child Care
Business Services	X	Parenting	Library/Media Center
Information Technology	X	Child Support	Special Education
Transportation	X	Transportation	Communications
Security	X	Security	Security

The Board delegates to the superintendent or designee the responsibility of bringing to the Board any application for a waiver which is submitted to attend school in the district. All other applications will be accepted and granted by the superintendent or designee on behalf of the Board. Once an application for a waiver has been identified for Board review, the Board shall convene a hearing to consider the request as soon as possible, but no later than 45 days after the receipt of the waiver request, or else the waiver shall be granted. The Board president may appoint a committee of the Board to act in lieu of the Board to consider waiver requests.

Once a waiver of proof of residency has been requested and the superintendent or designee has determined that attendance is in the best interest of the student, the student may be permitted to re-enroll and attend school until such time as the Board decides to grant or deny the waiver request. If the Board grants the waiver request, the student will be allowed to continue attending school. If the Board denies the waiver request, the student shall not be allowed to continue attending school in the district.

In instances where there is reason to suspect that admission of the student will create an immediate danger to the safety of other students and employees of the district, the superintendent or designee may convene a hearing within five working days of the receipt of the request to determine whether the student may re-enroll.

**Students Out-of-State Enrolled by Law to Enroll**

In accordance with law, students will be enrolled and admitted without going through the waiver process when they:

1. Are considered homeless in accordance with state and federal law (42 U.S.C. § 11431 - 11435; § 167.020, RSMo.);
2. Are attending the district as participants in an interdistrict transfer program established under a court-ordered desegregation program (§ 167.020, RSMo.);
3. Are wards of the state and have been placed in a residential care facility within the district by state officials (§ 167.020, RSMo.);
4. Have been placed in a residential care facility within the district due to a mental illness or developmental disability (§ 167.020, RSMo.);
5. Have been placed in a residential care facility within the district by a juvenile court (§ 167.020, RSMo.).

6. Are assigned to the district by the commissioner of education due to an unusual or unresolvable transportation hardship (§ 167.121, RSMo.). The residential district will pay the tuition.

7. Have been identified as students with disabilities who are eligible for enrollment in the district for reasons other than accessing the district's educational program (§ 167.020, RSMo.).

8. Have a permanent or temporary home in the district and are orphans, have only one parent or guardian who is unable to support, as long as the students are between the ages of 6 and 20 years old and are unable to pay tuition (§ 167.121, RSMo.).

9. Are children of parents/guardians who pay school taxes on property in the school district but do not live in the district. These students may attend school in the district on a tuition basis (§ 167.121, RSMo.). School taxes paid to the school district by the parents/guardians of students who do not live in the district will be used to offset the tuition charge applicable to the school term or fraction part thereof. The district will also be responsible for the payment of the tuition deduction will be prorated among the number of students per family attending the district school. A tax statement must be submitted to the superintendent or designee before a student will be admitted.

10. Are children of parents/guardians who own real estate of which 40 percent or more are used for agricultural purposes and upon which a state or federal tax credit for agricultural property is claimed. These students may attend school in any district in which a part of each real estate contiguous to that upon which their residence is situated, less provided that 15 percent of the real estate is located in the district of choice (§ 167.121, RSMo.). Such parents/guardians are required to send notification by June 30 to all school districts involved specifying which district they wish to attend. The district of choice will only attend the student until the last school year. If notification is not received and children still attend the school in which the majority of the parent's/guardian's property lies.

11. Have been placed by the Missouri Department of Mental Health, the Missouri Department of Social Services or by court order in facilities or programs located within the district, even if their domicile is in another district (§ 167.126, RSMo.).

The domicile district of a student is the school district where the child would have been educated if not placed in the facility or program. Each domicile district will pay the tuition for the student. A special school district will pay the average sum produced per pupil for the year the student is attending the facility. The district may, at its discretion, make available, through payment from the Department of Elementary and Secondary Education

12. (ENSE) for educational costs that exceed the amount received from the domicile district, state and out-of-state funds. In addition, the domicile district will pay the portion of the cost of receiving the local tax effort from the domicile district in some situations.

13. Are residing in a district that has been declared unincorporated by the Missouri State Board of Education (State Board) and that is located in the same county as the unincorporated district. The district may be established by § 167.121, RSMo. The unincorporated district will pay tuition as established by § 167.121, RSMo. The State Board. The Camden R-III School District is not responsible for providing transportation.

The Board will annually set tuition for each grade-level grouping in accordance with law. If no amount is set for a particular amount of tuition, the Board will submit the dispute to the State Board for resolution.

14. Are living in a district that is located in the same county as the Camden R-III School District or an adjoining county that district does not provide education for all grade levels, including K-5 or K-5 students (§ 167.121, RSMo.). The sending district will pay tuition as established by the Missouri State Board of Education for the State Board. The Camden R-III School District is not responsible for providing transportation.

The Board will annually set tuition for each grade-level grouping in accordance with law. If no amount is set for a particular amount of tuition, the Board will submit the dispute to the State Board for resolution.

15. Are placed in the care of another person living in the district because one or both of their parents/guardians are unable to provide care for the child. The district will pay tuition for the child if the child is a resident of the district. The district will pay tuition for the child if the child is a resident of the district. The district will pay tuition for the child if the child is a resident of the district. The district will pay tuition for the child if the child is a resident of the district.

16. Were enrolled in the Camden R-III School District but, due to the only duty military service of parent/guardian, are placed in the care of a person who resides in another school district. These students will be allowed to continue to attend school in the Camden R-III School District without payment of tuition (§ 169.200, RSMo.).

17. Attend private school within the district and are enrolled in the district for the limited purpose of special education identification and the receipt of some special education services when available as mandated by federal special education law (§ 167.020, RSMo.).

17. Have been placed in foster care outside the district if they previously attended the district and are placed in an adjacent district (§ 167.019, RSMo.).

18. Are otherwise required by law to be enrolled and admitted.

**Enrollment at the Option of the District**

The Board in its discretion may also allow students to enroll and attend under the following circumstances if the student is not currently enrolled in the district and the student will not be enrolled in the Condon R-III School District (the enrollment shall result in no interruption or disruption to the educational environment or a financial hardship to the district).

- The district may enroll and determine nonresident students on a contractual basis with another school district that will pay the tuition or educational expenses (§ 167.020, RSMo.). For example, students may attend a district alternative education program on a contractual basis or as part of a regional or cooperative alternative program.
- The children of nonresident teachers and regular employees may enroll in the district without paying tuition when the residence is not otherwise liable for tuition (§§ 163.911, 168.131, RSMo.). In accordance with law, these students will be considered resident students for purposes of the district's alternative education program, and the Board shall not solicit or receive any money from a nonresident parent for the purpose of paying tuition or any other expense for the operation of schools.
- The district may enroll students pursuant to a contractual arrangement that complies with the Enrollment Option Act (§§ 162.1049 - 162.99, RSMo.). A nonresident student enrolled pursuant to a contractual arrangement program shall be counted as a resident student for the purposes of determining state aid.
- In accordance with law, the district may enroll nonresident students in its summer school program if there is room in the district's program to accommodate the students and the district is not attending summer school in another district (§ 167.227, RSMo.). The district may not accept students for its summer school program or allow them to attend upon payment of tuition by another district or the parent/guardian.
- The district will not enroll nonresident students in summer programs funded entirely by federal funds unless there is an interdistrict agreement to provide those services.
- Foreign exchange students living within the boundaries of the school district who have obtained a J-1 visa and who are sponsored by an organization listed on the Council on Standards for International Educational Travel (CSIET) Advisory List will be allowed to

enroll in the school district. Such enrollment will be conditioned upon approval of the superintendent and in accordance with procedures set forth by the superintendent or designee. The Board of Education reserves the right to limit the number of foreign exchange students enrolled in a given year. Attendance by foreign exchange students is a privilege, not a right.

6. Children residing in institutions located within the district that provide a place of residence for three or more such children whose domicile is not in the state of Missouri may be admitted pursuant to a contractual arrangement, provided that the school district is not receiving any state or federal subsidies and no financial tuition is a result of the placement (§ 167.126, RSMo.).

**Tuition**

This district does not allow nonresident students to enroll and attend the district upon payment of tuition unless done as required by law. However, when the law requires enrollment of the nonresident student in the district, the amount of tuition to be determined by the Condon R-III School District or the State Board, in accordance with law.

**Removal of Students Ineligible to Attend**

The superintendent or designee will investigate any information the district receives indicating that a nonresident student is in violation of the law. If the superintendent or designee determines that the student is not a resident of the district and is not otherwise entitled to enroll in and attend the district in accordance with law and the district's policy, the district will notify the student's parent/guardian, ask them to withdraw the student by a specific date, and offer the parent/guardian a hearing. If the parent/guardian do not request a hearing by the specified date, the district may remove the student from the district and the student may no longer attend school in the district.

**Educational Larceny**

It is a crime to provide the district false information regarding residency. The Board authorizes the superintendent to investigate and report to the Board any student and civil recourse against any person who attempts to fraudulently assert residency in the district.

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

- Adopted: 08/08/1994
- Revised: 08/13/2001; 06/13/2005; 12/12/2005; 09/13/2010; 06/30/2014; 09/15/2014;
- Cross Ref: IGBCA, Programs for Homeless Students  
IGBE, Students in Foster Care  
IIB, Class Size
- Legal Ref: §§ 160.900, 162.1049 - 1059, 163.011, 167.019 - 022, 171.126, 171.131, 171.227, 168.151, 475.940, RSMo.  
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431 - 11435  
The Spang v. School Dist. v. School Dist. of Kansas City, 219 S.W.3d 110  
Bredig v. School Div. of Oregon, 399 S.W.3d 816 (Mo. 2013)  
Merritt v. Evans, 461 U.S. 221 (1983)  
Horton v. Marshall Public Sch., 769 F.2d 1322 (8th Cir. 1985)  
Washington v. Ledford Sch. Dist. Bd. of Educ., 584 F. Supp. 2d 1959 (E.D. Mo. 2008)

Condon R-III School District, Condon, Missouri

EXPLANATION: ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES  
MSBA has updated this policy to reflect the name change of the North Central Association of Colleges and Schools to Advanced.

*MSBA recommends that copies of this document be sent to the following areas because the content is of particular importance to them. The sites to which this may not apply should be deleted. Please forward copies to the appropriate department of the district.*

Health Maintenance	Health Services	Special Services	Technology
Human Resources	Transportation	Public Information/Communications	
Instruction			
Legal Services			
Physical Education			
Special Education			
Transportation			

Transfers from Unaccredited Schools

Parents/Guardians may elect their child to attend an unaccredited program other than the program offered by the public schools. Parents/Guardians should be advised that if they choose to transfer their child to the public school from an unaccredited school or school district or home school, then the child will not be guaranteed comparable placement in the public schools, but will be assigned to schools and classes in accordance with board policy.

Resident students enrolling or re-enrolling in Candidate R-III Schools from a school or school district not accredited by the State Department of Education in the state in which the school district is located and/or is not accredited by a recognized accrediting agency by that state (such as NCA or CAS) will enter as follows:

Kindergarten Through Grade 8

Students will be tested by the local district-wide testing instrument and/or an individually administered achievement test at the grade level at which they have been enrolled in the unaccredited (private or home-school) school. Each student will be placed in the Candidate R-III School District based on the results of the testing. No entering or re-entering student from an unaccredited (private or home-school) school will be assigned to grade, classroom or teacher until test results are obtained. Placement in the Candidate R-III School District will be based on the results of the academic placement test which completed expeditiously and in accordance with board policy. All testing for students transferring from unaccredited (private or home-school) schools must be completed by the student's last official school year (two semesters) of work at Candidate R-III High School before graduation.

Grades 9 through 12

Students will be accepted and placed initially at the grade level as indicated by records of the unaccredited (private or home-school) school while their records are reviewed to determine whether credit(s) earned at the unaccredited institution are comparable with the standards established by DISTB and/or the other approved accrediting agencies within the state. If at the time of entrance or placement a student cannot do satisfactory work, complete their work as established by local accreditation agency, or if the student does not meet the standards as set by the approved accrediting agencies of the state of Missouri (transferable credits), students who transfer from unaccredited (private or home-school) schools must successfully complete one full year (two semesters) of work at Candidate R-III High School before graduation.

ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES

The board believes that the grade placement and class assignment for a student should reflect the grade level and/or program of study which is appropriate to the student's academic, social and emotional needs.

Students entering the Candidate R-III schools by transfer from other public schools outside the school district or from private or parochial schools shall submit evidence of achievement in the grade level intended. In the middle school and high school, a transcript of an entering student's record shall be obtained from the school last attended. Grade placement of a student may be adjusted on the basis of the student's ability, maturity, and other factors. The principal and the other faculty members of the district's administrative staff will make the final decision regarding assignment of students to grade levels or classes.

Transfers from Accredited Schools

The grade level indicated on the units of credit completed in the previous schools to that the student has attended shall be accepted, provided these schools are accredited schools. Units of credit shall be determined on the basis of the Chicago Unit of credit given for the successful completion of a year's study of one subject in a secondary school.

For the purposes of this policy, an "accredited school" is the Missouri Virtual Instruction Program (MVIPI) or a public school accredited by the Missouri Department of Elementary and Secondary Education (DISE), the North Central Association of Colleges and Schools (NCA), the Independent Schools Association of Central States (ISACS), or the University of Missouri Committee on Accredited Schools (CAS). Credit may be transferred from a public or nonpublic high school or school district in another state in accordance with that state's department of education, NCA, ISACS, or the equivalent agencies.

A student who transfers to the Candidate R-III School District from these accredited schools or school districts shall be enrolled in the appropriate grade level, continuing at the current grade placement. If transfer is effected at the beginning of the school year, the student shall be placed in the grade to which previously promoted. After careful observation and evaluation of the student's progress, chronological age, previous educational experience, achievement tests, and consultation with the appropriate staff, a student may be re-enrolled in a program that more adequately meets the needs of the student.

Kindergarten through Grade 11

Students identified as needing special education will be placed in accordance with their individualized education program (IEP).

Students who test above their entering grade level or age group will be placed on a grade level higher than their age appropriate level.

Testing for entry or re-entry will be done by the regular counselor at each level (elementary, middle school or high school) and/or attendance unit.

The decision of the principal regarding student placement and acceptance of credits may be appealed in the superintendent, with a final hearing before the board of education.

Transfers of Students of Military Families

If a transfer student is in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, the district will make every effort to place the student in the same courses and programs the student was in while attending the previous district. In the event the district offers such courses and programs. Such placements may include, but are not limited to honors classes; career and technical courses; and International Baccalaureate, Advanced Placement, English Language Learner and gifted programs. After placement, the district may determine that the student has not been placed appropriately and may change the student's placement after consultation with the student's parent/guardian.

Transfers of Students in Foster Care

Students in foster care will be placed in courses and programs pursuant to law and the district's policy on foster care students.

**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 under "Form" for related information.

Adopted: 08/05/1994

Revised: 08/11/2003; 01/17/2005; 09/13/2010; 04/08/2015

ASSIGNMENT OF STUDENTS TO GRADE LEVELS/CLASSES

The board believes that the grade placement and class assignment for a student should reflect the grade level and/or program of study which is appropriate to the student's academic, social and emotional needs.

Students entering the Candidate R-III schools by transfer from other public schools outside the school district or from private or parochial schools shall submit evidence of achievement in the grade level intended. In the middle school and high school, a transcript of an entering student's record shall be obtained from the school last attended. Grade placement of a student may be adjusted on the basis of the student's ability, maturity, and other factors. The principal and the other faculty members of the district's administrative staff will make the final decision regarding assignment of students to grade levels or classes.

Transfers from Accredited Schools

The grade level indicated on the units of credit completed in the previous schools to that the student has attended shall be accepted, provided these schools are accredited schools. Units of credit shall be determined on the basis of the Chicago Unit of credit given for the successful completion of a year's study of one subject in a secondary school.

For the purposes of this policy, an "accredited school" is the Missouri Virtual Instruction Program (MVIPI) or a public school accredited by the Missouri Department of Elementary and Secondary Education (DISE), the North Central Association of Colleges and Schools (NCA), the Independent Schools Association of Central States (ISACS), or the University of Missouri Committee on Accredited Schools (CAS). Credit may be transferred from a public or nonpublic high school or school district in another state in accordance with that state's department of education, NCA, ISACS, or the equivalent agencies.

A student who transfers to the Candidate R-III School District from these accredited schools or school districts shall be enrolled in the appropriate grade level, continuing at the current grade placement. If transfer is effected at the beginning of the school year, the student shall be placed in the grade to which previously promoted. After careful observation and evaluation of the student's progress, chronological age, previous educational experience, achievement tests, and consultation with the appropriate staff, a student may be re-enrolled in a program that more adequately meets the needs of the student.

Cross Ref:

KBBA, Programs for Students with Disabilities  
KBBCA, Programs for Homeless Students  
KBFE, Students in Foster Care  
KCF, Graduation Requirements  
KCFH, Graduation Exercises

Legal Ref: §§ 160.3000, 160.320, 167.051, 171.171, RSMo.  
§ C.S.R. 20-100.230

Candidate R-III School District, Camdenton, Missouri

EXPLANATION: IMMUNIZATION OF STUDENTS

Senate Bill 341 (2015) requires preschools, daycare centers and nursery schools to notify parents/guardians of children in those schools that they can ask whether any child in the preschool, daycare center or nursery school has an immunization exemption on file. (Please note that one exception—the parental exception—is available to parents/guardians of preschool children but is not available to K-12 students.) If a district does not operate a preschool, daycare center or nursery school, the district does not need to add this section, but the district should adopt the other revisions to this policy.

All children enrolling in any preschool, daycare center or nursery school must either have records demonstrating the child has the age-appropriate immunizations, documentation that they are in the process of receiving those immunizations or a medical, religious or parental exemption from obtaining those immunizations. Since many school districts operate preschools, daycare centers or nursery schools, MSBA has included that requirement in this policy.

The law does not require the district to release any information other than the fact that there is at least one student with an exemption. The law does not require the district to release the name of the child who has the exemption or the type of exemption, and MSBA does not recommend releasing this information.

Unless the parent/guardian was notified at the time of initial enrollment, the district must notify the parents/guardians of all students currently enrolled in district-sponsored preschools, daycare centers or nursery schools that they may request notice as to whether any students enrolled in those programs have filed an immunization exemption.

MSBA recommends that copies of this document be posted 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		Guided	
Human Resources	X	Principals		Library/Media Center	
Health Services	X	Counselor		Special Education	
Transportation	X	Public Info/Communications		Technology	

IMMUNIZATION OF STUDENTS

It is the policy of the Camdenon R-III School District that all students attending the district schools shall be immunized in accordance with law.

The district will not allow a student to attend school until the district has satisfactory evidence on file demonstrating that the student has been immunized, that the immunization process has begun and satisfactory progress is being accomplished or that the student is exempted from obtaining immunizations in accordance with law.

A student is exempted from obtaining immunizations if the district has on file the completed, original forms necessary to prove that the student will not be immunized for religious or medical reasons. An exemption for medical reasons requires certification by a licensed doctor of medicine or doctor of osteopathy that either the immunization would seriously endanger the child's health or life or that the child has documentation of laboratory evidence of immunity to the disease. An exemption for religious reasons requires written certification from one parent or guardian that immunization of the student violates his or her religious beliefs.

Homeless students who cannot provide proof of immunization will be immediately enrolled, and the district's homeless coordinator will work with the students to obtain the necessary immunizations as soon as possible. Students who are in the household of an active duty member of the military and who cannot provide evidence of having received immunizations required under Missouri law shall be immediately enrolled and given 30 days to obtain the required immunizations or, if the immunization is a series, to begin the series.

The district will exclude from school all students who are not immunized or exempted as required by law. When immunization is in progress, failure to meet the next scheduled appointment constitutes noncompliance with the immunization law, and the student should be excluded from school immediately.

The district must report to the Department of Health and Senior Services (DHSS) the name of any parent or guardian who neglects or refuses to permit a nonexempted student to be immunized. The district will also report to the Children's Division (CD) of the Department of Social Services any instance of educational or medical neglect.

The superintendent or designee shall institute procedures for the maintenance of health records, which are to show the immunization status of every child enrolled or attending in the district, and for the completion of all necessary reports in accordance with guidelines prepared by DHSS.

District-Sponsored Preschool, Daycare Centers and Nursery Schools

No child is permitted to enroll in or attend district-sponsored preschools, daycare centers or nursery schools until the district has satisfactory evidence demonstrating that the child has been immunized, that immunizations are in progress or that the student has an immunization exemption as permitted by law.

Upon request from a parent/guardian of a student enrolled in or attending district-sponsored preschools, daycare centers or nursery schools, the district will inform the parent/guardian whether any student enrolled or currently attending the facility in which the district-sponsored preschool, daycare center or nursery school is located has an immunization exemption on file. The district will only verify whether any student has an exemption on file. The district will not release any information that would identify a particular student with an exemption or a particular type of exemption.

The district will notify parents/guardians at the time of initial enrollment of their student in district-sponsored preschools, daycare centers or nursery schools that they may request notice from the district as to whether any students currently enrolled in or attending the facility have an immunization exemption on file with the district.

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*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: 08/08/1994
- Revised: 01/12/2004; 09/13/2004; 01/10/2011
- Cross Refs: KGBCA, Programs for Homeless Students
- Legal Refs: §§ 160.2000, 167.181 - .191, 216.003, RSMo. 19 C.S.R. 20-28.010; 20-28.040  
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

Camdenon R-III School District, Camdenon, Missouri

EXPLANATION: REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT

MSBA has updated this policy to help districts understand the mandated reporting requirements for school personnel and to indicate that student-on-student abuse must be reported.

Under Missouri law, all school personnel—from maintenance workers and bus drivers to the superintendent—are mandated reporters and have a legal duty to report any instances of child abuse or neglect to the Children's Division. Failure to do so is a crime.

The law specifically states that abuse or neglect is a crime if it is inflicted by someone with "care, custody and control" of the child. Usually, this means someone like a parent, guardian, grandparent, etc. The law also defines someone exercising "care, custody and control" as "those exercising supervision over a child for any part of a 24-hour day." Thus, the definition expands to teachers, daycare workers, babysitters, etc.—anyone who has any type of supervision over the child during the day.

Usually, these definitions and parameters are easy to figure out for school districts. The more difficult question arises when a student is suspected of being "abused" by another student. Under the above definition, another student does not exercise "care, custody or control" of the victim. So, as mandated reporters, if district personnel know or suspect that one student has sexually (or otherwise) abused another student, is that technically child abuse that must be reported under Missouri law?

The answer is yes.

Under § 210.115.1, RSMo. (the "mandated reporter" statute), the term "abuse" is not limited to abuse inflicted by a person responsible for the child's care, custody and control. The term abuse also includes any abuse inflicted by "any other person." Thus, if a student is suspected of abusing another student, even though the alleged perpetrator does not have care, custody or control of the victim, it is still considered child abuse under Missouri law and must be reported.

This means that all district personnel (who are all mandated reporters) must report all suspected incidents of student-on-student abuse as well as any abuse perpetrated by someone with care, custody and control of the child.

MSBA has added relevant definitions to this policy. The new definition of "abuse" includes language requiring school personnel to report suspected instances of student-on-student abuse.

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.

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

REPORTING AND INVESTIGATING CHILD ABUSE/NEGLECT

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

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

Definitions

**Abuse**—Any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody and control or by any other person, except that discipline including spanking, administered in a reasonable manner, shall not be regarded as abuse. Physical injury, sexual abuse and emotional abuse are defined by the Children's Division (CD), Office of the Department of Social Services on 13 CSR 35-31.010.

**Child**—Any person under 18 years of age.

**Neglect**—The failure to provide, by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical or any other care necessary for the child's well-being.

**Those Responsible for the Care, Custody and Control of the Child**—includes, but is not limited to, any person exercising supervision over a child for any part of a 24-hour day as well as any adult who has access to the child.

Public School District Liaison

The superintendent shall designate a specific person or persons to serve as the public school district liaison(s) and forward that information to the local division office of the Children's Division (CD) of the Department of Social Services (DSS). The liaison(s) shall develop protocols in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate school personnel.

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

Training

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

1. Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.
2. Emphasize how to establish an atmosphere of trust so that students feel that their school has concerned adults with whom they feel comfortable discussing matters related to abuse.
3. Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another school employee.
4. Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.
5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

Reporting Child Abuse/Neglect

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

The school administrator or designee may also notify law enforcement or the juvenile office when appropriate. If an employee has reason to believe that a victim of such abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state, then, in addition

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

In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall immediately report the allegation to the CD as set forth in law. For the purposes of this policy, the term "sexual misconduct" is defined as engaging in any conduct with a student on or off district property that constitutes the crime of sexual misconduct, illegal sexual harassment as defined in policy AC, as determined by the district, or child abuse involving sexual behavior, as determined by the CD.

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

Reporting Allegations of Sexual Misconduct by a School Employee

The district takes all allegations of sexual misconduct seriously, regardless of the source. However, an allegation of sexual misconduct by a school employee is particularly serious. In accordance with law, if a student reports alleged sexual misconduct on the part of a school district employee to an employee of this district, the employee who receives the report and the superintendent shall immediately report the allegation to the CD as set forth in law, regardless of whether the employee or superintendent has reasonable cause to suspect abuse. For the purposes of this policy, the term "sexual misconduct" is defined as engaging in any conduct with a student on or off district property that constitutes 1) the crime of sexual misconduct, 2) illegal sexual harassment as defined in policy AC, as determined by the district, or 3) child abuse involving sexual behavior, as determined by the CD.

The CD will investigate all allegations of sexual misconduct involving district employees. The district may investigate the allegations for the purpose of making employment decisions.

Investigating Child Abuse/Neglect

In general, the CD investigates reports of child abuse and neglect. However, state statute requires the district to initially investigate allegations of child abuse by district employees in situations other than sexual misconduct to ensure that the allegations are not made for the purpose of harassing district staff.

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

Harassment, Spanking or Protection of Persons or Property by District Staff

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

Once the investigation is concluded, the law enforcement officer and the investigating district personnel will issue separate reports of their findings, no later than seven days after the district receives notice of the allegation from the CD. The reports must contain a statement of conclusion as to whether the preponderance of evidence supports a finding that the alleged incident of child abuse is substantiated or unsubstantiated. The Board will consider the separate reports and will issue its findings and conclusions, if any, within seven days after receiving the last of the two reports. The findings and conclusions will be made as required by state law and will be sent to the CD.

Sexual Misconduct Involving an Employee

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

In accordance with law, if a student reports alleged sexual misconduct on the part of a teacher or other employee of a school district to a district employee, the employee who receives the report shall notify the superintendent immediately and report the allegation to the CD. The CD will investigate

all allegations of sexual misconduct involving district employees. The district may investigate the allegations for the purpose of making employment decisions.

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

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

Information from the Children's Division

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

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

Immunity

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

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

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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: 08/08/1994

Revised: 08/11/2003; 09/13/2004; 07/10/2006; 05/09/2011; 06/11/2012; 04/08/2013; 12/09/2013;

Cross Refs: AC, Prohibition against Discrimination, Harassment and Retaliation  
GBH, Staff/Student Relations  
GBLB, References  
GCPD, Suspension of Professional Staff Members  
GCPE, Termination of Professional Staff Members  
GCPF, Non-Renewal of Professional Staff Members  
GDPD, Nonrenewal, Suspension and Termination of Support Staff Members

Legal Refs: §§ 160.261, 162.069, 167.122 - 123, 210.110 - 165, .865, RSMo.  
16 C.S.R. 35-51.010  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g










Camdenton R-III School District, Camdenton, Missouri





Strategic Plan Dashboard

SCORING CRITERIA										
Key Indicators	Target	Stretch		Goal	Moderate			Risk		
		6	8		6	5	4	Risk	Baseline	
APR Top 10%	4	6	8	10	20	30	40	50	70	
On Grade Level I-Ready Reading	100	95	90	80	70	60	50		35	60.32
On Grade Level I-Ready Math	100	95	90	80	70	60	50		35	54
One-Year Growth I-Ready Reading	100	95	90	80	70	60	50	45	40	45.11
One-Year Growth I-Ready Math	100	95	90	80	70	60	50	45	40	50.54
% of Parents Involved in Education	95	90	85	80	75	70	65	60	55	<55

IMPLEMENTATION STATUS	
COLLEGE & CAREER	Strong Progress/Completion  Progressing  Idle/Regress 
STAKEHOLDER ENGAGEMENT	
COLLEGE & CAREER	Stem Offerings 
	Course Equivalency 
	Skills for Life 
FACILITIES	Technology Plan Construction 
	Safety Assessment 
	ECSE 

SCORING CRITERIA

Key Indicators	Measures	Stretch					Goal			Moderate			Risk		Raw Score	QTR 4 2015
		Target	71	75	73	70	68	65	6	5	4	53	50	55		
Achievement Gap	1	74	71	68	65	62	59	56	4	53	50	55	53	1	51.45	
	2	80	75	73	70	67	64	61	61	55	55	<55	55	3	57.1	
	3	80	75	73	70	67	64	61	61	55	55	<55	55	1	55.6	
	4	80	75	73	70	67	64	61	61	55	55	<55	55	4	64.1	
	5	3.3	3.2	3.1	3	2.9	2.8	2.7	2.5	2.5	2.5	<2.5	2.5	6	2.9	
High Student Achievement	6	100	95	90	80	70	60	50	40	35	35	40	3	New Indicator		
	7	100	95	90	80	70	60	50	40	35	35	40	3	New Indicator		
	8	100	95	90	80	70	60	50	40	35	35	40	5	New Indicator		
	9	100	95	90	80	70	60	50	40	35	35	40	5	New Indicator		
10	5	6	8	10	20	30 (28.8)	40	60	>60	27.4						
Interesting/ Engaging Instruction	11	95	90	85	80	75	70	65	55	55	55	60	5	70		
	12	95	90	85	80	75	70	65	55	55	55	60	5	70		
Preparation for College/Career	13	100	98	96	94	92	90	88	84	84	84	84	6	92		
	14	65	60	55	50	45	40	35	25	25	25	25	4	35		
	15	96	95	93	93	92	91	90	88	88	88	88	8	94		
Focus on Individual Student Needs	16	100	95	90	85	80	75	70	60	60	60	60	5	75		
	17	95	90	80	80	75	70	65	55	55	55	55	6	80		

COLLEGE & CAREER-READY

Satisfaction	18	*Attendance rate (%) - 90/90 standard	91	90	89	88	87	86	85	84	83	<83	5	85
Quality Teachers	19	% students saying teachers are good	95	94		92	91	90	89	88	87	86	8	Needs Update
Employee Satisfaction	20	Employee retention		92	91	90	89	88	87	86	85	<85	10	Needs Update
	21	Employee satisfaction	4.6	4.4	4.2		3.8	3.6	3.4	3.2	3.0	<3.0	7	4
Teacher Compensation	22	Teacher attendance	96.5	96	95.5		94.5	94	93.5	93	92.5	<92.5	7	Needs Update
	23	Top 10% in State	5	6		10	15	20	25	30	35	>35		9.17
Respectful/Caring Environment	24	Extracurricular involvement	95	91	88	85	80	75	70		60	<60	3	
	25	Survey of students	99	96	93	90	87	84	81	79	76		1	<76
Satisfaction with Food	26	*Average daily participation rate	83	77		68	64	63	62	61	60	<60	8	75
	27	% students saying I feel safe	99	96	93	90	87	84	81	79		<76	4	81
Safe and Orderly Environment	28	Technology Expenditures as % of Capital Projects		14	13	12	11	10	9	8	7	<7		10.63
	29	Financial Responsibility and Integrity	5.0	4.8		4.4	4.2	4.0	3.8	3.6	3.4	<3.4	8	4.6
Parent Satisfaction	30	% saying child's needs are met	95	90	85		75	70	65	60	55	<55	7	85
	31	% parents involved in child's education	96	90	85	80	75	70	65	60	55	<55	5	70
TOTAL SCORE														

Updated 7-7-2016