

Vision: The Mountain View-Birch Tree School District is two communities working as one to develop caring and responsible citizens.



Mission: Our mission is to empower and inspire all students to be successful before and after graduation. We strive to improve the quality of life through rigor, relevance, and relationships.

Mountain View-Birch Tree R-III School District

To: Board of Education Members

From: Lanna Tharp, Superintendent

Re: Board Meeting Materials

Date Printed: November 10, 2023

Board Meeting Date: November 16, 2023

Enclosed please find the following Board of Education packet information:

1. School Board Meeting Agenda
2. Explanation of School Board Meeting Agenda Items
3. Minutes of Previous Meeting
4. Copy of Monthly Bills
5. Monthly Financial Report
6. Copy of ASBR
7. Board Policies
8. Administrative Reports

502 N. Elm, Mountain View, MO 65548 Phone: 417-934-5408

website: <https://home.liberty.mvbt.k12.mo.us/>

Superintendent: Mrs. Lanna Tharp email: ltharp@liberty.mvbt.k12.mo.us

Assistant Superintendent: Mr. Ryan Chowning email: rchowning@liberty.mvbt.k12.mo.us

Marsha Webb: Secretary to the Superintendent Rhonda Henry: Bookkeeper Tressa Henry: Accountant

**MOUNTAIN VIEW-BIRCH TREE R-III SCHOOL DISTRICT
REGULAR SCHOOL BOARD MEETING
Thursday, November 16, 2023
6:00 P.M.
Liberty High School Media Center**

- I. Determination of Quorum/Call Meeting to Order**
- II. Pledge of Allegiance:** Mr. Daniels
- III. Public Comment:** The Board will listen to the statement of any person speaking his/her opinion on any given agenda item.
- IV. Approval of Consent Agenda Items**
 - A. Minutes of Previous Meeting: Approval of last month's board meeting minutes
 - B. Approval of Payment of Monthly Bills.
 - C. Monthly Administrative/Principal Reports
- V. Adoption of Agenda**
- VI. Student Time**
 - A. High School Student Time
- VII. Committee Reports**
 - A. MSBA Delegate Report/Training and Meetings - - MSBA Board Delegate
- VIII. Old Business**
 - A. None
- IX. New Business**
 - A. Items extracted from consent agenda
 - B. Exceptions to monthly bills: Payment related to individuals related to Board members
 - C. Monthly Financial Report
 - D. Copy of ASBR
 - E. Set Filing Dates for School Board Candidates
 - F. Board Policy Approval
- X. Other Business**
 - A. None
- XI. Monthly Program Report/Review**
 - A. None
- XII. Administrators' Reports**
 - A. Principals report on each of their buildings
- XIII. Move To Closed Session, Closed Vote, Closed Record**

The Board hereby gives notice to meeting in Closed Session to consider the following items pursuant to RSMo 610.021 (3) (13) (14)
- XIV. Return to regular session**
- XV. Adjourn**

MOUNTAIN VIEW-BIRCH TREE R-III BOARD OF EDUCATION MEETING
Explanation of Agenda Items
REGULAR SESSION
Thursday, November 16, 2023
6:00 P.M.
Liberty High School Media Center

The information found on the following pages is provided for the Board Members to have advanced preparation to assist in making decisions and voting on issues relating to the publicly posted School Board Agenda. Information regarding state law and board policy have been included, as applicable, as well as an explanation of agenda items and the superintendent's recommendation for the agenda items.

I. Determination of Quorum/Call Meeting To Order

II. Pledge of Allegiance

- a. Mr. Daniels will lead the pledge

III. Public Comment

According to Board policy BDDH: "A specifically designated time will be set aside for public comments at regular meetings of the Board of Education. The following rules will be applied to the public comment portion of the meeting:

- *The Board will establish a time limit for the public comment period.*
- *No individual will be permitted to speak more than once during this period.*
- *The individual must reside in the district or be a landowner of the district.*
- *The Board will establish a uniform time limit for each speaker.*
- *Only items from the posted agenda may be discussed."*

IV. Approval of Consent Agenda Items

"The consent agenda allows members to vote on a group of items (en bloc) without discussion. This is a good way to dispose of business that is noncontroversial. "The presentation of the consent agenda is established by a special rule of order and should be taken up before committee reports.....If the consent agenda includes the approval of the minutes, then it should be taken up before any business is transacted."

Consent Agenda Items include:

- Minutes of previous meeting
- Monthly bills- - Identify and remove bills that must be approved individually
- Monthly Administrative/Principal Reports'

V. Adoption of Agenda

"The agenda shouldn't tie the hands of the assembly, prevent members from bringing up business, or enable a small group to railroad through their pet projects." "Agendas should have flexibility to provide for unseen things that may come up in a meeting."

VI. Student Time

- a. High School Student Time

VII. Committee Reports

"If a committee report includes a recommendation of action that it wants the organization to take, its report should include a motion at the end of the report by the committee chairperson." "A motion from a committee of more than one does not need a second....."

- a. MSBA delegate report regarding meetings or issues related to MSBA

VIII. Old Business

Discuss items tabled from previous school board meetings or issues ongoing from meeting to meeting.

- a. None

IX. New Business

a. Items extracted from consent agenda

Exceptions to monthly bills and any other item that was extracted from the consent agenda

b. Exceptions to monthly bills

This is where bill payment is approved for individuals related to board members. Additionally, any bill paid to an entity where a board member or a board member's relative is at least a part-owner should be paid here.

c. Monthly Financial Report

The board packet also includes a new financial report statement showing our current fund balances. It is summarized as follows:

Month ending October 2023

Balances: Incidental Fund (Fund 1): \$6,693,098.60
 Teacher's Fund (Fund 2): \$638,073.91
 Debt Service Fund (Fund 3): \$0
 Capital Projects Fund (Fund 4): \$2,211,240.52

Total (All Funds): \$9,542,413.03

Previous Year's Total (All Funds): \$9,028,954.90

Recommendation: Approve the monthly financial report and budget amendments as presented.

d. Annual Secretary of the Board Report (ASBR)

We have received our ASBR from the state. It is basically a summary of the financial audit that is done each year. A copy of the ASBR is in the board packet.

Recommendation: Approve the ASBR as presented.

e. Set Filing Dates for School Board Elections

Some changes were made to the election calendar starting last year. The following is taken from the election calendar on the Missouri Secretary of State's website:

2023 Missouri Election Calendar

Official Election Day	Style of Election	Last Day to Register to Vote	First Day for Candidate Filing	Last Day for Candidate Filing	Final Certification Date
April 2, 2024	General Municipal Election Day	March 6, 2024	December 5, 2023	December 26, 2023	January 23, 2024

As you can see, the filing period is quite short. It will start on December 5, and will end on December 26. The dates are set by the state, but local boards of education must approve the filing dates as a formality. The superintendent's office is the official location for board candidates to sign up. The public notice, which is required by law to be published in the newspaper, will reflect the dates and times mentioned above. The Public Notice will state:

Mountain View-Birch Tree R-III Schools School Board Elections Public Notice of Filing

The Mountain View-Birch Tree R-III School District will accept declarations of candidacy from any person interested in running for a position on the school board in the April 2, 2024, General Municipal Election. Persons interested may file at the superintendent's office located at 502 N. Elm St., Mountain View, Missouri, 65548

Filing will begin on December 5, 2023 at 8:00 a.m. and will continue during the district's regular business hours which are Monday through Friday from 8:00 a.m. to 3:00 p.m. Filing will not occur on days that the school district's offices are closed due to inclement weather. Filing will not occur on the following days when the school district's offices are closed for holidays: December 25, 2023. The district office will be open from 3:00 p.m. to 5:00 p.m. on the last date to file, which will be December 26, 2023.

There are two positions available with three-year terms. Candidates will be listed on the ballot in the order in which they file. Each candidate will fill out a Declaration of Candidacy form and receive a copy of the Summary of Missouri Ethics Laws For Candidates For Election to Office In Missouri, provided by the Missouri Ethics Commission.

Board members up for re-election are Jennifer Foster and Beverly Denton.

Recommendation: Approve the dates of December 5, 2023 through December 26, 2023 for school board filing candidacy.

f. Updated Board Policy Approval

We have several MSBA policies and procedures that are in draft form. Some of these policies may have been board approved during the past several years, without communicating the approval to MSBA. (Policies remain in draft form until approval has been communicated to MSBA.) The recommendations/changes to the policies listed in this agenda have been made by MSBA and are driven by state and federal regulations. Policies are principles adopted by the Board to chart a course of action. They tell what is wanted and may include why and how much. Administrative Procedures (-AP) are detailed directions developed by the administration to put a policy into practice. They tell how, by whom, where and when tasks are to be accomplished. I have somewhat

summarized the administrative procedures below. The policies are in the board packet and include summaries at the beginning of each policy.

- **Policy BBF: School Board Ethics**
- Administrative Procedure BDDL-AP(1)
 - New Administrative Order (records requests)
- **Policy DB: Annual Budget**
- **Policy DJF-1: Purchasing**
- Administrative Procedure DJF-1AP(1): Purchasing
 - Modified procedure to align with purchasing requirements
- **Policy DJFA: Federal Programs and Projects**
- Administrative Procedure DJFA-AP(1): Federal Programs and Projects
 - Reflects federal regulations and cannot be changed without DESE consultation (allowable expenses)
- Administrative Procedure DJFA-AP(2): Federal Programs and Projects
 - Reflects federal regulations and cannot be changed without DESE consultation (cash management procedures)
- **Policy EF: Food Service Management**
- Administrative Procedure EF-AP(1): Food Service Management
 - Aligns with the nondiscrimination statement
- **Policy GBLB: References**
- **Policy IF: Curriculum Development**
- Administrative Procedure IF-AP(1): Curriculum Development
 - Updated and contents moved to new procedure IF-AP2
- Administrative Procedure IF-AP(2): Curriculum Development
 - New procedure for required instruction/curriculum
- **Policy IGAB: Instructional Interventions**
- Administrative Procedure IGAB-AP(1): Instructional Interventions
 - New procedure for reading interventions (Reading Success Plans)
- **Policy IGAD: Career and Technical Education**
- **Policy IGC: Extended Instructional Programs**
- **Policy IGCD: Virtual Courses**
- Administrative Procedure IGCD-AP(1)
 - This procedure needs removed (virtual education procedure)
- **Policy IGCD: Full-time MOCAP Virtual Courses**
- **Policy IGCE-1: Nontraditional Instruction Options**
- Administrative Procedure IGCE-1-AP(1): Nontraditional Instruction Options
 - This procedure needs removed (dual credit/enrollment tuition reimbursement)
- **Policy IKE: Promotion, Acceleration, and Retention of Students**
- Administrative Procedure IL-AP(1): Assessment Program
 - This procedure needs removed due to Senate Bill 681
- **Policy IL-1: Assessment Program**
- **Policy JECA-1: Eligibility to Enroll**
- **Policy JHC: Student Health Services and Requirements**
- Administrative Procedure JHC-AP(3): Student Health Services and Requirements
 - New procedure regarding required health plans for students with epilepsy or seizure disorder
- **Policy JHDF: Suicide Awareness and Prevention**
- **Policy KC: Community Engagement**
- **Form KC-AF1: Community Engagement Plan**

X. Other Business

- a. None

XI. Monthly Program Report/Review

- a. None

XII. Administrators' Reports

Administrators' Reports are enclosed in board packet. Additions or questions regarding Administrators' Reports should be discussed at this time

- a. Each administrator will report on things occurring at their school.

XIII. Move To Closed Session, Closed Vote, Closed Record

"I make a motion to go into closed session for the purpose of consideration of agenda items as authorized in RSMo Section 610-021 (3) (13) (14)

Recommendation - - Move to go into Closed Session, Closed Record, Closed Vote
pursuant to RSMo 610.021 (3), (13), (14).

XIV. Return to regular session

XV. Adjourn



**Mountain View – Birch Tree R-III
School District**
502 N Elm Street
Mountain View, MO 65548
Phone (417) 934-5408 Fax (417) 934-5404

MINUTES OF BOARD MEETING

Meeting Place: Mountain View Elementary School Media Center
Type of Meeting: Regular Meeting
Time and Date: 6:00 p.m. October 19, 2023

Present	Members	Absent
Jennifer Foster, Presiding Board President		
Eric Wells Board Vice-President		
Shelly Mantel (6:01 p.m.) Delegate		
Beverly Denton		
Mikael Orchard		
Josh Roberts		
John Thompson		
Lanna Tharp Superintendent of Schools		
Rhonda Henry Board Secretary/Treasurer		

=====



Mountain View – Birch Tree R-III School District

**502 N Elm Street
Mountain View, MO 65548**
Phone (417) 934-5408 Fax (417) 934-5404

Continuation of regular district board meeting held on October 19, 2023

I. Determination of Quorum

The Mountain View-Birch Tree R-III Board of Education met in regular session at 6:00 p.m. on October 19, 2023, in the Mountain View Elementary School Media Center. A quorum was present with Beverly Denton, Jennifer Foster, Shelly Mantel (6:01 p.m.), Mikael Orchard, Josh Roberts, John Thompson and Eric Wells in attendance.

II. Pledge of Allegiance

Mrs. Jester led the Pledge of Allegiance.

III. Public Comment

There were no requests for public comment.

IV. Consent Agenda

Mikael Orchard made a motion, seconded by Josh Roberts, to approve the following items on the consent agenda. The motion passed with five members in favor. Eric Wells abstained.

- A. Minutes of the September 21 Regular Board meeting
- B. Payment of bills in the amount of \$517,292.41
- C. Monthly Administrative/Principal Reports

Shelly Mantel entered the meeting at 6:01 p.m.

V. Adoption of Agenda

Josh Roberts made a motion, seconded by Eric Wells, to approve the Adoption of Agenda. The motion passed unanimously.

VI. Student Time

- A. Mrs. Jester gave a very interesting program.

VII. Committee Reports

- A. Shelly Mantel gave a MSBA Delegate report



Mountain View – Birch Tree R-III

School District

502 N Elm Street

Mountain View, MO 65548

Phone (417) 934-5408 Fax (417) 934-5404

Continuation of regular district board meeting held on October 19, 2023

VIII. Monthly Program

A. Nursing

1. Andrea Wright gave a nursing report for the district.

IX. Old Business

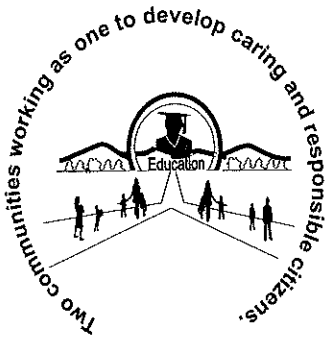
- A. Eric Wells made a motion, seconded by Shelly Mantel, to accept the bid of \$2,550 for bus 11 and \$1,500 for the second surplus bus from Armand Spurgin. The motion passed unanimously.

X. New Business

- A. There were no items extracted from the consent agenda.
- B. Eric Wells made a motion, seconded by Josh Roberts, to approve payment of \$45.00 for plants to Angel Garden. The motion passed with six members in favor. Shelly Mantel abstained.

Eric Wells made a motion, seconded by John Thompson, to approve payment of \$134.63 for supply to Brown's Farm & Garden and \$131.20 for travel reimbursement to Ryan Chowning. The motion passed with six members in favor. Mikael Orchard abstained.

- C. Lanna Tharp presented the September 2023 financial report. The balance in all funds for September 2023 was \$8,666,949.94.
- D. Mrs. Heiney gave an overview of the MAP, EOC and district assessments.
- E. Mrs. Tharp gave a CSIP update.
- F. Josh Roberts made a motion, seconded by Mikael Orchard, to approve the MSBA Policy Updates as presented. The motion passed unanimously.
- G. Mrs. Tharp presented the financial data regarding the Community Eligibility Provision.
- H. Josh Roberts made a motion, seconded by Eric Wells, to approve the agreement with the City of Mountain View to lease the Herb Henry Baseball Field. The term of the lease is 20 years, ending December 31, 2043. The motion passed unanimously.



Mountain View – Birch Tree R-III

School District

502 N Elm Street

Mountain View, MO 65548

Phone (417) 934-5408 Fax (417) 934-5404

Continuation of regular district board meeting held on October 19, 2023

I. Beverly Denton made a motion, seconded by John Thompson to accept the wood chip bid from Smith Flooring for \$25 per ton. The motion passed unanimously.

J. Mrs. Fields presented the Grow Your Own Grant for the 2023-2024 school year.

XI. Other Business

A. None

XII. Mrs. Jester, Mrs. Heiney, Mrs. Renshaw, Mr. Daniels, Mrs. Medina, Mr. Chowning and Mrs. Tharp gave administrative reports.

Adjournment to Closed Session

Eric Wells made a motion at approximately 7:44 p.m., seconded by Josh Roberts, to go into closed session for the purpose of consideration of agenda items as authorized in RSMo Section 610.021, subsection (1), (3), (13), and (14). The motion passed as follows:

Beverly-yea

Shelly-yea

Josh-yea

Eric-yea

Jennifer-yea

Mikael-yea

John-yea



Mountain View – Birch Tree R-III

School District

502 N Elm Street

Mountain View, MO 65548

Phone (417) 934-5408 Fax (417) 934-5404

Continuation of regular district board meeting held on October 19, 2023

CLOSED SESSION

Eric Wells made a motion, seconded by Josh Roberts, to accept the letters of retirement from Peggy Moore, LMS SE Teacher, Lee Copen, LHS Teacher, and Patricia Wilhelm, LHS SE Teacher effective June 30, 2024. The motion passed as follows:

Beverly-yea
Jennifer-yea

Shelly-yea
Mikael-yea

Josh-yea
John-yea

Eric-yea

Eric Wells made a motion, seconded by Mikael Orchard, to accept the resignation from James Herndon, SE MV Aide effective December 31, 2023. The motion passed as follows:

Beverly-yea
Jennifer-yea

Shelly-yea
Mikael-yea

Josh-yea
John-yea

Eric-yea

Eric Wells made a motion, seconded by John Thompson, to add Jennifer Fullerton to the certified substitute list. The motion passed as follows:

Beverly-yea
Jennifer-yea

Shelly-yea
Mikael-yea

Josh-yea
John-yea

Eric-yea

Rhonda Henry left the meeting at 8:20 p.m. Jennifer Foster recorded the minutes for the remainder of the meeting.

Mikael Orchard made a motion, seconded by John Thompson, to return to regular session. The motion passed as follows:

Beverly-yea
Jennifer-yea

Shelly-yea
Mikael-yea

Josh-yea
John-yea

Eric-yea

Jennifer Foster, Board President

Rhonda Henry, Board Secretary



Mountain View – Birch Tree R-III School District

502 N Elm Street

Mountain View, MO 65548

Phone (417) 934-5408 Fax (417) 934-5404

Continuation of regular district board meeting held on October 19, 2023

Mikael Orchard made a motion at approximately 9:28 p.m., seconded by Josh Roberts, to adjourn the meeting. The motion passed as follows:

Beverly-yea

Shelly-yea

Josh-yea

Eric-yea

Jennifer-yea

Mikael-yea

John-yea

Jennifer Foster, Board President

Rhonda Henry, Board Secretary

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Selection Criteria : Check # = 158160 |

Check #	Vendor Name	Invoice Description	Check Amount
0000158160	ANGEL GARDEN	BE PLANTS	283.50
		HOME COMING FLOWERS/BALLOONS	283.50

Board Monthly Report

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Selection Criteria : Check # Range From 158161 To 158162 |

Check #	Vendor Name	Invoice Description	Check Amount
0000158161	BROWNS FARM & GARDEN	OMPT SUPPLY	531.99
0000158162	CHOWNING RYAN	PD ADMIN TRAVEL	228.80

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Selection Criteria : Check # Range From 158163 To 158164]

Check #	Vendor Name	Invoice Description	Check Amount
0000158163	WILBANKS, JANIECE A	MSTARFUND	41.82
		MS PPT CONF COOKIES	1,370.00
0000158164	WILLBANKS DEBBIE	PD INSERVICE LUNCH	1,370.00

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Selection Criteria : Check # Range From 158091 To 158159 | Check # = 158029 | Check # = 28 |

Check #	Vendor Name	Invoice Description	Check Amount
0000000028	BLAZERS FOR EVERYONE	FCCLA BLAZER	87.50
0000158029	FIRST CLASS FARM IMPROVEMENTS	PT COMMERCIAL FENCE SAFETY GRANT	48,886.47
0000158091	ABC FUNDRAISING	PT DIRT/POSTS/PIPE	48,886.47
0000158092	ALL PEST & TERMITES	COOKIE DOUGH FUNDR	9,220.20
		OM PEST CONTROL	2,570.00
		OM SUPPLY	3,707.19
		PT SUPPLY	3,707.19
		HS POSTER BOARDS	3,707.19
		HS STUCCO SUPPLY	3,707.19
		MV ART SUPPLY	3,707.19
		NU HS SUPPLY	3,707.19
		HS FOLERS	3,707.19
		PD MV SUPPLY	3,707.19
		HS FOLERS	3,707.19
0000158093	AMAZON	BT TITLE SUPPLY	3,707.19
		MV TITLE SUPPLY	3,707.19

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Check #	Vendor Name	Invoice Description	Check Amount
0000158093	AMAZON	MV TITLE SUPPLY	3,707.19
		MS MATH SUPPLY	3,707.19
		MS SIGNS	3,707.19
		HS BAND SUPPLY	3,707.19
		HS TEXT ENGLISH	3,707.19
		HS SPANISH TEXT	3,707.19
		SE HS SUPPLY	3,707.19
		VO AG GRANT	3,707.19
		HS STEM	3,707.19
		HS STEM SUPPLY	3,707.19
		HS STEM	3,707.19

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Check #	Vendor Name	Invoice Description	Check Amount
0000158093	AMAZON	HS STEM	3,707.19
		MS THERMOMETER GUN	3,707.19
		MS READY INCENTIVES	3,707.19
		MS STAFF CAKE	1,327.26
		MS CONCESSIONS	1,327.26
		HS PT CONF/INTERVIEW SUPPLY	1,327.26
		FFABARN WARMING SUPPLY	1,327.26
		FFASUPPLY	1,327.26
0000158094	APPLE MARKET	SR CONCESSIONS	1,327.26
		MV PUMPKINS SUPPLY	1,327.26
		FD COFFEE	1,327.26
		PAT SUPPLY	1,327.26
		RUG DR SOLUTION	1,327.26
		RUG DR SOLUTIONS	1,327.26
		OM CUPS	1,327.26
		FFADUES	46.00
0000158095	AREA 13 MATATAFFA	MS VB OFFIC/ TRAVEL	120.30
0000158096	BAILEY VALERIE	HS FB OFFIC/ TRAVEL	258.80
0000158097	BAKER GRANT	SE PR NURSE SVC	2,190.00
0000158098	BAY ADAHOME HEALTH CARE		

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Check #	Vendor Name	Invoice Description	Check Amount
0000158098	BAY ADAHOME HEALTH CARE	SE PR NURSE SVC	2,190.00
0000158099	BIG RIVER COMMUNICATIONS	OM TELEPHONE	390.00
0000158100	BSN SPORTS LLC	HS BACKPACKS	5,847.44
		HS FB TRAVEL GEAR	5,847.44
		MS B BB SUPPLY	5,847.44
0000158101	CARE TO LEARN	MERCY ST FRANCIS DONATION	303.00
0000158102	CDWG	EATONER	1,709.94
0000158103	CITY OF BIRCH TREE	BT W/STRASH	642.41
0000158104	CITY OF MOUNTAIN VIEW	PTM/V W/STRASH	6,791.19
0000158105	COMPANION CORP	LB MS SOFTWARE	1,073.00
0000158106	DURKEE DANNY	HS FB OFFICIAL	138.00
0000158107	EARLS BRAXTON	HS FB OFFICIAL	138.00
0000158108	EARLS TAFTON	HS FB OFFICIAL	138.00
0000158109	ED COUNSEL LLC	BELEGAL FEES	247.00
0000158110	EWELL EDUCATIONAL SERVICES INC	VO AG SUPPLY	407.00
0000158111	FBLA- PEL	FBLA STUDENT DUES	176.00
0000158112	GODFATHERS PIZZAEXPRESS	SR CONCESSIONS	319.90
0000158113	HEARTLAND BUSINESS SYSTEMS	HS PEP CLUB	319.90
0000158114	HENRY TRACY	TECH SERVICES	5,185.81
0000158115	HOLLOWAY DISTRIBUTING	FBV/CLOCK	670.00
		MS CONCESSIONS	417.53

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Check #	Vendor Name	Invoice Description	Check Amount
0000158116	HOWELL COUNTY NEWS	BE ADV WOOD CHIPS	251.56
0000158117	JACKSON JASON	HS FB OFFICIAL	140.00
0000158118	JIM RIDDLE TRUCKING LLC	PT SITE IMPROVEMENT	5,500.00
0000158119	JOSTENS INC	2022-23 YEARBOOKS	9,851.75
0000158120	KNIGHT TRISH	HS VB TRAVEL	39.60
0000158121	LEDBETTER CONSTRUCTION	FFACHAT	586.23
0000158122	MARE	PD ADMIN CONF	330.00
0000158123	MARLER CINDY	PD IN SERVICE BREAKFAST	980.00
0000158124	MARTIN ED	HS FB ANNOUNCER	375.00
0000158125	MCELYEA GARY	HS FB OFFICIAL	140.00
0000158126	MISSOURI FFA ASSOCIATION	FFA STUDENT DUES	1,336.00
0000158127	MOUNT VERNON HIGH SCHOOL	FFA CONV REG FEE	1,336.00
0000158128	MSBA	HS VB ENTRY	300.00
0000158129	MURPHY'S PLUMBING LLC	BE FILING WEBINAR	45.00
0000158130	MV-BT CLASS OF 24	OM PLUMB SVC	300.00
0000158131	MV-BT CLASS OF 25	HOMELESS STUDENT DUES	1,045.00
0000158132	MV-BT CLASS OF 26	FB FIELD CLEAN UP	1,045.00
0000158133	MV-BT CLASS OF 27	HOME COMING BANNER	1,045.00
0000158134	MV-BT HS SPECIAL LIBRARY	HOME COMING BANNER	315.00
0000158135	MV-BT PETTY CASH	HOMELESS GRANT 2025 DUES	315.00
0000158136	NATIONAL FFA ORGANIZATO	HOME COMING BANNER	100.00
0000158137	NCS PEARSON INC	HOME COMING BANNER	50.00
0000158138	NOBLE GAYLON	HOMELESS LIBRARY FINES	113.99
0000158139	OZARK PLATEAU INC	HOMELESS FCCLAT RPT	20.05
0000158140	OZARKS HEALTHCARE OCCUPATIONAL	FFAJACKETS	528.00
0000158141	OZARKS MEDICAL CENTER	SE MV FORMS	180.20
0000158142	OZARKS MEDICAL CENTER	MSHS FB CLOCK	325.00
0000158143	OZARKS MEDICAL CENTER	RETIREMENT CLOCK PLATES	20.00
0000158144	OZARKS MEDICAL CENTER	PT DRUG TEST	210.00
0000158145	OZARKS MEDICAL CENTER	PT AUG SVC	7,386.11
0000158146	OZARKS MEDICAL CENTER	PT SEPT SVC	7,386.11
0000158147	OZARKS MEDICAL CENTER	PT AUG SVC	7,386.11
0000158148	OZARKS MEDICAL CENTER	PT SEPT SVC	7,386.11
0000158149	OZARKS MEDICAL CENTER	PT AUG SVC	7,386.11

Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548

Board Monthly Report

Check #	Vendor Name	Invoice Description	Check Amount
		PT SEPT SVC	7,386.11
		PT AUG SVC	7,386.11
0000158141	OZARKS MEDICAL CENTER	PT SEPT SVC	7,386.11
		PT AUG SVC	7,386.11
		PT SEPT SVC	7,386.11
0000158142	PEARSON BYRON	HS FB OFFICIAL	140.00
0000158143	PEPSI MID AMERICA	SR CONCESSIONS	1,048.65
		MS CONCESSIONS	1,048.65
0000158144	PITNEY BOWES BANK INC PURCHASE POWE	OM POSTAGE	900.00
0000158145	POWERSCHOOL GROUP LLC	EA CHECKS	512.47
0000158146	PULLIAM KIM	BT CANDLE FUND	1,930.00
0000158147	PV BUSINESS SOLUTIONS INC	OM OSHA JOURNAL	298.50
0000158148	SCHOLASTIC BOOK FAIRS-8	BT BOOK FAIR	1,987.03
0000158149	SCMMEA	HS BAND FEE	90.00
0000158150	SHO-ME TECHNOLOGIES LLC	PT/EATECH SVC	150.00
0000158151	SMFOA	HS FB ASSIGNING FEES	125.00
0000158152	SOUTHERN MISSOURI TECHNICAL INST	VO TECH TUITION	16,042.50
0000158153	SPECTRUM RESEARCH INC	BE TIMECLOCK SVC	113.00
0000158154	STRAFFORD HIGH SCHOOL	HS FB ENTRY	300.00
0000158155	TAHER INC - BIN #135092	FD CONTR SVC	86,158.75
0000158156	THE LIBRARY STORE	LBHS BOOKS	210.75
0000158157	TOWELL JAY	HS FB OFFICIAL	138.00
0000158158	WARD RANDAL	HS FB OFFICIAL	138.00
0000158159	ZOOK DEREK	HS FB OFFICIAL	140.00

MOUNTAIN VIEW-BIRCH TREE R-III SCHOOL DISTRICT

MONTHLY FINANCIAL REPORT

MONTH ENDING OCTOBER 2023

FUND	OPENING BALANCE	RECEIPTS	TRANSFER RECEIPTS	EXPENDITURES	TRANSFER EXPENDITURES	CLOSING BALANCE
INCIDENTAL	\$ 6,859,839.00	\$ 347,798.31		\$ (514,538.71)		\$ 6,693,098.60
TEACHERS	\$ 200,981.87	\$ 502,116.41		\$ (65,024.37)		\$ 638,073.91
DEBT SERVICE						
CAPITAL PROJ	\$ 1,606,129.07	\$ 681,018.19		\$ (75,906.74)		\$ 2,211,240.52
TOTAL	\$ 8,666,949.94	\$ 1,530,932.91		\$ (655,469.82)		\$ 9,542,413.03

PREVIOUS YEAR	\$ 7,023,037.86	\$ 2,564,320.85	\$ (558,403.81)	\$ 9,028,954.90
---------------	-----------------	-----------------	-----------------	-----------------

DEPOSITS

SIMMONS BANK OF MV	\$ 1,499,695.47
ALTON BANK	\$ 7,396,764.88
ALTON BANK SENIOR	\$ 93,958.19
TOTAL	\$ 8,990,418.54
PREVIOUS YEAR	\$ 9,062,609.64

RECONCILIATION

BANK BALANCE	\$ 8,990,418.54
OUTSTANDING CHECKS	\$ (183,895.08)
OUTSTANDING DEPOSITS	\$ 735,889.57
ENDING BALANCE	\$ 9,542,413.03

November 07, 2023

Mrs. Lanna Tharp
Mountain View-Birch Tree R-III
1054 Old Highway 60
Mountain View, MO 65548-8618

2022 - 2023

Balance Letter
046-130

Dear Mrs. Tharp:

The district's Annual Secretary of the Board Report (ASBR) for the 2022 - 2023 fiscal year has been received and reviewed by the Department. The district has resolved or appropriately remarked all edits generated by the data entered and submitted on the web-based financial report. Therefore, the 2022 - 2023 ASBR is considered complete.

The June 30, 2023, fund balances indicated by the financial data are as follows:

General (Incidental) Fund	\$5,978,076.82
Special Revenue (Teachers) Fund	\$0.00
Debt Service Fund	\$0.00
Capital Projects Fund	\$2,428,658.22
Total All Funds	\$8,406,735.04

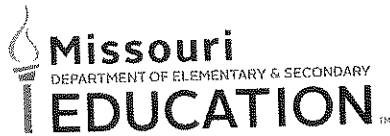
The above figures must be used as the beginning balances for the 2023 - 2024 ASBR unless a prior period adjustment is documented in the 2023 - 2024 ASBR Remarks and such revised balance agrees to the beginning fund balance in the district's 2023 - 2024 audit report.

Please contact School Finance at (573) 751-0357 or emilea.edmondson@dese.mo.gov if you have any questions regarding this correspondence.

Sincerely,



Emilea Edmondson
School Finance Consultant



Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

State of Missouri
Department of Elementary and Secondary Education
School Finance Section

ANNUAL SECRETARY OF THE BOARD REPORT (ASBR) Fiscal Year 2022-2023

SECTION 162.821, RSMo, requires that one copy be filed with ... the Department of Elementary and Secondary Education on or before August 15, 2023.

SECTION 161.527, RSMo, concerning financially stressed school districts, requires that one copy be filed with the Department of Elementary and Secondary Education by July 15, 2023, to be eligible for the Proposition C rollback exemption.

Part I Summary

Total Assessed Valuation as of December 31, 2022 86,383,703
(Exclude Tax Increment Financing AV)

Basis of Accounting CASH

	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
2022-2023 Levy Unadjusted	2.7771	0.0000	0.0000	0.8467	3.6238
2022-2023 Levy Adjusted	2.7771	0.0000	0.0000	0.8467	3.6238
3111 Beginning Fund Balances	5,487,893.16	0.00	0.00	2,768,574.41	8,256,467.57
5899 Total Revenue (See Part II)	6,401,627.91	7,573,915.21	0.00	3,779,664.26	17,755,207.38
5999 Total Revenue And Balances	11,889,521.07	7,573,915.21	0.00	6,548,238.67	26,011,674.95
5510 Transfer To	0.00	0.00	0.00	652,920.00	652,920.00
6710 Transfer From	652,920.00	0.00	0.00	0.00	652,920.00
9999 Expenditures (See Part III)	5,258,524.25	7,573,915.21	0.00	4,772,500.45	17,604,939.91
3112 Ending Fund Balances	5,978,076.82	0.00	0.00	2,428,658.22	8,406,735.04
3412 Restr Fund Balances	0.00	0.00	0.00	0.00	0.00
Unrestricted Ending Fund Balance (Incidental + Teachers Funds)		46.59%			

Part I Restricted Balance

	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
Restricted Balance Purpose					
1001 Professional Development	0.00	0.00	0.00	0.00	0.00
1003 Student Scholarships	0.00	0.00	0.00	0.00	0.00
1004 Bond Proceeds	0.00	0.00	0.00	0.00	0.00
1005 Escrow Amt for Crossover Refunding of Bonded Debt	0.00	0.00	0.00	0.00	0.00
1006 Sinking Fund	0.00	0.00	0.00	0.00	0.00
1009 Other	0.00	0.00	0.00	0.00	0.00
1099 Total	0.00	0.00	0.00	0.00	0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part I-A Transfer From and To Funds Detail

	Transfer Type	Transfer From	Transfer To	Amount
002	Teachers Fund	General (Incidental) Fund	Special Revenue (Teachers) Fund	0.00
003	Debt Service Balance	Debt Service Fund	Capital Projects Fund	0.00
004	Transportation Calc Cost	General (Incidental) Fund	Capital Projects Fund	72,348.00
005	Area Career Center	General (Incidental) Fund	Capital Projects Fund	0.00
006	Grant Match	General (Incidental) Fund	Capital Projects Fund	0.00
007	DNR Energy Conservation Loans	General (Incidental) Fund	Capital Projects Fund	0.00
008	Food Services	General (Incidental) Fund	Capital Projects Fund	0.00
009	Student Activities	General (Incidental) Fund	Capital Projects Fund	0.00
010	\$162,326 or 7%xSATxWADA	General (Incidental) Fund	Capital Projects Fund	580,572.00
011	Capital Projects Fund Interest	Capital Projects Fund	General (Incidental) Fund	0.00
012	Unspent Bond Proceeds	Capital Projects Fund	Debt Service Fund	0.00
014	Capital Projects Unrestricted Funds	Capital Projects Fund	General (Incidental) Fund	0.00
015	FY06 Designated Levy or 5%xSATxWADA (Debt Service)	General (Incidental) Fund	Debt Service Fund	0.00
016	FY06 Designated Levy or 5%xSATxWADA (Capital Proje	General (Incidental) Fund	Capital Projects Fund	0.00
017	Lease Purchase prior to 01/01/97	General (Incidental) Fund	Capital Projects Fund	0.00
018	Guaranteed Energy Performance Savings Contract	General (Incidental) Fund	Capital Projects Fund	0.00
019	Excess Incidental Fund Balance	General (Incidental) Fund	Special Revenue (Teachers) Fund	0.00
Totals				
			Transfer From 6710	Transfer To 5510
General (Incidental) Fund			652,920.00	0.00
Special Revenue (Teachers) Fund			0.00	0.00
Debt Service Fund			0.00	0.00
Capital Projects Fund			0.00	652,920.00
Total			652,920.00	652,920.00

Part II Revenue Summary

Local Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5111	Current Taxes	\$2,193,327.11	\$0.00	\$0.00	\$668,266.76	\$2,861,593.87
5112	Delinquent Taxes	\$182,719.24	\$0.00	\$0.00	\$55,737.59	\$238,456.83
5113	School District Trust Fund (Prop C)	\$1,046,425.73	\$627,855.43	-	-	\$1,674,281.16
5114	Financial Institution Tax	\$0.00	\$0.00	\$0.00	\$230.29	\$230.29
5115	M&M Surtax	\$0.00	\$0.00	\$0.00	\$35,219.44	\$35,219.44

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part II Revenue Summary

Local Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5116	In Lieu of Tax	\$0.00	\$0.00	\$0.00	\$2,444.12	\$2,444.12
5117	City Sales Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5121	Reg Day School Tuition (K - 12) from Individuals	\$0.00	\$0.00	-	-	\$0.00
5122	Summer School Tuition (K - 12) from Individuals	\$0.00	\$0.00	-	-	\$0.00
5123	Adult/Continuing Education Tuition - Post Secondary	\$0.00	\$0.00	-	-	\$0.00
5131	Transportation Fees From Patrons	\$0.00	-	-	-	\$0.00
5141	Earnings from Temporary Deposits	\$274,948.25	\$227.29	\$0.00	\$10,479.55	\$285,655.09
5142	Accrued Interest on Bonds Sold	-	-	\$0.00	-	\$0.00
5143	Premium on Bonds Sold	-	-	\$0.00	\$0.00	\$0.00
5151	Sales to Pupils - Reimbursable School Meals	\$60,343.02	-	-	-	\$60,343.02
5161	Sales to Adults for Adult Meals - Non-Program Food	\$17,140.26	-	-	-	\$17,140.26
5165	Nonreimbursable Meal Sales - Non-Program Food	\$106.61	-	-	-	\$106.61
5171	Admissions - Student Activities	\$34,766.44	\$0.00	-	\$0.00	\$34,766.44
5172	Bookstore Sales	\$0.00	\$0.00	-	\$0.00	\$0.00
5173	Student Organization Membership Dues and Fees	\$315,700.69	\$0.00	-	\$0.00	\$315,700.69
5174	Revenue from Enterprise Activities	\$0.00	\$0.00	-	\$0.00	\$0.00
5179	Other Pupil Activity Income	\$1,310.00	\$0.00	-	\$0.00	\$1,310.00
5181	Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5182	PK Tuition from Parents	\$0.00	\$0.00	-	\$0.00	\$0.00
5191	Rentals	\$0.00	-	-	\$75.00	\$75.00
5192	Gifts	\$15,747.00	\$0.00	\$0.00	\$21,747.63	\$37,494.63
5195	Prior Period Adjustment	\$19,101.57	\$0.00	\$0.00	\$0.00	\$19,101.57
5196	Net Receipts From Clearing Accounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5198	Miscellaneous Local Revenue	\$2,983.14	\$0.00	\$0.00	\$0.00	\$2,983.14
5199	Local - Subtotal	\$4,164,619.06	\$628,082.72	\$0.00	\$794,200.38	\$5,586,902.16

County Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5211	Fines, Escheats, Etc.	-	\$69,143.76	-	-	\$69,143.76
5221	State Assessed Utilities	\$122,350.50	\$0.00	\$0.00	\$127,464.47	\$249,814.97
5222	County Stock Insurance Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part II Revenue Summary

County Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5231	Fed Prop (Include Fed Forest, Flood & Mineral)	\$21,645.17	\$0.00	\$0.00	\$6,597.48	\$28,242.65
5232	Penalties, Concentrated Animal Feed Oper	-	\$0.00	-	-	\$0.00
5237	Other - County	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5299	County - Subtotal	\$143,995.67	\$69,143.76	\$0.00	\$134,061.95	\$347,201.38

State Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5311	Basic Formula - State Monies	\$348,591.32	\$5,083,154.67	-	-	\$5,431,745.99
5312	Transportation	\$468,256.00	-	-	-	\$468,256.00
5314	Early Childhood Special Education	\$55,463.87	\$0.00	-	\$0.00	\$55,463.87
5317	Career Ladder/Excellence in Education Act	-	\$139,500.00	-	-	\$139,500.00
5319	Basic Formula - Classroom Trust Fund	\$40,956.39	\$0.00	\$0.00	\$450,662.73	\$491,619.12
5324	Educational Screening Prog/PAT	\$35,038.09	\$8,768.00	-	-	\$43,806.09
5325	Small Schools Grant	\$0.00	\$0.00	-	-	\$0.00
5332	Career Education	\$18,512.89	\$0.00	-	\$0.00	\$18,512.89
5333	Food Service - State	\$2,714.01	-	-	-	\$2,714.01
5337	Adult Education & Literacy (AEL)	\$0.00	\$0.00	-	\$0.00	\$0.00
5341	Teacher Baseline Grant	\$0.00	\$186,410.00	-	-	\$186,410.00
5342	Evidence-Based Reading Grant	\$0.00	\$0.00	-	-	\$0.00
5366	MO Dept of Nat Res (DNR) Energy Loan	\$0.00	\$0.00	-	\$0.00	\$0.00
5369	Residential Placement/Excess Cost	\$0.00	\$0.00	-	\$0.00	\$0.00
5371	Readers For The Blind	\$0.00	\$0.00	-	\$0.00	\$0.00
5372	State Emer Management Agency (SEMA) Funds	\$0.00	\$0.00	-	\$0.00	\$0.00
5381	High Need Fund - Special Education	\$30,813.36	\$0.00	-	\$0.00	\$30,813.36
5384	School Safety Grant	\$0.00	\$0.00	-	\$199,231.00	\$199,231.00
5397	Other - State	\$2,660.15	\$0.00	-	\$0.00	\$2,660.15
5399	State - Subtotal	\$1,003,006.08	\$5,417,832.67	\$0.00	\$649,893.73	\$7,070,732.48

Federal Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5411	Impact Aid (P.L. 81-874)	\$0.00	\$0.00	-	\$0.00	\$0.00

Part II Revenue Summary

Federal Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5412	Medicaid	\$92,804.84	\$0.00	-	\$0.00	\$92,804.84
5418	Reserve Officer Training Corps (ROTC)	\$0.00	\$0.00	-	\$0.00	\$0.00
5421	CRRSA Child Care Preschool Start-up Grant	\$0.00	\$0.00	-	\$0.00	\$0.00
5422	ARP - ESSER III	\$0.00	\$552,652.00	-	\$2,194,077.00	\$2,746,729.00
5423	CRRSA - ESSER II	\$23,804.52	\$284.00	-	\$0.00	\$24,088.52
5424	CARES - ESSER Fund	\$0.00	\$0.00	-	\$0.00	\$0.00
5425	CARES - Governor's Emergency Education Relief Fund	\$0.00	\$0.00	-	\$0.00	\$0.00
5426	CRRSA - GEER II	\$0.00	\$0.00	-	\$0.00	\$0.00
5427	Perkins Basic Grant, Career Education	\$0.00	\$0.00	-	\$0.00	\$0.00
5428	Coronavirus Relief Fund (OA CRF)	\$0.00	\$0.00	-	\$0.00	\$0.00
5429	Emergency Worker Childcare Grant (CCDF)	\$0.00	\$0.00	-	\$0.00	\$0.00
5436	Adult Education & Literacy (AEL)	\$0.00	\$0.00	-	\$0.00	\$0.00
5437	IDEA Grants	\$0.00	\$0.00	-	\$0.00	\$0.00
5438	Non-IDEA Special Education Grants	\$0.00	\$0.00	-	\$0.00	\$0.00
5439	ARP - IDEA 611 Entitlement Funds	\$46,701.00	\$0.00	-	\$0.00	\$46,701.00
5441	IDEA Entitlement Funds, Part B IDEA	\$0.00	\$307,247.81	-	\$0.00	\$307,247.81
5442	Early Childhood Special Education - Federal	\$12,862.15	\$7,567.01	-	\$0.00	\$20,429.16
5443	ARP - IDEA Early Childhood Special Education (ECSE)	\$4,661.00	\$0.00	-	\$0.00	\$4,661.00
5444	National School Lunch Equipment Grant	-	-	-	\$0.00	\$0.00
5445	National School Lunch Program	\$448,356.98	-	-	-	\$448,356.98
5446	School Breakfast Program	\$148,956.04	-	-	-	\$148,956.04
5447	Special Milk Program	\$0.00	-	-	-	\$0.00
5448	After School Snack Program	\$0.00	-	-	-	\$0.00
5449	Fresh Fruits and Vegetable Program	\$39,050.49	-	-	-	\$39,050.49
5451	Title I - ESEA	\$122,768.76	\$488,544.46	-	\$0.00	\$611,313.22
5452	Title I, Part C - Migrant Education	\$0.00	\$0.00	-	\$0.00	\$0.00
5459	21st Century Community Learning Center/After school	\$0.00	\$0.00	-	\$0.00	\$0.00
5461	Title IV.A Student Support and Academic Enrichment	\$58,028.54	\$0.00	-	\$0.00	\$58,028.54
5462	Title III, ESEA - English Language Acquisition	\$2,740.66	\$0.00	-	\$0.00	\$2,740.66
5463	Educ For Homeless Children & Youth	\$0.00	\$0.00	-	\$0.00	\$0.00
5465	Title II, Part A&B, ESEA - Teacher & Principal Tra	\$38,956.16	\$54,352.51	-	\$0.00	\$93,308.67

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part II Revenue Summary

Federal Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5467	ARP - Homeless Children and Youth II	\$0.00	\$0.00	-	\$0.00	\$0.00
5468	ARP - Homeless Children and Youth II	\$6,371.46	\$0.00	-	\$0.00	\$6,371.46
5469	CRRSA - Childcare Development Fund Grant	\$0.00	\$0.00	-	\$0.00	\$0.00
5472	Childcare Development Fund Grant	\$0.00	\$0.00	-	\$0.00	\$0.00
5477	Federal Emergency Mgt Agency (FEMA) Funds	\$0.00	\$0.00	-	\$0.00	\$0.00
5478	Vocational Rehabilitation	\$0.00	\$0.00	-	-	\$0.00
5481	Dept of Health Food Service Program	\$39,997.31	\$0.00	-	\$0.00	\$39,997.31
5483	Headstart	\$0.00	\$0.00	-	\$0.00	\$0.00
5484	Pell Grants	\$0.00	-	-	-	\$0.00
5486	Impact Aid, Restricted Purpose	\$0.00	\$0.00	-	\$0.00	\$0.00
5492	Title V, Part B Rural Education Initiative	\$0.00	\$48,208.27	-	\$0.00	\$48,208.27
5497	Other - Federal	\$100.00	\$0.00	\$0.00	\$0.00	\$100.00
5499	Federal - Subtotal	\$1,086,159.91	\$1,458,856.06	\$0.00	\$2,194,077.00	\$4,739,092.97

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part II Revenue Summary

Other Revenue Detail

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5611	Sale of Bonds	-	-	-	\$0.00	\$0.00
5631	Net Insurance Recovery	\$0.00	-	-	\$0.00	\$0.00
5641	Sale of School Buses	-	-	-	\$0.00	\$0.00
5651	Sale of Other Property	\$0.00	-	-	\$7,431.20	\$7,431.20
5661	Loan Proceeds	-	-	-	\$0.00	\$0.00
5671	Capital Lease Proceeds	-	-	-	\$0.00	\$0.00
5691	Temporary Direct Deposit Revenues	-	-	\$0.00	-	\$0.00
5692	Refunding Bonds	-	-	\$0.00	-	\$0.00
5699	Other Revenue Subtotal	\$0.00	\$0.00	\$0.00	\$7,431.20	\$7,431.20
5811	Tuition From Other LEAs - Regular Term	\$3,847.19	\$0.00	-	-	\$3,847.19
5812	Tuition From Other LEAs - Summer School	\$0.00	\$0.00	-	-	\$0.00
5821	Area Voc Fees From Other LEAs	\$0.00	\$0.00	-	-	\$0.00
5831	Contracted Educational Services	\$0.00	\$0.00	-	-	\$0.00
5841	Transportation From Other LEAs for Non-Disabled Ro	\$0.00	-	-	-	\$0.00
5842	Trans. Amts. from other LEAs for K-12 Disabled Stu	\$0.00	-	-	\$0.00	\$0.00
5843	Transportation from other LEAs for ECSE	\$0.00	-	-	-	\$0.00
5898	Receipts Other Districts - Subtotal	\$3,847.19	\$0.00	\$0.00	\$0.00	\$3,847.19

Revenue Grand Total

Revenue Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
5899	Total Revenues	6,401,627.91	7,573,915.21	0.00	3,779,664.26	17,755,207.38

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Revenue Project Code Summary

Project Code	Project Code Name	General (Incidental)	Special Revenue	Debt Service	Capital Projects	Total
33200	CTE Base and Performance Grant	\$14,370.00	\$0.00	\$0.00	\$0.00	\$14,370.00
42300	CRRSA - Elementary and Secondary School Emergency Relief Fund (ESSER II)	\$0.00	\$284.00	\$0.00	\$0.00	\$284.00
42301	Teacher Recruitment & Retention (ESSER II)	\$18,645.08	\$0.00	\$0.00	\$0.00	\$18,645.08
42302	CRRSA - Grow Your Own (ESSER II)	\$5,159.44	\$0.00	\$0.00	\$0.00	\$5,159.44
46800	ARP - Homeless Children and Youth II	\$6,371.46	\$0.00	\$0.00	\$0.00	\$6,371.46

Part III-A Expenditures - Program/Fund

Instruction Expenditures

Function Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
1111	Elementary	\$307,598.72	\$2,116,577.38	-	\$63,398.00	\$2,487,574.10
1131	Middle/Junior High	\$109,279.03	\$947,875.48	-	\$0.00	\$1,057,154.51
1151	Senior High	\$138,501.18	\$1,043,006.56	-	\$0.00	\$1,181,507.74
1191	Summer School (Regular)	\$11,130.33	\$118,142.95	-	\$0.00	\$129,273.28
1192	Juvenile Program	\$0.00	\$0.00	-	\$0.00	\$0.00
1193	Alternative Programs	\$32,079.34	\$70,589.41	-	\$0.00	\$102,668.75
1194	Residential/Treatment Facilities	\$0.00	\$0.00	-	\$0.00	\$0.00
1195	Virtual Instruction	\$0.00	\$0.00	-	\$0.00	\$0.00
1211	Gifted & Talented	\$0.00	\$36,868.54	-	\$0.00	\$36,868.54
1221	Special Education and Related Services	\$253,181.29	\$589,338.43	-	\$15,582.00	\$858,101.72
1223	Coordinated Early Intervening Services	\$0.00	\$0.00	-	\$0.00	\$0.00
1224	Proportionate Share Services	\$0.00	\$0.00	-	\$0.00	\$0.00
1251	Supplemental Instruction	\$79,228.22	\$347,934.96	-	\$0.00	\$427,163.18
1252	Migrant	\$0.00	\$0.00	-	\$0.00	\$0.00
1253	Institutions for Adjudicated Students	\$0.00	\$0.00	-	\$0.00	\$0.00
1254	Institutions for Neglected Students	\$0.00	\$0.00	-	\$0.00	\$0.00
1271	Bilingual	\$2,763.44	\$0.00	-	\$0.00	\$2,763.44
1281	Early Childhood Special Education	\$25,168.27	\$42,015.58	-	\$3,595.10	\$70,778.95
1311	Agricultural Education	\$11,265.98	\$123,041.52	-	\$33,500.00	\$167,807.50
1321	Business Education	\$6,278.00	\$45,613.25	-	\$0.00	\$51,891.25

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-A Expenditures - Program/Fund

1331	Family Consumer Sciences Education	\$7,078.80	\$38,775.61	-	\$0.00	\$45,854.41
1341	Health Sciences Education	\$2,491.43	\$29,840.67	-	\$0.00	\$32,332.10
1351	Marketing and Cooperative Education	\$0.00	\$0.00	-	\$0.00	\$0.00
1361	Trade and Industrial Education	\$0.00	\$0.00	-	\$0.00	\$0.00
1371	Project Lead the Way	\$0.00	\$0.00	-	\$0.00	\$0.00
1381	Career Education Special Populations	\$0.00	\$0.00	-	\$0.00	\$0.00
1391	Other Career Education (Non-Program Specific)	\$0.00	\$0.00	-	\$0.00	\$0.00
1411	Student Activities	\$312,455.00	\$44,512.01	-	\$0.00	\$356,967.01
1421	School-Sponsored Athletics	\$140,171.82	\$120,793.63	-	\$0.00	\$260,965.45
1491	Other Student Activities	\$0.00	\$0.00	-	\$0.00	\$0.00
1911	Tuition to Other Districts within the State	\$0.00	\$8,010.70	-	-	\$8,010.70
1912	Tuition to Districts Outside the State	\$0.00	\$0.00	-	-	\$0.00
1913	Tuition to Private Agencies	\$0.00	\$0.00	-	-	\$0.00
1921	Area Career Center Fees	\$0.00	\$0.00	-	-	\$0.00
1931	Tuition, Special Ed Services-Other Distr in State	\$0.00	\$0.00	-	-	\$0.00
1932	Tuition, Spec Ed Prog Outside the State	\$0.00	\$0.00	-	-	\$0.00
1933	Tuition for Special Ed Svcs to Private Agencies	\$0.00	\$0.00	-	-	\$0.00
1941	Contracted Education Services	\$0.00	\$0.00	-	-	\$0.00
1942	Supplemental Education Services	\$0.00	\$0.00	-	\$0.00	\$0.00
1999	Total Instruction (K-12 only)	\$1,438,670.85	\$5,722,936.68	-	\$116,075.10	\$7,277,682.63

Support Services

Function Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
2111	Attendance and Social Work Services Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2112	Attendance Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2113	Social Work Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2114	Pupil Accounting Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2119	Other Attendance and Social Work Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2121	System Support for Guidance Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2122	Counseling Services	\$17,633.55	\$325,036.97	-	\$0.00	\$342,670.52
2123	Appraisal Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2124	Information Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2125	Record Maintenance Services	\$0.00	\$0.00	-	\$0.00	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-A Expenditures - Program/Fund

2126	Placement Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2129	Other Guidance Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2131	Health, Psych, Speech, and Audio - Service Area Dir	\$0.00	\$0.00	-	\$0.00	\$0.00
2132	Medical Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2133	Dental Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2134	Nursing Services	\$105,346.17	\$22,941.38	-	\$0.00	\$128,287.55
2139	Other Health Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2141	Psychological Services - Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2142	Psychological Testing Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2151	Speech Path. and Audio. Services-Service Area Dire	\$0.00	\$0.00	-	\$0.00	\$0.00
2152	Speech Pathology and Audiology Services	\$7,230.65	\$154,152.72	-	\$0.00	\$161,383.37
2161	Occupational Therapy-Related Service Area Directio	\$0.00	\$0.00	-	\$0.00	\$0.00
2162	Occupational Therapy-Related Services	\$38,901.65	\$0.00	-	\$0.00	\$38,901.65
2171	Physical Therapy-Related Services Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2172	Physical Therapy-Related Services	\$28,022.40	\$0.00	-	\$0.00	\$28,022.40
2181	Visually Impaired/Vision Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2182	Visually Impaired/Vision Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2191	Other Support Services - Students	\$0.00	\$0.00	-	\$0.00	\$0.00
2211	Service Area Direction-Improvement of Instruction	\$0.00	\$0.00	-	\$0.00	\$0.00
2212	Instruction and Curriculum Development Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2213	Instructional Staff Training Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2214	Professional Development - One Percent	\$43,547.61	\$12,810.30	-	-	\$56,357.91
2219	Other Improvement of Instruction Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2221	Service Area Direction-Educational Media Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2222	School Library Services	\$38,869.43	\$178,761.24	-	\$0.00	\$217,630.67
2223	Audiovisual Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2224	Educational Television Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2225	Instruction-Related Technology	\$0.00	\$0.00	-	\$0.00	\$0.00
2229	Other Educational Media Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2291	Other Support Services - Instructional Staff	\$0.00	\$0.00	-	\$0.00	\$0.00
2311	Board of Education Services	\$243,067.23	\$0.00	-	\$0.00	\$243,067.23
2321	Executive Administration Services	\$232,539.07	\$292,464.48	-	\$0.00	\$525,003.55
2322	Community Relations Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2323	Staff Relations and Negotiations Services	\$0.00	\$0.00	-	\$0.00	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-A Expenditures - Program/Fund

2324	State and Federal Relations Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2329	Other Executive Administration Services	\$3,246.52	\$79,304.40	\$0.00	\$0.00	\$82,550.92
2331	Administrative Technology Services	\$147,146.39	\$60,077.16	-	\$0.00	\$207,223.55
2411	Office of the Principal Services	\$200,715.38	\$593,070.06	-	\$0.00	\$793,785.44
2491	Other Support Services - School Administration	\$0.00	\$0.00	-	\$0.00	\$0.00
2511	Support Services-Business-Services Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2521	Fiscal Services - Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2522	Budgeting Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2523	Receiving and Disbursing Funds Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2524	Payroll Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2525	Financial Accounting Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2526	Internal Auditing Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2527	Property Accounting Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2529	Other Fiscal Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2541	Operation and Maintenance of Plant Services	\$1,225,546.94	\$0.00	-	\$5,100.00	\$1,230,646.94
2542	Care and Upkeep of Building Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2543	Care and Upkeep of Grounds Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2544	Care and Upkeep of Equipment Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2545	Vehicle Servicing and Maintenance Services - Other	\$0.00	\$0.00	-	\$0.00	\$0.00
2546	Security Services	\$76,755.82	\$0.00	-	\$0.00	\$76,755.82
2549	Other Operation and Maintenance of Plant Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2551	Contracted Transportation Services for Students	\$0.00	\$0.00	-	\$0.00	\$0.00
2552	District Operated Non-Disabled Student Trans Cost	\$664,223.52	\$782.67	-	\$243,930.00	\$908,936.19
2553	Contracted K-12 Disabled Transportation Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2554	District Operated K-12 Disabled Trans. Services	\$38,889.37	\$0.00	-	\$0.00	\$38,889.37
2555	Payment to Other Districts for Non-Disabled Trans.	\$0.00	-	-	-	\$0.00
2556	Payments to Other Dist. for K-12 Disabled Trans.	\$0.00	-	-	-	\$0.00
2557	School Choice (ESEA)/Prop Share (IDEA) Trans Cost	\$0.00	\$0.00	-	\$0.00	\$0.00
2558	Non-Allowable Transportation Expenditure	\$30,329.76	\$0.00	-	\$0.00	\$30,329.76
2559	Early Childhood Special Education Trans. Serv.	\$9,007.85	\$0.00	-	\$0.00	\$9,007.85
2561	Food Services - Service Area Direction	\$554,259.30	\$0.00	-	\$733,810.00	\$1,288,069.30
2562	Food Preparation and Dispensing Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2563	Food Delivery Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2569	Other Food Services	\$0.00	\$0.00	-	\$0.00	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-A Expenditures - Program/Fund

2571	Internal Services - Services Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2572	Purchasing Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2573	Warehousing and Distributing Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2574	Printing, Publishing, and Duplicating Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2579	Other Internal Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2591	Other Business Support Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2611	Central Office Services - Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2621	Plan, Rsrch, Dev, and Eval.-Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2622	Development Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2623	Evaluation Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2624	Planning Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2625	Research Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2629	Other Plan, Rsrch, Dev., and Eval. Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2631	Information Services - Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2632	Internal Information Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2633	Public Information Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2634	Management Information Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2639	Other Information Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2641	Staff Services - Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2642	Recruitment and Placement Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2643	Staff Accounting Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2644	In-Service Training for Non-Instructional Staff	\$0.00	\$0.00	-	\$0.00	\$0.00
2645	Health Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2649	Other Staff Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2651	Statistical Services - Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2652	Statistical Analysis Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2653	Statistical Reporting Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2659	Other Statistical Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2661	Data Processing Services - Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
2662	Systems Analysis Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2663	Programming Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2664	Operations Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2669	Other Data Processing Services	\$0.00	\$0.00	-	\$0.00	\$0.00
2691	Other Support Services - Central	\$0.00	\$0.00	-	\$0.00	\$0.00
2911	Other Supporting Services	\$0.00	\$0.00	-	\$0.00	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-A Expenditures - Program/Fund

2998	Total Support Services	\$3,705,278.61	\$1,719,401.38	\$0.00	\$982,840.00	\$6,407,519.99
2999	Total Instruction & Support	\$5,143,949.46	\$7,442,338.06	\$0.00	\$1,098,915.10	\$13,685,202.62

Non-Instruction Expenditures

Function Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
1611	Adult Basic Education, NRS Level 1-4	\$0.00	\$0.00	-	\$0.00	\$0.00
1612	Adult Secondary Education, NRS Level 5-6	\$0.00	\$0.00	-	\$0.00	\$0.00
1613	Family Literacy	\$0.00	\$0.00	-	\$0.00	\$0.00
1614	English as 2nd Lang./English to Spkr of Othr Lang	\$0.00	\$0.00	-	\$0.00	\$0.00
1615	English Literacy/Civics Education	\$0.00	\$0.00	-	\$0.00	\$0.00
1616	Corrections Adult Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1617	Integrated Education and Training	\$0.00	\$0.00	-	\$0.00	\$0.00
1621	Adult Career and Technical Education (CTE)	\$0.00	\$0.00	-	\$0.00	\$0.00
1671	Community Education/Life Enrichment	\$0.00	\$0.00	-	\$0.00	\$0.00
1691	Other Adult/Continuing Education Programs	\$0.00	\$0.00	-	\$0.00	\$0.00
3111	Direction of Community Services-Service Area Direc	\$0.00	\$0.00	-	\$0.00	\$0.00
3211	Community Rec. Services-Service Area Direction	\$0.00	\$0.00	-	\$0.00	\$0.00
3311	Civic Services	\$0.00	\$0.00	-	\$0.00	\$0.00
3411	Public Library Services	\$0.00	\$0.00	-	\$0.00	\$0.00
3511	Early Childhood Program	\$7,945.38	\$12,018.31	-	\$0.00	\$19,963.69
3512	Early Childhood Instruction	\$60,454.40	\$119,558.84	-	\$0.00	\$180,013.24
3611	Welfare Activities Services	\$8,138.15	\$0.00	-	\$0.00	\$8,138.15
3711	Non-Public School Students' Services	\$0.00	\$0.00	-	\$0.00	\$0.00
3811	Custody and Care of Children Services	\$0.00	\$0.00	-	\$0.00	\$0.00
3812	Afterschool Program	\$0.00	\$0.00	-	\$0.00	\$0.00
3911	Other Community Services	\$33,172.69	\$0.00	-	\$0.00	\$33,172.69
3912	Parental Involvement	\$4,864.17	\$0.00	-	\$0.00	\$4,864.17
3913	Service-Learning	\$0.00	\$0.00	-	\$0.00	\$0.00
4011	Facilities Acq.and Constr.-Service Area Direction	-	-	-	\$0.00	\$0.00
4021	Facilities Acquisition and Construction Services-S	-	-	-	\$0.00	\$0.00
4031	Architecture, Engineering and Legal Services	-	-	-	\$0.00	\$0.00
4041	Educational Specifications Development Services	-	-	-	\$0.00	\$0.00
4051	Building Acq., Constr. and Improvements Services	-	-	-	\$3,125,485.35	\$3,125,485.35

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-A Expenditures - Program/Fund

4091	Other Facilities Acq. and Constr. Services	-	-	-	\$0.00	\$0.00
5111	Principal - Bonded Indebtedness	-	-	\$0.00	\$0.00	\$0.00
5121	Principal - Short Term Loans	-	-	-	\$0.00	\$0.00
5122	Principal - Long Term Loans	-	-	-	\$0.00	\$0.00
5131	Principal - Lease Purchase Agreement	-	-	-	\$500,000.00	\$500,000.00
5211	Interest - Bonded Indebtedness	-	-	\$0.00	\$0.00	\$0.00
5221	Interest - Short Term Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5222	Interest - Long Term Loans	-	-	-	\$0.00	\$0.00
5231	Interest - Lease Purchase Agreements	-	-	-	\$48,100.00	\$48,100.00
5241	Discount on Bonds Sold - Interest Adjustment	-	-	\$0.00	\$0.00	\$0.00
5311	Fees - Bonded Indebtedness	\$0.00	-	\$0.00	\$0.00	\$0.00
5321	Fees - Short Term Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5322	Fees - Long Term Loans	-	-	-	\$0.00	\$0.00
5331	Fees - Lease Purchase Agreements	-	-	-	\$0.00	\$0.00
9998	Total Non-Instruction/Support	\$114,574.79	\$131,577.15	\$0.00	\$3,673,585.35	\$3,919,737.29

Part III-A Expenditures Grand Total

Function Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
9999	Grand Total	5,258,524.25	7,573,915.21	-	4,772,500.45	17,604,939.91

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Expenditure Project Code Summary Function by Fund

Project Code	Project Code Name	General (Incidental)	Special Revenue	Debt Services	Capital Projects	Total All
12210	Special Education*	\$280,206.21	\$476,160.83	\$0.00	\$0.00	\$756,367.04
12810	Early Childhood Special Education (paid with state or local funds)	\$34,071.49	\$23,616.74	\$0.00	\$0.00	\$57,688.23
33200	CTE Base and Performance Grant	\$14,304.89	\$0.00	\$0.00	\$0.00	\$14,304.89
42200	ARP - Elementary and Secondary Schools Emergency Relief Fund - (ESSER III)	\$0.00	\$552,672.00	\$0.00	\$3,036,206.00	\$3,588,878.00
42207	ARP - Immediate Response Services Grant	\$0.00	\$3,478.50	\$0.00	\$0.00	\$3,478.50
42301	Teacher Recruitment & Retention (ESSER II)	\$5,606.95	\$0.00	\$0.00	\$0.00	\$5,606.95
42302	CRRSA - Grow Your Own (ESSER II)	\$4,000.00	\$1,159.44	\$0.00	\$0.00	\$5,159.44
42404	Teacher Recruitment & Retention (ESSER I)	\$4,587.60	\$8,450.53	\$0.00	\$0.00	\$13,038.13
42501	CARES Transportation Supplement GEER	\$30,329.76	\$0.00	\$0.00	\$0.00	\$30,329.76
42600	Parent Reimbursement Grant - (GEER II)	\$3,696.27	\$0.00	\$0.00	\$0.00	\$3,696.27
43900	ARP - IDEA 611 Entitlement Funds	\$50,919.00	\$0.00	\$0.00	\$15,582.00	\$66,501.00
44100	IDEA Entitlement Funds, Part B IDEA	\$32,714.52	\$323,236.44	\$0.00	\$0.00	\$355,950.96
44200	IDEA - 611 ECSE Portion	\$231.89	\$35,436.11	\$0.00	\$0.00	\$35,668.00
44201	IDEA - 619 Preschool Grant	\$4,438.99	\$6,361.01	\$0.00	\$0.00	\$10,800.00
44300	ARP - IDEA Early Childhood Special Education (ECSE) 619	\$1,065.90	\$0.00	\$0.00	\$3,595.10	\$4,661.00
44301	ARP - IDEA Early Childhood Special Education (ECSE) 619 (K)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
45100	Title I	\$144,546.79	\$467,493.80	\$0.00	\$0.00	\$612,040.59
46201	Title III Immigrant	\$2,763.44	\$0.00	\$0.00	\$0.00	\$2,763.44
46500	Title II.A	\$0.00	\$225,129.82	\$0.00	\$0.00	\$225,129.82
46800	ARP - Homeless Children and Youth II	\$9,454.41	\$0.00	\$0.00	\$0.00	\$9,454.41
49201	Title V.B, Rural Low-Income School	\$0.00	\$48,208.27	\$0.00	\$0.00	\$48,208.27

Part III-B Expenditures - Program/Object

Part III-B Expenditures - Program/Object

Instruction Expenditures

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
1111	Elementary	\$1,685,218.40	\$127,249.11	\$472,358.04	\$52,911.14	\$86,439.41	\$63,398.00	-	\$2,487,574.10
1131	Middle/Junior High	\$737,878.38	\$63,475.27	\$235,399.69	\$10,765.76	\$9,635.41	\$0.00	-	\$1,057,154.51
1151	Senior High	\$821,698.52	\$48,714.63	\$239,739.24	\$31,834.34	\$39,521.01	\$0.00	-	\$1,181,507.74
1191	Summer School (Regular)	\$101,934.81	\$9,551.70	\$17,558.04	\$0.00	\$228.73	\$0.00	-	\$129,273.28
1192	Juvenile Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1193	Alternative Programs	\$55,599.96	\$23,022.96	\$24,045.83	\$0.00	\$0.00	\$0.00	-	\$102,668.75
1194	Residential/Treatm ent Facilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1195	Virtual Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1211	Gifted & Talented	\$26,399.96	\$0.00	\$10,468.58	\$0.00	\$0.00	\$0.00	-	\$36,868.54
1221	Special Education and Related Services	\$462,001.96	\$87,310.39	\$161,377.05	\$45,060.87	\$86,769.45	\$15,582.00	-	\$858,101.72
1223	Coordinated Early Intervening Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1224	Proportionate Share Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1251	Supplemental Instruction	\$273,149.92	\$19,923.00	\$83,405.66	\$13,262.10	\$37,422.50	\$0.00	-	\$427,163.18
1252	Migrant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1253	Institutions for Adjudicated Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1254	Institutions for Neglected Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1271	Bilingual	\$0.00	\$0.00	\$0.00	\$0.00	\$2,763.44	\$0.00	-	\$2,763.44
1281	Early Childhood Special Education	\$31,700.00	\$18,403.03	\$14,855.33	\$226.00	\$1,999.49	\$3,595.10	-	\$70,778.95
1311	Agricultural Education	\$96,771.66	\$0.00	\$26,269.86	\$985.05	\$10,280.93	\$33,500.00	-	\$167,807.50
1321	Business Education	\$34,500.04	\$0.00	\$11,113.21	\$0.00	\$6,278.00	\$0.00	-	\$51,891.25
1331	Family Consumer Sciences Education	\$28,210.00	\$0.00	\$10,565.61	\$9.60	\$7,069.20	\$0.00	-	\$45,854.41
1341	Health Sciences Education	\$20,399.96	\$0.00	\$9,440.71	\$0.00	\$2,491.43	\$0.00	-	\$32,332.10
1351	Marketing and Cooperative Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Instruction Expenditures

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1361	Trade and Industrial Education							-	\$0.00
1371	Project Lead the Way	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1381	Career Education Special Populations	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1391	Other Career Education (Non-Program Specific)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1411	Student Activities	\$39,396.70	\$0.00	\$6,260.47	\$58,442.32	\$252,867.52	\$0.00	-	\$356,967.01
1421	School-Sponsored Athletics	\$112,915.72	\$18,745.09	\$19,083.85	\$60,096.09	\$50,124.70	\$0.00	-	\$280,965.45
1491	Other Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1911	Tuition to Other Districts within the State	-	-	-	\$8,010.70	-	-	-	\$8,010.70
1912	Tuition to Districts Outside the State	-	-	-	\$0.00	-	-	-	\$0.00
1913	Tuition to Private Agencies	-	-	-	\$0.00	-	-	-	\$0.00
1921	Area Career Center Fees	-	-	-	\$0.00	-	-	-	\$0.00
1931	Tuition, Special Ed Services-Other Distr in State	-	-	-	\$0.00	-	-	-	\$0.00
1932	Tuition, Spec Ed Prog Outside the State	-	-	-	\$0.00	-	-	-	\$0.00
1933	Tuition for Special Ed Svcs to Private Agencies	-	-	-	\$0.00	-	-	-	\$0.00
1941	Contracted Education Services	-	-	-	\$0.00	-	-	-	\$0.00
1942	Supplemental Education Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1999	Total Instruction (K-12 only)	\$4,527,775.99	\$416,395.18	\$1,341,941.17	\$281,603.97	\$593,891.22	\$116,075.10	-	\$7,277,682.63

Support Services

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
2111	Attendance and Social Work Services Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Support Services

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2112	Attendance Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2113	Social Work Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2114	Pupil Accounting Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2119	Other Attendance and Social Work Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2121	System Support for Guidance Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2122	Counseling Services	\$257,929.51	\$9,976.00	\$68,534.33	\$307.20	\$5,923.48	\$0.00	-	\$342,670.52
2123	Appraisal Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2124	Information Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2125	Record Maintenance Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2126	Placement Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2129	Other Guidance Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2131	Health, Psych, Speech, and Audio - Serve Area Dir	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2132	Medical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2133	Dental Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2134	Nursing Services	\$19,799.96	\$77,349.25	\$26,461.32	\$12.80	\$4,664.22	\$0.00	-	\$128,287.55
2139	Other Health Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2141	Psychological Services - Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2142	Psychological Testing Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2151	Speech Path. and Audio. Services-Service Area Dire	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2152	Speech Pathology and Audiology Services	\$127,050.48	\$0.00	\$31,682.64	\$2,366.09	\$284.16	\$0.00	-	\$161,383.37
2161	Occupational Therapy-Related Service Area Directio	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Support Services

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
		\$0.00	\$0.00	\$0.00	\$37,645.65	\$1,256.00	\$0.00	-	\$38,901.65
2162	Occupational Therapy-Related Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2171	Physical Therapy- Related Services Area Direction	\$0.00	\$0.00	\$0.00	\$28,022.40	\$0.00	\$0.00	-	\$28,022.40
2172	Physical Therapy- Related Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2181	Visually Impaired/Vision Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2182	Visually Impaired/Vision Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2191	Other Support Services - Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2211	Service Area Direction- Improvement of Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2212	Instruction and Curriculum Development Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2213	Instructional Staff Training Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2214	Professional Development - One Percent	\$11,900.00	\$0.00	\$910.30	\$38,801.11	\$4,746.50	-	-	\$56,357.91
2219	Other Improvement of Instruction Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2221	Service Area Direction- Educational Media Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2222	School Library Services	\$138,237.69	\$18,420.24	\$46,517.74	\$4,120.00	\$10,335.00	\$0.00	-	\$217,630.67
2223	Audiovisual Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2224	Educational Television Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2225	Instruction-Related Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2229	Other Educational Media Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2291	Other Support Services - Instructional Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2311	Board of Education Services	\$0.00	\$0.00	\$67,588.00	\$166,761.59	\$8,717.64	\$0.00	-	\$243,067.23

Part III-B Expenditures - Program/Object

Support Services

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
		\$242,350.00	\$165,799.25	\$91,700.73	\$15,809.35	\$9,344.22	\$0.00	-	\$525,003.55
2321	Executive Administration Services							-	\$0.00
2322	Community Relations Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2323	Staff Relations and Negotiations Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2324	State and Federal Relations Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2329	Other Executive Administration Services	\$63,450.00	\$0.00	\$15,854.40	\$2,200.40	\$1,046.12	\$0.00	-	\$82,550.92
2331	Administrative Technology Services	\$46,413.36	\$0.00	\$13,663.80	\$141,577.03	\$5,569.36	\$0.00	-	\$207,223.55
2411	Office of the Principal Services	\$469,040.92	\$132,163.89	\$177,339.00	\$531.89	\$14,709.74	\$0.00	-	\$793,785.44
2491	Other Support Services - School Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2511	Support Services- Business-Services Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2521	Fiscal Services - Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2522	Budgeting Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2523	Receiving and Disbursing Funds Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2524	Payroll Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2525	Financial Accounting Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2526	Internal Auditing Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2527	Property Accounting Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2529	Other Fiscal Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2541	Operation and Maintenance of Plant Services	\$0.00	\$510,046.80	\$123,353.91	\$167,119.93	\$425,026.30	\$5,100.00	-	\$1,230,646.94
2542	Care and Upkeep of Building Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2543	Care and Upkeep of Grounds Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Support Services

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2544	Care and Upkeep of Equipment Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2545	Vehicle Servicing and Maintenance Services - Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$76,755.82
2546	Security Services	\$0.00	\$31,500.00	\$10,391.32	\$30,992.50	\$3,872.00	\$0.00	-	\$0.00
2549	Other Operation and Maintenance of Plant Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2551	Contracted Transportation Services for Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2552	District Operated Non-Disabled Student Trans Cost	\$18,144.00	\$322,358.61	\$93,291.42	\$26,041.80	\$205,170.36	\$243,930.00	-	\$908,936.19
2553	Contracted K-12 Disabled Transportation Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2554	District Operated K- 12 Disabled Trans. Services	\$0.00	\$25,474.00	\$3,415.37	\$0.00	\$10,000.00	\$0.00	-	\$38,889.37
2555	Payment to Other Districts for Non- Disabled Trans.	-	-	-	\$0.00	-	-	-	\$0.00
2556	Payments to Other Dist. for K-12 Disabled Trans.	-	-	-	\$0.00	-	-	-	\$0.00
2557	School Choice (ESEA)/Prop Share (IDEA) Trans Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2558	Non-Allowable Transportation Expenditure	\$0.00	\$27,422.68	\$2,907.08	\$0.00	\$0.00	\$0.00	-	\$30,329.76
2559	Early Childhood Special Education Trans. Serv.	\$0.00	\$3,500.00	\$507.85	\$0.00	\$5,000.00	\$0.00	\$0.00	\$9,007.85
2561	Food Services - Service Area Direction	\$0.00	\$21,152.04	\$7,498.29	\$522,923.60	\$2,685.37	\$733,810.00	-	\$1,288,069.30
2562	Food Preparation and Dispensing Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2563	Food Delivery Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2569	Other Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2571	Internal Services - Services Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Support Services

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2572	Purchasing Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2573	Warehousing and Distributing Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2574	Printing, Publishing, and Duplicating Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2579	Other Internal Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2591	Other Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2611	Central Office Services - Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2621	Plan, Rsrch, Dev, and Eval.-Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2622	Development Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2623	Evaluation Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2624	Planning Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2625	Research Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2629	Other Plan, Rsrch, Dev., and Eval. Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2631	Information Services - Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2632	Internal Information Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2633	Public Information Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2634	Management Information Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2639	Other Information Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2641	Staff Services - Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2642	Recruitment and Placement Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2643	Staff Accounting Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2644	In-Service Training for Non-Instructional Staff	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Support Services

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
2645	Health Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2649	Other Staff Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2651	Statistical Services - Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2652	Statistical Analysis Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2653	Statistical Reporting Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2659	Other Statistical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2661	Data Processing Services - Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2662	Systems Analysis Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2663	Programming Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2664	Operations Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2669	Other Data Processing Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2691	Other Support Services - Central	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2911	Other Supporting Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
2998	Total Support Services	\$1,394,315.92	\$1,345,162.76	\$781,617.50	\$1,185,233.34	\$718,350.47	\$982,840.00	-	\$6,407,519.99
2999	Total Instruction & Support	\$5,922,091.91	\$1,761,657.94	\$2,123,558.67	\$1,466,837.31	\$1,312,241.69	\$1,098,915.10	-	\$13,685,202.62

Non-Instruction Expenditures

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
1611	Adult Basic Education, NRS Level 1-4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1612	Adult Secondary Education, NRS Level 5-6	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1613	Family Literacy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Non-Instruction Expenditures

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1614	English as 2nd Lang./English to Spkrs of Othr Lang	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1615	English Literacy/Civics Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1616	Corrections Adult Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1617	Integrated Education and Training	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1621	Adult Career and Technical Education (CTE)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1671	Community Education/Life Enrichment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
1691	Other Adult/Continuing Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3111	Direction of Community Services-Service Area Direc	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3211	Community Rec. Services-Service Area Direction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3311	Civic Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3411	Public Library Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3511	Early Childhood Program	\$10,365.00	\$4,845.00	\$2,356.34	\$1,802.00	\$595.35	\$0.00	\$0.00	\$19,963.69
3512	Early Childhood Instruction	\$92,439.14	\$42,787.25	\$44,786.85	\$0.00	\$0.00	\$0.00	\$0.00	\$180,013.24
3611	Welfare Activities Services	\$0.00	\$0.00	\$0.00	\$0.00	\$8,138.15	\$0.00	-	\$8,138.15
3711	Non-Public School Students' Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3811	Custody and Care of Children Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3812	Afterschool Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00
3911	Other Community Services	\$0.00	\$0.00	\$0.00	\$33,172.69	\$0.00	\$0.00	-	\$33,172.69
3912	Parental Involvement	\$0.00	\$0.00	\$0.00	\$1,633.00	\$3,231.17	\$0.00	-	\$4,864.17
3913	Service-Learning	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Non-Instruction Expenditures

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
							\$0.00	-	\$0.00
4011	Facilities Acq. and Constr.-Service Area Direction	-	-	-	-	-	\$0.00	-	\$0.00
4021	Facilities Acquisition and Construction Services-S	-	-	-	-	-	\$0.00	-	\$0.00
4031	Architecture, Engineering and Legal Services	-	-	-	-	-	\$0.00	-	\$0.00
4041	Educational Specifications Development Services	-	-	-	-	-	\$0.00	-	\$0.00
4051	Building Acq., Constr. and Improvements Services	-	-	-	-	-	\$3,125,485.35	-	\$3,125,485.35
4091	Other Facilities Acq. and Constr. Services	-	-	-	-	-	\$0.00	-	\$0.00
5111	Principal - Bonded Indebtedness	-	-	-	-	-	-	\$0.00	\$0.00
5121	Principal - Short Term Loans	-	-	-	-	-	-	\$0.00	\$0.00
5122	Principal - Long Term Loans	-	-	-	-	-	-	\$0.00	\$0.00
5131	Principal - Lease Purchase Agreement	-	-	-	-	-	-	\$500,000.00	\$500,000.00
5211	Interest - Bonded Indebtedness	-	-	-	-	-	-	\$0.00	\$0.00
5221	Interest - Short Term Loans	-	-	-	-	-	-	\$0.00	\$0.00
5222	Interest - Long Term Loans	-	-	-	-	-	-	\$0.00	\$0.00
5231	Interest - Lease Purchase Agreements	-	-	-	-	-	-	\$48,100.00	\$48,100.00
5241	Discount on Bonds Sold - Interest Adjustment	-	-	-	-	-	-	\$0.00	\$0.00
5311	Fees - Bonded Indebtedness	-	-	-	-	-	-	\$0.00	\$0.00
5321	Fees - Short Term Loans	-	-	-	-	-	-	\$0.00	\$0.00
5322	Fees - Long Term Loans	-	-	-	-	-	-	\$0.00	\$0.00
5331	Fees - Lease Purchase Agreements	-	-	-	-	-	-	\$0.00	\$0.00

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-B Expenditures - Program/Object

Non-Instruction Expenditures

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
9998	Total Non-Instruction/Support	\$102,804.14	\$47,632.25	\$47,143.19	\$36,607.69	\$11,964.67	\$3,125,485.35	\$548,100.00	\$3,919,737.29

Part III-B Expenditures Grand Total

Function Code	Description	6110 Certificated Salaries	6150 Non- Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Supplies	6500 Capital Outlay	6600 Other Objects	Total
9999	Grand Total	6,024,896.05	1,809,190.19	2,170,701.86	1,503,445.00	1,324,206.36	4,224,400.45	548,100.00	17,604,939.91

Expenditure Project Code Summary Function by Object

Project Code	Project Code Name	6110 Certificated	6150 Non- Certificated	6200 Employee	6300 Purchased	6400	6500 Capital	6600 Other	Total
12210	Special Education*	\$385,877.04	\$112,784.39	\$132,320.14	\$109,288.26	\$16,097.21	\$0.00	\$0.00	\$756,367.04
12810	Early Childhood Special Education (paid with state or local funds)	\$19,885.16	\$18,238.43	\$8,115.74	\$5,858.15	\$5,590.75	\$0.00	\$0.00	\$57,688.23
33200	CTE Base and Performance Grant	\$0.00	\$0.00	\$0.00	\$0.00	\$14,304.89	\$0.00	\$0.00	\$14,304.89
42200	ARP - Elementary and Secondary Schools Emergency Relief Fund - (ESSER III)	\$434,080.44	\$0.00	\$118,591.56	\$0.00	\$0.00	\$3,036,206.00	\$0.00	\$3,588,878.00
42207	ARP - Immediate Response Services Grant	\$3,000.00	\$0.00	\$478.50	\$0.00	\$0.00	\$0.00	\$0.00	\$3,478.50
42301	Teacher Recruitment & Retention (ESSER II)	\$0.00	\$3,757.00	\$1,849.95	\$0.00	\$0.00	\$0.00	\$0.00	\$5,606.95
42302	CRRSA - Grow Your Own (ESSER II)	\$999.96	\$0.00	\$159.48	\$4,000.00	\$0.00	\$0.00	\$0.00	\$5,159.44

Year: 2022-2023		District: MOUNTAIN VIEW-BIRCH TREE R-III				Version: Submitted 10/19/2023			
42404	Teacher Recruitment & Retention (ESSER I)	\$7,850.00	\$3,073.93	\$2,114.20	\$0.00	\$0.00	\$0.00	\$0.00	\$13,038.13
42501	CARES Transportation Supplement GEER	\$0.00	\$27,422.68	\$2,907.08	\$0.00	\$0.00	\$0.00	\$0.00	\$30,329.76
42600	Parent Reimbursement Grant - (GEER II)	\$0.00	\$0.00	\$0.00	\$3,696.27	\$0.00	\$0.00	\$0.00	\$3,696.27
43900	ARP - IDEA 611 Entitlement Funds	\$0.00	\$0.00	\$0.00	\$375.00	\$50,544.00	\$15,582.00	\$0.00	\$66,501.00
44100	IDEA Entitlement Funds, Part B IDEA	\$246,940.24	\$0.00	\$76,296.20	\$0.00	\$32,714.52	\$0.00	\$0.00	\$355,950.96
44200	IDEA - 611 ECSE Portion	\$25,830.00	\$0.00	\$9,606.11	\$0.00	\$231.89	\$0.00	\$0.00	\$35,668.00
44201	IDEA - 619 Preschool Grant	\$5,670.00	\$3,664.60	\$1,354.45	\$0.00	\$110.95	\$0.00	\$0.00	\$10,800.00
44300	ARP - IDEA Early Childhood Special Education (ECSE) 619	\$0.00	\$0.00	\$0.00	\$0.00	\$1,065.90	\$3,595.10	\$0.00	\$4,661.00
44301	ARP - IDEA Early Childhood Special Education (ECSE) 619 (K)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
45100	Title I	\$365,589.06	\$62,710.25	\$128,192.51	\$14,895.10	\$40,653.67	\$0.00	\$0.00	\$612,040.59
46201	Title III Immigrant	\$0.00	\$0.00	\$0.00	\$0.00	\$2,763.44	\$0.00	\$0.00	\$2,763.44
46500	Title II.A	\$172,440.06	\$0.00	\$52,689.76	\$0.00	\$0.00	\$0.00	\$0.00	\$225,129.82
46800	ARP - Homeless Children and Youth II	\$0.00	\$0.00	\$0.00	\$0.00	\$9,454.41	\$0.00	\$0.00	\$9,454.41
49201	Title V.B, Rural Low-Income School	\$36,108.00	\$0.00	\$12,100.27	\$0.00	\$0.00	\$0.00	\$0.00	\$48,208.27

Part III-C Expenditures - Object/Fund

Salary and Employee Benefits

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
6111	Certificated - Regular Salaries	\$21,468.96	\$4,895,807.69	-	-	\$4,917,276.65
6112	Certificated - Administrators Salaries	\$0.00	\$766,185.92	-	-	\$766,185.92
6121	Certificated - Part-Time Salaries	\$0.00	\$157,071.02	-	-	\$157,071.02

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-C Expenditures - Object/Fund

Salary and Employee Benefits

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
		\$0.00	\$0.00	-	-	\$0.00
6122	Certificated - Other Part-Time Salaries					
		\$0.00	\$0.00	-	-	\$151,312.46
6131	Certificated Supplemental Pay	\$8,805.74	\$142,506.72	-	-	\$151,312.46
		\$0.00	\$33,050.00	-	-	\$33,050.00
6141	Certificated Unused Leave and/or Severance Pay					
		\$1,113,008.85	\$0.00	-	-	\$1,113,008.85
6151	Classified Salaries Regular	\$1,113,008.85	\$0.00	-	-	\$1,113,008.85
6152	Classified Instructional Aide Salaries	\$553,981.31	\$0.00	-	-	\$553,981.31
6153	Classified Substitute Salaries	\$131,202.53	\$0.00	-	-	\$131,202.53
6161	Classified Salaries - Part-Time	\$37.50	\$0.00	-	-	\$37.50
		\$10,960.00	\$0.00	-	-	\$10,960.00
6171	Classified Employees Unused Leave and/or Severance	\$10,960.00	\$0.00	-	-	\$10,960.00
		\$1,839,464.89	\$5,994,621.35	-	-	\$7,834,086.24
6199	Salaries - Subtotal	\$1,839,464.89	\$5,994,621.35	-	-	\$7,834,086.24
6211	Teacher's Retirement	\$6,771.78	\$900,684.08	-	-	\$907,455.86
6221	Non-Teacher Retirement	\$123,084.36	\$9,676.99	-	-	\$132,761.35
6231	Old Age Survivor and Disability (OASDI)	\$105,936.78	\$17,805.17	-	-	\$123,741.95
6232	Medicare	\$25,452.41	\$83,256.64	-	-	\$108,709.05
6241	Employee Insurance	\$270,585.37	\$559,860.28	-	-	\$830,445.65
6261	Workers' Compensation Insurance	\$67,588.00	\$0.00	-	-	\$67,588.00
6271	Unemployment Compensation	\$0.00	\$0.00	-	-	\$0.00
6291	Other Employer Provided Benefits	\$0.00	\$0.00	-	-	\$0.00
6299	Employee Benefits - Subtotal	\$599,418.70	\$1,571,283.16	-	\$0.00	\$2,170,701.86

Purchased Services and Supplies

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
		\$85,535.85	\$8,010.70	-	-	\$93,546.55
6311	Purchased Instructional Services - Tuition	\$85,535.85	\$8,010.70	-	-	\$93,546.55
6312	Instructional Program Improvement Services	\$2,372.33	\$0.00	-	-	\$2,372.33
6313	Pupil Services	\$0.00	\$0.00	-	-	\$0.00
6314	Staff Services	\$0.00	\$0.00	-	-	\$0.00
6315	Audit Services	\$12,500.00	-	-	-	\$12,500.00
6316	Data Processing and Technology Related Services	\$14,094.00	-	-	-	\$14,094.00
6317	Legal Services	\$771.00	-	-	-	\$771.00
6318	Election Services	\$7,582.60	-	-	-	\$7,582.60

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-C Expenditures - Object/Fund
Purchased Services and Supplies

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
		\$895,842.17	-	-	-	\$895,842.17
6319	Other Professional Services					
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6321	Subawards Under Subagreements First \$25,000					
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6322	Subawards Under Subagreements In excess of \$25,000					
		\$0.00	-	-	-	\$0.00
6331	Cleaning Services					
		\$0.00	-	-	-	\$0.00
6332	Repairs and Maintenance					
		\$0.00	-	-	-	\$0.00
6333	Rentals - Land and Buildings					
		\$1,308.20	-	-	-	\$1,308.20
6334	Rentals - Equipment					
		\$38,458.96	-	-	-	\$38,458.96
6335	Water and Sewer					
		\$19,961.11	-	-	-	\$19,961.11
6336	Trash Removal					
		\$83,704.32	-	-	-	\$83,704.32
6337	Technology-Related Repairs and Maintenance					
		\$0.00	-	-	-	\$0.00
6338	Rentals of Computers and Related Equipment					
		\$0.00	-	-	-	\$0.00
6339	Other Property Services					
		\$0.00	-	-	-	\$0.00
6341	Contracted Transportation To and From School					
		\$0.00	-	-	-	\$0.00
6342	Other Contracted Pupil Transportation (Non-Route)					
		\$88,316.71	-	-	-	\$88,316.71
6343	Travel					
		\$0.00	-	-	-	\$0.00
6349	Other Transportation Services					
		\$58,563.00	-	-	-	\$58,563.00
6351	Property Insurance					
		\$45,229.00	-	-	-	\$45,229.00
6352	Liability Insurance					
		\$100.00	-	-	-	\$100.00
6353	Fidelity Bond Premiums					
		\$0.00	\$0.00	-	-	\$0.00
6359	Judgments Against LEA and Settlements					
		\$94,201.42	-	-	-	\$94,201.42
6361	Communication					
		\$2,061.87	-	-	-	\$2,061.87
6362	Advertising					
		\$0.00	-	-	-	\$0.00
6363	Printing and Binding					
		\$8,629.00	-	-	-	\$8,629.00
6371	Dues and Membership					
		\$21,055.61	-	\$0.00	-	\$21,055.61
6391	Other Purchased Services					
		\$15,147.15	\$0.00	\$0.00	\$0.00	\$15,147.15
6398	Other Expenses					
		\$1,495,434.30	\$8,010.70	\$0.00	\$0.00	\$1,503,445.00
6399	Purchased Services - Subtotal					
		\$868,876.13	-	-	-	\$868,876.13
6411	General Supplies (Excludes 6412)					
		\$5,569.36	-	-	-	\$5,569.36
6412	Supplies - Technology - Related					
		\$57,928.54	-	-	-	\$57,928.54
6431	Textbook					

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-C Expenditures - Object/Fund

Purchased Services and Supplies

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
		\$9,055.02	-	-	-	\$9,055.02
6441	Library Books					
		\$0.00	-	-	-	\$0.00
6451	Resource Materials					
		\$0.00	-	-	-	\$0.00
6461	Warehouse Inventory Adjustments					
		\$0.00	-	-	-	\$0.00
6471	Food Supplies - Exclude Non-Food Supplies					
		\$153,025.33	-	-	-	\$153,025.33
6481	Electric					
		\$0.00	-	-	-	\$0.00
6482	Gas - Natural					
		\$78,722.65	-	-	-	\$78,722.65
6483	Gas - L.P.					
		\$5,235.00	-	-	-	\$5,235.00
6484	Fuel Oil					
		\$5,946.75	-	-	-	\$5,946.75
6485	Coal					
		\$139,847.58	-	-	-	\$139,847.58
6486	Gasoline/Diesel					
		\$0.00	-	-	-	\$0.00
6491	Other Supplies and Materials					
		\$1,324,206.36	-	-	-	\$1,324,206.36
6499	Supplies - Subtotal					

Capital Outlay and Other

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
		-	-	-	\$0.00	\$0.00
6511	Land				\$0.00	\$0.00
		-	-	-		
6521	Buildings					
		-	-	-	\$3,125,485.35	\$3,125,485.35
6531	Improvements Other than Buildings					
		-	-	-	\$821,485.10	\$821,485.10
6541	Regular Equipment				\$0.00	\$0.00
6542	Equipment - Classroom Instructional Apparatus				\$0.00	\$0.00
		-	-	-		
6543	Technology - Related Hardware				\$0.00	\$0.00
		-	-	-		
6544	Technology Software				\$33,500.00	\$33,500.00
		-	-	-		
6551	Vehicles - Except School Buses				\$243,930.00	\$243,930.00
		-	-	-		
6552	Pupil Transportation Vehicles - School Buses				\$0.00	\$0.00
		-	-	-		
6591	Other Capital Outlay				\$4,224,400.45	\$4,224,400.45
6599	Capital Outlay - Subtotal	\$0.00	-	-		
		-	-	\$0.00	\$0.00	\$0.00
6611	Principal - Bonded Indebtedness			\$0.00	\$0.00	\$0.00
		\$0.00	\$0.00	\$0.00		
6612	Principal - Short Term Loans				\$500,000.00	\$500,000.00
		-	-	-		
6613	Principal - Lease Purchase Agreements					

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-C Expenditures - Object/Fund

Capital Outlay and Other

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
		-	-	-	\$0.00	\$0.00
6614	Principal - Long Term Loans	-	-	-	\$0.00	\$0.00
6621	Interest - Bonded Indebtedness	-	-	\$0.00	\$0.00	\$0.00
6622	Interest - Short Term Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6623	Interest - Lease Purchase Agreements	-	-	-	\$48,100.00	\$48,100.00
6624	Interest - Long Term Loans	-	-	\$0.00	\$0.00	\$0.00
6631	Fees - Bonded Indebtedness	\$0.00	-	\$0.00	\$0.00	\$0.00
6632	Fees - Short Term Loans	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6633	Fees - Lease Purchase Agreements	-	-	-	\$0.00	\$0.00
6634	Fees - Long Term Loans	-	-	-	\$0.00	\$0.00
6699	Other Objects - Subtotal	\$0.00	\$0.00	\$0.00	\$548,100.00	\$548,100.00

Part III-C Expenditures - Grand Total

Object Code	Description	General (Incidental) Fund	Special Revenue (Teachers) Fund	Debt Service Fund	Capital Projects Fund	Total All Funds
9999	Grand Total	5,258,524.25	7,573,915.21	0.00	4,772,500.45	17,604,939.91

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Expenditures Project Code Summary Object by Fund

Project Code	Project Code Name	General (Incidental)	Special Revenue	Debt Services	Capital Projects	Total
12210	Special Education*	\$280,206.21	\$476,160.83	\$0.00	\$0.00	\$756,367.04
12810	Early Childhood Special Education (paid with state or local funds)	\$34,071.49	\$23,616.74	\$0.00	\$0.00	\$57,688.23
33200	CTE Base and Performance Grant	\$14,304.89	\$0.00	\$0.00	\$0.00	\$14,304.89
42200	ARP - Elementary and Secondary Schools Emergency Relief Fund - (ESSER III)	\$0.00	\$552,672.00	\$0.00	\$3,036,206.00	\$3,588,878.00
42207	ARP - Immediate Response Services Grant	\$0.00	\$3,478.50	\$0.00	\$0.00	\$3,478.50
42301	Teacher Recruitment & Retention (ESSER II)	\$5,606.95	\$0.00	\$0.00	\$0.00	\$5,606.95
42302	CRRSA - Grow Your Own (ESSER II)	\$4,000.00	\$1,159.44	\$0.00	\$0.00	\$5,159.44
42404	Teacher Recruitment & Retention (ESSER I)	\$4,587.60	\$8,450.53	\$0.00	\$0.00	\$13,038.13
42501	CARES Transportation Supplement GEER	\$30,329.76	\$0.00	\$0.00	\$0.00	\$30,329.76
42600	Parent Reimbursement Grant - (GEER II)	\$3,696.27	\$0.00	\$0.00	\$0.00	\$3,696.27
43900	ARP - IDEA 611 Entitlement Funds	\$50,919.00	\$0.00	\$0.00	\$15,582.00	\$66,501.00
44100	IDEA Entitlement Funds, Part B IDEA	\$32,714.52	\$323,236.44	\$0.00	\$0.00	\$355,950.96
44200	IDEA - 611 ECSE Portion	\$231.89	\$35,436.11	\$0.00	\$0.00	\$35,668.00
44201	IDEA - 619 Preschool Grant	\$4,438.99	\$6,361.01	\$0.00	\$0.00	\$10,800.00
44300	ARP - IDEA Early Childhood Special Education (ECSE) 619	\$1,065.90	\$0.00	\$0.00	\$3,595.10	\$4,661.00
44301	ARP - IDEA Early Childhood Special Education (ECSE) 619 (K)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
45100	Title I	\$144,546.79	\$467,493.80	\$0.00	\$0.00	\$612,040.59
46201	Title III Immigrant	\$2,763.44	\$0.00	\$0.00	\$0.00	\$2,763.44
46500	Title II.A	\$0.00	\$225,129.82	\$0.00	\$0.00	\$225,129.82
46800	ARP - Homeless Children and Youth II	\$9,454.41	\$0.00	\$0.00	\$0.00	\$9,454.41
49201	Title V.B, Rural Low-Income School	\$0.00	\$48,208.27	\$0.00	\$0.00	\$48,208.27

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

Part III-C Expenditures - Individual Expenditure Amounts

Line #	Description	Amount
8010	Exp. for Building Project(s) (Funded by Bond Proce	0.00
8011	Exp. for Building Project(s) (Funded by Impact Aid	0.00

Part IV Long and Short Term Debt

	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
General Obligations Bonds	0.00	0.00	0.00	0.00	0.00
Lease Purchase	2,450,000.00	0.00	500,000.00	1,950,000.00	48,100.00
Energy Loan	0.00	0.00	0.00	0.00	0.00
Guaranteed Energy Cost Savings Contract	0.00	0.00	0.00	0.00	0.00
Other Debt	0.00	0.00	0.00	0.00	0.00
SubTotal	2,450,000.00	0.00	500,000.00	1,950,000.00	48,100.00
Tax Anticipation Note (TAN)	0.00	0.00	0.00	0.00	0.00
Advance Funding	0.00	0.00	0.00	0.00	0.00
Revenue Bonds	0.00	0.00	0.00	0.00	0.00
Total All Debt	2,450,000.00	0.00	500,000.00	1,950,000.00	48,100.00

General Obligation Bonds (Bonded Indebtedness) Section 164.121

Type of Bond Issue	Series	Length Term	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
There is no General Obligation Bonds (Bonded Indebtedness) debt.							

Lease Purchase Section 177.088

Type of Lease Purchase	Length Term	Begin Date	Refinance Date	Original Principal	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
BUILDING	20	05/27/2009		7,385,000.00	2,450,000.00	0.00	500,000.00	1,950,000.00	48,100.00
Total Lease Purchase					2,450,000.00	0.00	500,000.00	1,950,000.00	48,100.00
Portion of 8003 "Amount Repaid During Year" from Not-For-Profit Corporation Escrow Account						0.00			

Energy Loan Section 640.653

Type of Project	Length Term	Begin Date	Original Principal	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
There is no Energy Loan debt.								

Year: 2022-2023

District: MOUNTAIN VIEW-BIRCH TREE R-III

Version: Submitted 10/19/2023

**Guaranteed Energy Cost Savings Contract
Section 8.231**

Vendor Name	Method of Financing	Length Term	Begin Date	Original Principal	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
There is no Guaranteed Energy Cost Savings Contract debt.									

**Other Debt
Section 177.082, etc.**

Debt	Length Term	Begin Date	Refinance Date	Original Principal	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
There is no Other debt.									

**Tax Anticipation Note (TAN)
Section 165.131**

Fund Borrowed For	Begin Date	Date Paid Off	Original Principal	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
There is no Tax Anticipation Note (TAN) debt.								

**Advance Funding
Section 360.106/165.131**

	Begin Date	Refinance Date	Original Principal	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
There is no Advance Funding debt.								

**Revenue Bonds (Bonded Indebtedness)
Section 164.231**

Type of Revenue Generating Facility	Type of Issue	Series	Length Term	Refinance Date	8001 Balance Beginning of Year	8002 Amount Borrowed During Year	8003 Amount Repaid During Year	8004 Balance End of Year	8005 Interest Paid During Year
There is no Revenue Bond debt.									

Vision: The Mountain View-Birch Tree School District is two communities working as one to develop caring and responsible citizens.



Mission: Our mission is to empower and inspire all students to be successful before and after graduation. We strive to improve the quality of life through rigor, relevance, and relationships.

Mountain View-Birch Tree R-III School District

November 2023 Assistant Superintendent Report

Projects:

- The fencing at the bus barn is completed.
- Propane tank is installed. Current Inc. coming back to fix their issue of putting a natural gas orifice on our equipment, which is what caused the black substance on the exterior of the building.
- Fuel island is done minus the overhead structure that will cover the pumps from the weather. Diesel tank should be being hauled in and placed in the coming weeks.
- Fencing is completed at BTE.
- MVE's playground will be installed over Thanksgiving week.
- The lease agreement is finalized and we've accepted a bid for fencing improvements at the baseball complex. JC and I are ordering bleachers and are looking into prefab buildings for a crowd nest/concession stand.
- Working with Raptor Technologies to get our MVBT safety app up and going.
- Meeting with a structural engineer on December 5th to look at the NE corner of the building at LHS
- Safety fencing for MVE has been ordered and will do the same for BTE soon now that fencing is finalized.
- Finally got our preliminary water results back from the lead testing agency. We are correcting a few issues, but overall, I was pleased with how our district did. I don't envision any major things that will have to be done to meet their specifications.

Goings on:

- School Operations Academy (MoASBO) in Jeff City on 11/17
- Secondary testing of water outlets on 11/21
- Looking forward to Thanksgiving break! Can't believe we're almost there!!

502 N. Elm, Mountain View, MO 65548 Phone: 417-934-5408

website: <https://home.liberty.mvbt.k12.mo.us/>

Superintendent: Mrs. Lanna Tharp email: ltharp@liberty.mvbt.k12.mo.us

Assistant Superintendent: Mr. Ryan Chowning email: rchowning@liberty.mvbt.k12.mo.us

NOVEMBER BOARD REPORT

ADMINISTRATOR: Renshaw

K-5 CURRENT ENROLLMENT: 172

Focusing on Leadership (CSIP Goal 1)

- *Building Thinking Classrooms in Mathematics*
- *A Principal's Primer for Raising Reading Achievement*

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- Talk2Read grant, continues
- LETRS training
- Grade Level Meetings
- Ed Camp

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

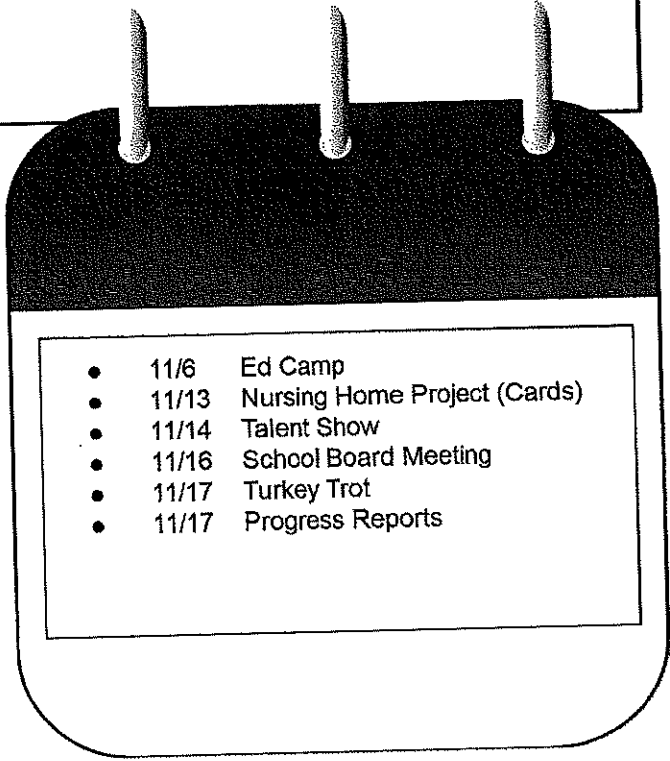
- Continual work on creating a positive teacher climate
- Continuing to work on attendance issues
- Climate & Culture committee working to develop a positive climate
-

Focusing on Alignment of Standards, Curriculum, and Assessment (CSIP Goal 4)

- Growth Monitoring

Focusing on Equity and Access (CSIP Goal 5)

- *LIFE360
- *Reading Success Plans
- *Food backpacks
- *Care To Learn
- *Teachers creating basketball teams

- 
- 11/6 Ed Camp
 - 11/13 Nursing Home Project (Cards)
 - 11/14 Talent Show
 - 11/16 School Board Meeting
 - 11/17 Turkey Trot
 - 11/17 Progress Reports

MVE NOVEMBER SCHOOL BOARD REPORT

ADMINISTRATOR(S): Jester/Marriott

CURRENT ENROLLMENT: 450
Attendance % for October: 93.55%

Focusing on Leadership (CSIP Goal 1)

- Continuing to focus on how we can be better leaders.
- Providing support to the teachers by removing behavior students

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- Reading Success Plans.
- Frequent classroom visits.
- Unit Plans
- Champion Teacher 11/28-11/29
- Team Meetings/Task Team meetings.

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

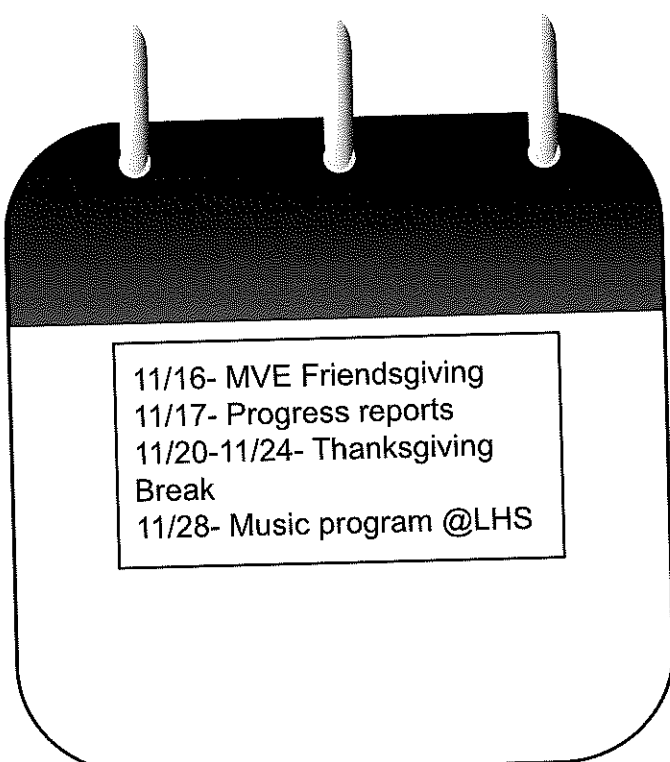
- Our Lift Crew provides snacks and encouragement often.
- Constantly checking in to see if the teachers need anything.
- December Holiday Calendar

Focusing on Alignment of Standards, Curriculum, and Assessment (CSIP Goal 4)

- Teachers doing LETRS training
- Admin doing LETRS training
- Frequent Pacing guide check ins
- iReady time
- We will start our second round of iReady testing at the end of November

Focusing on Equity and Access (CSIP Goal 5)

- SOAR Matrix- reminders on behaviors
- Eagle Coins/Bucks
- Behavior/behavior/behavior!!!
- HIGH EXPECTATIONS!!!!
- Eagle Coin Shopping next week!



11/16- MVE Friendsgiving
11/17- Progress reports
11/20-11/24- Thanksgiving
Break
11/28- Music program @LHS

NOVEMBER BOARD REPORT

ADMINISTRATOR(S): Tammy Heiney and Elijah Ernst

CURRENT ENROLLMENT: 289
Attendance: 94.79%

Focusing on Leadership (CSIP Goal 1)

- The SCA Middle School principals met on October 25. It was a great day of collaboration! We will meet again on Dec. 6.
- We are having a small group of teachers district-wide trained in Doug Lemov's Champion Teaching. These techniques set high academic expectations, address planning that ensures academic achievement, address structuring and delivery of lessons, student engagement and creating a strong classroom culture. Once we have a group trained, they will return and train others.

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- We started a new motivational plan to go along with our Eagle Time. I-Ready personal paths were printed for every student and are kept in a binder at the teacher's fingertips. Teachers are able to monitor the time on task and completion of the individual lessons. Once a student completes the path, they are provided with an incentive and they get to sign our "Who will be the first 100?" board! We are being very intentional with our i-Ready personal instruction time.

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

- The entire staff continues to focus on our expectation matrix and citizenship program. Most of the time, there is a energetic and positive atmosphere at LMS! We are pretty proud of our students and staff!

Focusing on Alignment of Standards, Curriculum, and Assessment (CSIP Goal 4)

- The SCA Curriculum Directors met on November 1. Focus was on Reading Success Plans, LETRS, and assessment. We are supposed to meet again on Dec. 6.
- We are continuing to write units of study. With this process, we have identified gaps in our MS science curriculum and instruction. This will be a major focus for our science teachers.

Focusing on Equity and Access (CSIP Goal 5)

- The staff has been working collaboratively with relationship mapping. The objective is to identify students who do or do not have positive and stable relationships with adults in school. We are now working on identifying ways to connect every student with one positive and caring adult to create a trusting relationship.
- We have been identifying at-risk students by gathering data in four areas: attendance, office referrals, grades, and nurse visits. We have a task team that inputs the data every three weeks. Mrs. Davis and Mrs. Heiney meet and discuss the data. Mrs. Davis gathers input from teachers during Care Team, and then we make a plan to help those students succeed.

CALENDAR

November 17: Staff Thanksgiving Potluck (You can join us, but you have to bring a dessert!)

November 18: Scholar Bowl Competition in Houston

November 20-22: Staff will be in the building for tutoring, make-up hours, and fun.

November 28-29 Champion Teaching training in Jefferson City

December 5: 2nd Quarter Parent Night (Math, Band, and Music)

OCTOBER BOARD REPORT

ADMINISTRATOR(S): John Daniels & JC Hoagland

CURRENT ENROLLMENT: 360

Yearly Attendance: 94.38%

Monthly Attendance: 93.13%

Focusing on Leadership (CSIP Goal 1)

- Continuing with classroom observations.
- Working on being in classrooms and getting as much computer work completed as possible before/after school.

Focusing on Alignment of Standards, Curriculum, and Assessment (CSIP Goal 4)

- Continuing Curriculum throughout the year. Pacing guides will be a work in progress as we are switching to this new calendar.
- Eagle Time - Students will be working on IXL on Tuesdays and Wednesdays. Thursday is catch up days for students as well as teachers being able to request them for extra instruction. Friday is for "study hall" and can also be used for class and club meetings.

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- Updating curriculum and pacing guides as the year goes along to have it match up with the 4-day week.
- Teachers working on Unit Plans to finish out curriculum.

Focusing on Equity and Access (CSIP Goal 5)

- Makeup hours on Mondays. These days will also be used for study and/or intervention sessions throughout the year..
- Business, Agriculture, FCS Education event held at MSU-Springfield for students interested in entering these fields (12/6).

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

- Department Meetings
- Sunshine Committee working to give incentives throughout the year.

CALENDAR

- | | |
|----------|---|
| Nov. 16. | SCA Choir Clinic/Performance
Meet the Team (Boys/Girls BB @ 5pm) |
| Nov. 20 | Girls Basketball begins @ Alton |
| Nov. 28 | Elem Music Concert @ LHS (6pm) |
| Nov. 30 | Boys Basketball begins @ Summersville |
| Dec. 2 | Trap @ Dora |
| Dec. 6 | FACS/Bus/Ag Education Day @ MSU |
| Dec. 9 | ACT given @ LHS |
| | Science Fair @ LHS |

SPECIAL EDUCATION

NOVEMBER BOARD REPORT

ADMINISTRATOR: Barbara Medina

CURRENT ENROLLMENT: 212

- ECSE: 28
- K-12: 184
- MSB: 1
- Transfer In: 19
- Drops: 19
- Referrals: 18

SECTION 504:

- Current: 21
- Referrals: 3

Focusing on Leadership (CSIP Goal 1)

- ESE Compliance Training: Co-Teaching: Benefits & Strategies: 10/19/2023
- Special Education Tiered Monitoring 10/20/2023
- DESE SPED Finance: 11/7/2023 (RBP, APR IDEA FER, Cash Management, Tiered Monitoring)
- DESE Compliance Training: Post Secondary Transition 11/9/2023
- Local Administrators Special Education Meeting (LASE) 11/10/2023
- Special Education Staffing Meetings week of 10/30, 11/13/23

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- Ed Camp 11/9/2023: Inclusive Excellence: Empowering Special Education Heroes
- Classroom Focus: Student Engagement

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

- Continuing to focus on attendance & creating a positive climate at MVBT!

Focusing on Alignment of Standards, Curriculum, and Assessment (CSIP Goal 4)

- Closer look at IEP goals and aligning with standards for each student

Focusing on Equity and Access (CSIP Goal 5)

- High Expectations for All Students
- Job Olympics (April 4 or 11th)
- Voch Rehabilitation & MU Pre ETS visits to LHS and MVE.
- Attendance Follow-ups:
After 2 consecutive absences or 5 absences a quarter.

CALENDAR

- Tiered 1 Self Assessment started 11/1/2023
- IDEA ARP Final Expenditure Report TBA
- ECSE Final Expenditure Report Due TBA
- December 1 Child Count 12/1/2023



Athletics Board Report:

- High school boys and girls basketball has started and the schedules are finished.
- We have our first round of the chocolate milk grant for the HS girls bball team, they are enjoying the milks after practice for recovery.
- Great seasons for our LHS football and volleyball teams and several postseason honors.
- We have started the baseball field facelift, bleachers have been ordered and we are looking at the new buildings, also new fencing being installed.
- The Liberty Legends Shootout will be Jan 6th both the boys and girls will be playing, we will also recognize the 1988 Liberty Eagles Class 2A 2nd place team. West Plains Bank will sponsor this event.

B. School Board Governance and Operations

Mtn View-Birch Tree R-III
Board Policy Manual

Policy BBF: SCHOOL BOARD MEMBER ETHICS

Status: DRAFT

Original Adopted Date: 11/17/2005

23C UPDATE EXPLANATION

MSBA has updated this policy to comply with the Missouri School Improvement Program (MSIP):

MSIP 6, L2: "The local board and administration conduct school system business in an ethical, legal, and transparent manner."

MSIP 6, B to L2: "The local board adopts and adheres to its policy on legal and professional ethics for school board members."

A list of core principles for office holders will always fall short. Instead, remembering the duties of care, loyalty and trust is simpler to keep in mind and explain. These overarching principles should drive decisions in a manner consistent with the aspirations of the MSIP 6 program.

If all members employ these principles when acting and voting, the interests of the district, as opposed to the individual, will prevail.

Board members accept the fiduciary responsibilities of holding a public office for school district governance on behalf of district residents and in accordance with the laws of Missouri and the United States.

The key principles to be observed in upholding these responsibilities are the duties of care, loyalty and public trust.

Duty of Care – Board members will be attentive to the responsibilities of their office including, but not limited to, those set out by law, board policy and board directive. They will act in good faith and in a reasonably prudent manner after due consideration of all provided information. Under the duty of care, board members will prepare for meetings by reading the provided information and contacting the superintendent for clarification. Board members will consider the ideas and opinions of administrators, advisors and other board members as well as any input received from district residents before casting a vote in meetings. Board members will effectively manage district assets, ensure quality staffing and resources, monitor district processes and demonstrate accountability for decisions.

Duty of Loyalty – Board members will place the interests of the district and its students before personal interests. In general, board members cannot use their positions of trust, confidence and inside knowledge to further their own personal interests or those of their family and friends. Board members will avoid nepotism and conflicts of interest and will take only those actions that will advance the district mission and vision.

Duty of Public Trust – Board members will act in a manner that builds and maintains the community's confidence that the board is acting legally, ethically, responsibly, transparently and in the best interest of the students and the taxpayers. Board members will avoid even the appearance of impropriety. The duty of public trust includes, but is not limited to, the obligation to follow the law, meaningfully engage the public, keep the public informed of board decisions and admit and correct mistakes. Board members will interact professionally with other board members, the superintendent, district staff and stakeholders.

No list can comprehensively capture all the decisions and actions required under the duties of care, loyalty and trust. However, a board member adhering to the requirements of the office will:

1. Remember that the first and greatest concern must be the educational welfare of the district's students.
2. Govern through board-adopted policies and follow board-adopted policies and directives.
3. Make every effort to attend all board meetings and arrive at meetings prepared to discuss the agenda items.
4. Avoid conflicts of interest or the appearance thereof and safeguard confidential information.
5. Recognize that the board acts only as a formally convened body and that individual board members have no independent authority to speak or act on the board's behalf unless they are designated by the board to do so.
6. Delegate board policy administration and school operations to a qualified superintendent and maintain a

productive professional relationship with the superintendent and district staff.

7. Make employment decisions based on applicant qualifications and benefits to the district rather than personal interest.

Members of the Mountain View-Birch Tree R-III School District Board of Education accept the responsibility to improve public education in the Mountain View-Birch Tree R-III School District. To that end, all board members will:

1. Remember that the first and greatest concern must be the educational welfare of all students attending the public schools.
2. Obey the laws of Missouri and the United States.
3. Recognize that individual board members have no authority to speak or act for the board.
4. Work with other board members to establish effective board policies.
5. Delegate authority for the administration of the schools to the superintendent.
6. Encourage ongoing communications between board members and stakeholders.
7. Render all decisions based on the available facts and independent judgment rather than succumbing to the influence of individuals or special interest groups.
8. Make every effort to attend all board meetings.
9. Become informed concerning the issues to be considered at each meeting.
10. Improve boardmanship by studying educational issues and by participating in in-service programs and training.
11. Support the employment of staff members based on qualifications and not as a result of influence.
12. Maintain a process of regular and systematic assessment of the educational system, in order to provide accountability for the school district.
13. Avoid conflicts of interest or the appearance thereof.
14. Refrain from using their board position for the benefit of family members, business associates or themselves.
15. Express personal opinions but, once the board has acted, accept the will of the majority.
16. Refrain from divulging confidential information presented during closed sessions, except when required by law.

Administrative Procedure BDDL-AP(1): RELEASE OF INFORMATION - (Records Requests)

Status: DRAFT

Original Adopted Date: Pending

EXPLANATION

This is a NEW administrative procedure for districts to consider. MSBA has moved many of the details of responding to a records request under the Sunshine Law from the board policy to this administrative procedure because most of these rules are not optional and because district staff are the ones responsible for responding to record requests on behalf of the district.

In this procedure, MSBA has also addressed some of the issues settled by the Missouri Supreme Court in *Gross v. Parson*, ___ S.W.2d ___ (Mo.banc 2021). In that case, the court found that governmental entities:

- Cannot include incurred attorney's fees in charges for records production. This could cost school districts thousands of dollars because many districts have attorneys review records to ensure that closed records are not accidentally released.
- Must give a detailed explanation as to why records are not available if they are not produced within three days. Even if it is obvious that a request will take a lot of time, the reasons must be given.
- Explain the reason information is redacted from a document when the redaction is apparent, unless the explanation would reveal the contents.

MSBA has also added language regarding parent access to student records. Regulations interpreting the Family Educational Rights and Privacy Act (FERPA) have some limitations on the fees charged to parents for obtaining student records.

Responding to Requests

The custodian of records ("custodian") will respond to requests for records inspection or copying as soon as possible but no later than the end of the third business day following the date the custodian receives the request. The three-day requirement may be exceeded for reasonable cause. If access is not granted immediately, the custodian will give a detailed explanation of the cause of the delay and the place and earliest time and date the record will be available.

If access is denied, the custodian will provide, upon request, a written statement of the grounds for the denial. The statement will cite the specific provision of the law under which access is denied and will be provided to the requester no later than the third business day following the date that the request for the statement was received.

If a record contains both open and closed information, the custodian will separate or redact the closed information and make the open information available for examination and copying. If the separation is readily apparent, the custodian will generally describe the material redacted unless that description reveals the contents of the redacted information.

Format

If records are requested in a certain format, the custodian will provide the records in the requested format if such format is available.

Inspection of Records

A person may request to inspect records instead of receiving a copy. When such a request is made, the custodian will provide the records in a secure location and take precautions to ensure that the records are not removed, modified, altered or destroyed. It is against the law for a person to remove original public records from a district office without written permission from the custodian. The requesting party may be charged for the staff time to collect the records.

Fees

In general, the custodian will charge and collect fees for copying, duplicating time and research time. The custodian may require payment of copy fees prior to copying. Copies may be furnished free or at a reduced rate if the

superintendent or designee determines that the request is in the public interest because it is likely to contribute to public understanding of the operations or activities of the district and is not primarily based on commercial interests.

1. Copying fees shall not exceed ten cents per page for a paper copy not larger than nine by fourteen inches. The hourly fee for duplicating time will not exceed the average hourly rate of pay for clerical staff of the district. Research time required for fulfilling records requests may be charged at the actual cost of the research time. The district will produce the copies using the employees that result in the lowest charge for search, research and duplication time.
 2. Fees for providing access to computer records, recorded tapes, disks, videotapes, films, pictures, maps, slides, graphics, illustrations, or similar audio or visual items, and for paper copies larger than nine by fourteen inches, shall include only the cost of copies, staff time and the cost of the disk, tape or other medium used for the duplication. Charges for staff time will not exceed the average hourly rate of pay for district staff required for making copies and programming, if necessary. Fees may include the actual costs of programming if programming is required beyond the customary and usual level to comply with a request for records or information. Fees for maps, blueprints or plats that require special expertise to duplicate may include the actual rate of compensation for the required trained personnel.
 3. Fees may be charged for research time required for fulfilling the request but not for the cost of attorney review.
 4. The district will not charge a fee for the costs of searching for or retrieving records provided to parents/guardians requesting their student's records. However, the district may charge a fee for copies and duplication unless by doing so it effectively denies the parents/guardians their rights under the Family Educational Rights and Privacy Act (FERPA).
-

D. Fiscal Management

Mtn View-Birch Tree R-III
Board Policy Manual

Policy DB: ANNUAL BUDGET

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 03/18/2014

EXPLANATION

MSBA has updated this policy to align with the standards and indicators of version 6 of the Missouri School Improvement Program (MSIP 6). See section L4 at <https://dese.mo.gov/media/pdf/msip-6-rule>.

MSBA has also moved a section regarding comparability between buildings from DJFA to this policy. The Department of Elementary and Secondary Education (DESE) has clarified that the comparability requirements for Title I apply to the expenditure of local funds, so it is more appropriate in this policy where the overall district budget is examined.

MSBA removed the statement requiring a hearing before adopting the budget and tax rate. There is no legal requirement to hold a hearing before budget adoption, although the budget officer should solicit input from patrons. There is a requirement that a hearing be held prior to adopting the tax rate, and that requirement is covered in policy DC.

MSBA modified the language under budget expenditures to match the statutory language.

One of the board's primary responsibilities of the board of education is to secure adequate funds to conduct a quality education program of education in the school district. The annual district budget is a written document presenting the board's plan for allocation of the available financial resources to sustain and improve the educational function of the school district and promote each student's academic success and well-being in accordance with priorities established in the Continuous School Improvement Plan (CSIP). The annual budget is a legal document describing the programs to be conducted during the fiscal year and is the basis for the establishment of tax rates for the district. The fiscal year is defined as beginning annually on the first day of July and ending on the thirtieth day of June following.

Budget Planning and Adoption

The Budget planning and preparation of the budget is a continuing process. It that must involve a number of people individuals who have knowledge of the educational needs of the community and who can provide accurate data in regard to about the financial potential of the district. Members of the board, citizens, students and professional and support staff members should be involved in the planning process, which culminates in the preparation of the budget document. The superintendent will establish procedures that to seek input on budgetary needs from the appropriate people on budgetary needs and that consider the priorities established by the board.

The board designates the superintendent to serve as the district's budget officer of the district. As The budget officer, the superintendent will direct the budget planning and preparation of the budget and will submit it to the board for approval. Before When creating the budget, the superintendent budget officer will consider the priorities established by the board and seek input from appropriate persons regarding individuals about the needs of the district. The budget must include prudent fund balance positions. The superintendent budget officer will present to the board a tentative budget proposal for the following year no later than June 1 unless sufficient financial information is not available at that time to propose even a tentative budget. The superintendent budget officer will make revisions as directed by the board and will present the final budget proposal to the board for approval before the new fiscal year begins, as provided by law.

The board may revise the proposed budget prior to adoption and may make additional revisions, as necessary, throughout the year. Should the adopted budget require an increase in the tax levy above the authorized level that the board may levy is authorized to set, the tax levy increase shall be presented to the voters for approval. The budget shall be appropriately adjusted if the voters fail to pass the tax levy increase. The board will conduct at least one public hearing regarding the proposed budget and taxation rate.

Budget Components

The annual budget document shall present a completed financial plan for the ensuing fiscal year and shall include at least the following statutory requirements:

1. A budget message describing the important features of the budget and major changes from the preceding year.

2. Estimated revenues to be received from all sources for the fiscal year, with a comparative statement of actual or estimated revenues for the two years immediately preceding, itemized by year, fund and source.
3. Proposed expenditures for each department, office and other classification for the budget year, together with a comparative statement of actual or estimated expenditures for the two years immediately preceding, itemized by year, fund, activity and object.
4. The amount required for the payment of interest, amortization and redemption charges on the debt of the school district.
5. A general budget summary.

Budget Expenditures

In no event shall the total proposed expenditures from any fund exceed the estimated revenues to be received plus any unencumbered balance or less any deficit estimated for the beginning of the fiscal year. Upon the recommendation of the superintendent, the board will approve a system of internal accounting to ensure proper financial accounting of revenues and expenditures.

The district's adopted budget serves as the control to direct and limit expenditures in the district. Overall responsibility for assuring control rests with the superintendent, who will establish procedures for budget control and reporting throughout the district. All moneys received by the school district shall be disbursed only for the purposes for which they are levied, collected or received.

The total amounts that may be expended during the fiscal year for the operation of the school district are set forth in the budget. The total budgeted expenditure for each program fund is the maximum amount that may be expended for that classification of expenditures during the school year unless a budget transfer is recommended by the superintendent and approved by the board. During the fiscal year, the superintendent may transfer any unencumbered balance or portion thereof from the expenditure authorization of one account fund to another, subject to limitations provided by state laws and approval by the board.

The board will review the financial condition of the district monthly and shall require the superintendent to prepare a monthly reconciliation statement. This statement will show the amount expended during the month, total (to date) for the fiscal year, receipts and remaining balances in each fund. This statement will be used as a guide for projected purchasing and budget transfers.

Title I Comparability

Federal law requires districts to ensure that schools that receive Title I funds receive the same level of services and resources from state and local funds as schools that do not receive Title I funds. If the district has school buildings with more than 100 students and more than one building for each grade span, the district is required to annually conduct a comparability study between buildings that receive Title I funds and have more than 100 students and buildings that do not receive Title I funds and have more than 100 students. If all the district's schools receive Title I funds, the district must determine that services are, taken as a whole, substantially comparable in each school. The district may meet these requirements by comparing either grade spans or schools. The district will establish comparability by ensuring:

1. That it has adopted a districtwide salary schedule;
2. Equivalence among schools in teachers, administrators and other staff; and
3. Equivalence among schools in the provision of curriculum materials and instructional supplies.

Alternatively, the superintendent or designee will complete an annual comparability study using the procedures and forms provided by the Department of Elementary and Secondary Education (DESE). If the superintendent or designee determines that services and resources are not comparable, the superintendent will notify the board and take steps to rectify the situation.

The data collected and compiled in the determination of comparability will be retained in accordance with the Public School Records Retention Schedule. The district will provide DESE with the appropriate assurances that the district is in compliance with the federal law.

Policy DJF-1: PURCHASING

Original Adopted Date: 03/14/2002 | Last Revised Date: 10/15/2020

EXPLANATION

MSBA has modified this policy based on changes in the guidance for purchases with federal funds. The changes will allow districts to streamline purchasing procedures for purchases under \$50,000. Details relating to this change are in procedure DJF-AP1, which is also in this update.

MSBA has also added an exception to competitive purchasing that allows the district to contract with a representative to make purchases on behalf of the district.

The purpose of this policy and any related administrative procedures is to ensure that all purchases of supplies, equipment and services are made in compliance with state and federal law and good business practices. The board recognizes the importance of a sound fiscal management program and expects district staff to maximize the resources available for the district's educational program and to be good stewards of public funds by exercising fair, competitive purchasing practices. The district will respect its financial obligations and will also require that providers meet their obligations to provide quality products and services in a timely manner to the district. All purchasing will be conducted in a manner that provides full and open competition consistent with the standards of state and federal law.

All funds deposited with the district, regardless of source, are considered district funds and are subject to this policy. No contract will be entered into or bill paid without the proper documentation and without an affirmative vote from a majority of the whole board. No unbudgeted purchase will be made without prior board approval unless this policy's emergency provisions are applicable.

The board encourages district staff to purchase products manufactured, assembled or produced in the United States.

Purchasing Supervision

The chief financial officer will serve as the district's purchasing officer or will designate a purchasing officer. The purchasing officer will supervise district purchases of products and services and may authorize purchases on behalf of the district that comply with the board-adopted budget and this policy.

The superintendent, in consultation with the purchasing officer, shall develop procedures to implement this policy in a manner that will meet the district's needs while protecting the district's resources. These procedures will comply with all applicable laws and will centralize and provide oversight of all purchasing decisions.

Competitive Purchasing

District staff will research all purchases and compare prices prior to making decisions regarding the expenditure of district funds unless a purchase is covered by an exception pursuant to this policy. Employees are expected to contact multiple providers before making a decision regarding purchases under \$3,500. Purchases of \$3,500 or more will be competitively bid, and sealed bids will be. Appropriate informal purchasing methods may be used for purchases under \$50,000. Formal purchasing methods are required for purchases that may exceed \$50,000.

The district will select the lowest or best bid as defined in DJF-AP1. The district reserves the right to waive minor technical defects in a bid, reject any and all bids, reject any part of a bid, advertise for new bids, or make the purchase on the open market if the product or service can be obtained at a better price.

The district will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions detailed by the district. Among other factors detailed in the bid specifications, consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

When the purchasing officer determines that it is in the best interest of the district, products or services may be purchased by competitive negotiations or proposals rather than competitive bids. Likewise, the superintendent, in consultation with the purchasing officer, is directed to create procedures that allow the district to benefit from cooperative purchasing and address unusual situations such as purchasing when there is a single feasible source for the purchase, or the district has contracted for procurement services. The superintendent is also directed to create a

process whereby authorized providers are selected for frequent purchases, while still monitoring the competitiveness of these providers.

Purchases Involving Federal Funds

In addition to the requirements of this policy and the accompanying procedure, the provisions of policy DJFA and related procedures must be followed when federal funds are used.

Emergency Situations

Unless competitive bidding is required by law, the superintendent may waive the requirement for competitive bids or proposals ~~when he or she determines after determining~~ that there exists a threat to life, property, public health or public safety or when immediate expenditure is necessary to protect against further loss of or damage to property or prevent or minimize a serious disruption in services. Emergency purchases shall be made with as much competition as is practical under the circumstances and only to the extent necessary to alleviate the emergency.

Debarred or Suspended Providers

The district will not do business with providers who have been suspended or debarred on a state or federal level. District employees are directed to verify that selected providers are in good standing before making a purchasing decision.

Confidentiality

Sealed bids and related documents will be kept confidential until bids are opened. District staff will not disclose offers, bids or price quotations to competitors except as necessary to conduct negotiations beneficial to the district or as required by law. All contract negotiations and related documents are considered closed until a contract is executed or all proposals are rejected.

Credit and Purchasing Cards

Authorized district employees and board members may use credit cards or purchasing cards issued to the district to make purchases for the district or pay for reasonable travel expenses incurred when performing official duties. Employees and board members will not use these cards to circumvent the bidding and purchasing requirements established by law and board policy. All purchases made using district cards must be attributed to the appropriate budget code and must conform to the board-adopted budget.

The district will use purchasing cards instead of credit cards to the extent feasible. Unless otherwise authorized by the board, only the superintendent and the purchasing officer will have access to a district credit card, and the board will set the amounts that may be charged to those cards.

The board will approve which employee positions will be issued district purchasing cards and the limitations on the cards. The superintendent, in consultation with the purchasing officer, will annually review and revise the list of persons receiving district cards and the limitations on those cards. The annual review will ensure that only the employees who appropriately utilize the cards have access to them and that the limitations on the cards do not exceed the amounts of the projected expenditures to be made with the cards. The board will annually approve all modifications prior to implementation.

The board may authorize the issuance of purchasing cards to board members in the same manner that they are issued to employees. Board members who choose to use a district purchasing card are subject to the same policies and procedures as district employees. The superintendent is directed to notify the board president if any board member fails to follow district policies and procedures regarding purchasing card usage, and the board member's usage may be temporarily suspended by the board president until the issue is presented to the full board. If the board member in question is the president, or if the president is not available, the vice president will act as president in the matter.

Any employee or board member using a district card shall sign a card usage agreement and will receive training on applicable procedures for card use. District employees and board members issued a card must provide documentation, such as receipts and applicable budget codes, justifying expenditures. The purchasing officer will examine all documentation prior to payment and will notify the superintendent or designee immediately if any purchase was made in violation of law or district policies or procedures.

All employees and board members issued a district card must take all reasonable measures to protect the cards against damage, loss, theft or misuse. Any damage, loss, theft or misuse of the card must be reported to the superintendent immediately. No person may use the card other than the authorized employee or board member to whom the card was issued. District employees and board members will surrender all cards upon completion of their employment or term with the district or upon demand by the district.

Prohibited Activity and Reporting Requirements

The district expects all staff members to comply with the letter and intent of all district policies and procedures regarding purchasing. Under no circumstances may employees use district funds to make unauthorized or personal purchases. Staff members may not artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.

All district employees must report suspected fraud, theft or misuse of district funds to the superintendent or purchasing officer immediately. District employees may be disciplined or terminated from employment for failing to follow board policy or district procedures and for any misuse of district resources, including district credit and purchasing cards.

The superintendent or purchasing officer will contact law enforcement and file a report or sign a complaint on behalf of the district in situations where a crime may have occurred.

Administrative Procedure DJF-1-AP(1): PURCHASING

Status: DRAFT

Original Adopted Date: 11/14/2002 | Last Revised Date: 09/17/2020

EXPLANATION

MSBA has modified this procedure to align with new federal procurement rules, updated guidance from the Department of Elementary and Secondary Education, and commonly used procurement vocabulary. We offer this as a means for a district to have a single procurement code in place that will satisfy the federal program requirements.

MSBA has also added an exception that allows the district to contract with a third party that will facilitate the purchasing process.

The district operates using funds collected from taxpayers for the benefit of the district's education program, and it is imperative that all board members and district employees strictly adhere to district policies and procedures when making purchases for the district.

Laws Regarding Federal Awards

In addition to the requirements of policy DJF and this procedure, when a purchase involves federal funds or a federal award, the rules detailed in policy DJFA and related procedures must also be followed.

Definitions

Competitive Bidding – A process of obtaining products or services where the district contacts providers or advertises, and interested providers submit quotes, offers, bids or sealed bids from which the district chooses. Competitive bidding may include the solicitation and submission of offers electronically or through a web-based system. The requirement for providers to submit sealed bids is one type of competitive bidding.

Competitive Negotiation – A process of obtaining a contract for products or services where the district contacts providers or advertises a request for proposals (RFP) detailing the scope, specifications, terms and conditions of the proposed contract and the criteria on which the proposals will be analyzed, then negotiates separately with each responsive provider to award the contract.

Debarred – Exclusion from state or federal government contracting and subcontracting for products or services.

Funding Agency – Typically a grant provider, such as a state or federal government agency, which may have additional rules in place for approvals, procedures, fund use or other special conditions connected to the grant or funds.

Lowest or Best Bid or Offer – The provider with the best product or service based on district criteria that may include price, value, quality of product, history of performance, recommendations and other qualities important to the district.

Products – All physical property other than real estate including, but not limited to, supplies, books, furniture, machinery and equipment.

Provider – A vendor of products or an independent contractor providing services to the district.

Purchase – Obtaining or procuring products or services for the district in exchange for money or anything of value.

Purchasing Card – A credit card in the district's name on which the district has placed automatic restrictions such as the amount that can be charged per day, where the card may be used or the type of purchases that can be made with the card.

Sealed Bids – A form of competitive bidding in which providers submit offers in a sealed envelope or package that is publicly opened at an advertised place and time or submit offers using a web-based system that protects the confidentiality of each submitted bid until the date and time of the bid opening.

Services – All providers of labor or professional expertise other than that provided by district employees in the scope of their duties including, but not limited to, services such as construction, auditing, bond underwriting, consulting,

legal services, janitorial services and food services.

Purchasing Supervision

The chief financial officer will serve as the district's purchasing officer or will designate a purchasing officer. The district purchasing officer will supervise district purchasing and may authorize purchases on behalf of the district that conform to the board-adopted budget.

General Rules

1. All funds received by district staff on behalf of the district shall be deposited in district accounts. All funds deposited with the district, regardless of source, are considered district funds. Any purchases made with these funds must comply with district policies and procedures.
2. Although buildings, departments and divisions are allocated budgets for a given period, the expenditure of those budgetary amounts is still subject to law and district policies and procedures.
3. No contract will be entered into or bill paid without the proper documentation and an affirmative vote from a majority of the whole board. Even without a contract, no unbudgeted purchase will be made without prior board approval except in accordance with the Emergency Situations subsection of this procedure.
4. Regardless of the purchase method used, the district will select the lowest or best bid or offer. The district reserves the right to waive minor technical defects in a bid, reject any and all bids, reject any part of a bid, advertise for new bids, or make the purchase on the open market if the product or service can be obtained at a better price. If the scope of the purchase changes substantially, the district will rebid the product or service unless this procedure specifically provides otherwise.
5. Purchases may be made only through a purchase order, credit or purchasing card, or through petty cash, when appropriate. In rare circumstances when one of these methods of payment is not available, the district may reimburse an employee for a purchase made with the employee's personal funds. Employees should contact the district business office prior to making a purchase outside the authorized methods to ensure reimbursement.
6. All purchases must receive approval from the principal or other appropriate supervisor responsible for the budget code from which the purchase is made. The principal or supervisor will compare requests to prevent the purchase of duplicative or unnecessary items. The following items require additional approval prior to making the purchase, regardless of the cost:
 - Computer hardware and software must be approved by the district's technology director.
 - ~~Materials Products, services or anything else~~ purchased with grant funds must be approved by the person designated as the grant administrator.
 - Construction or maintenance of district facilities must be approved by the district's facilities director.
 - The purchasing officer must approve travel expenses such as airline tickets and hotel reservations.
7. All purchases must be attributed to a budget code, and funds must be available in that code prior to making the purchase. Federal funds will be identified in accordance with the district's procedure for cash management of federal funds.
8. If the requested expenditure does not fit into a budget code or would go beyond the approved amount in that budget code, the request will be forwarded to the superintendent's office for review. If the superintendent determines that the request is reasonable but will require an amendment to the current budget, the superintendent will include the request as an agenda item at the next board meeting.
9. All purchases must be appropriately documented consistent with auditing guidelines and this procedure.
10. District staff will provide the district's tax-exempt letter to vendors before making any purchase that may be taxed.

11. Purchase orders will expire within three months of the date of issuance if not redeemed.

Competitive Informal Purchasing Methods

Micro-Purchases

District staff will research all purchases and compare prices prior to making decisions regarding the expenditure of district funds. Unless otherwise addressed in this procedure, employees are expected to contact multiple providers before making a purchasing decision under \$3,500. Purchases under \$10,000, or micro-purchases, can be made without soliciting competitive price or rate quotations when doing so does not violate state or federal law and when the purchasing officer considers the price to be reasonable based on research, experience, purchase history or other information and documents the purchasing officer files accordingly. To the maximum extent possible, purchases made using the micro-purchasing method should be distributed equitably among qualified providers.

Small Purchases (Quotations)

If the estimated expenditure is more than \$3,500/10,000 but less than \$50,000, the employee authorized to make the purchase must:

1. Notify the purchasing officer of the needed purchase. The purchasing officer may send electronic notices of the proposed purchase to all providers on the district provider list. The purchasing officer may decide to directly conduct or oversee the purchase or allow the authorized employee to conduct the purchase.
2. Obtain bids, quotes or offers from at least three providers. The employee may solicit bids, quotes or offers directly from providers and may utilize bids, quotes or offers received by fax, telephone and email. In addition, the employee may use catalogs and websites to make comparisons.
3. Document instances where fewer than three providers sell or provide the service or product and consult the available provider(s).
4. Provide the purchasing officer with the proper documentation, including documentation of which provider was chosen and the reasons for selecting that provider.

Formal Purchasing Source-Selection Methods (Purchases in Excess of \$50,000)

Either sealed bids or proposals will be used for any purchase of products or services that may be in excess of \$50,000 unless noncompetitive purchasing is authorized by law, policy or this procedure.

Sealed Bids Source-Selection Method

If the estimated expenditure is \$50,000 or more, the purchase will be made after receiving sealed bids through the purchasing officer. Sealed bid specifications will include a clear and accurate description of the technical requirements for the material, product or service desired and will identify all requirements and all other factors that will be used in evaluating bids or proposals. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement.

Sealed bids will be used only when:

1. The district employee authorized to make the purchase must first notify the purchasing officer of the purchasing need. The purchasing officer will directly conduct or oversee the purchase.
2. If the expenditure is for construction, the district will follow the bidding requirements of the law. Otherwise, at least five business days before the bids are to be opened, the purchasing officer will advertise the proposed purchase in a newspaper or through an electronic medium available to the general public and post notice of the proposed purchase in the same location as postings for school board meetings. The purchasing officer will send electronic notices of proposed purchases to all businesses on the district's provider list.
3. The purchasing officer may also solicit sealed bids directly from providers.
4. It is the provider's responsibility to ensure that bids are received by the district no later than the appointed date.

and hour. Late bids will not be considered and will be returned unopened to the bidder.

5. The purchasing officer or designee will publicly open all bids received and will maintain all documentation of the purchase, including which provider was chosen and the reasons for selecting that provider.

6. If the purchasing officer has received bids in accordance with this procedure and later finds the same product or service at a lower cost through a catalog or an online vendor that did not submit a bid, the purchasing officer may advise the board to reject all sealed bids and purchase through the catalog or online vendor, unless formal or sealed bidding is required by law.

1. A complete, adequate and realistic purchase description (for example, bid specifications, product description, brand name or equivalent) is available;
2. Considering market conditions and the product or service to be acquired, the district expects that two or more responsible bidders are willing and able to compete effectively for the business; and
3. The purchase lends itself to a firm, fixed-price contract, and the selection of the bidder can be made primarily on the basis of price.

The purchasing officer will directly conduct or oversee the sealed bid process below:

1. If the expenditure is for construction, the district will follow the bidding requirements of the funding agency and state and federal law.
2. For nonconstruction invitations to bid, at least five business days before the bids are to be opened, the purchasing officer will advertise the proposed purchase in a newspaper or through an electronic medium available to the general public. The purchasing officer will send electronic notices of proposed purchases to all businesses on the district's provider list. In addition, the district may also directly solicit sealed bids from providers.
3. It is the bidder's responsibility to ensure that bids are received by the district no later than the appointed date and hour. Late bids will not be considered and will be returned unopened to the bidder.
4. The purchasing officer or designee will publicly open all bids received and will maintain all documentation of the purchase, including which provider was chosen and the reasons for selecting that provider.
5. If the purchasing officer has received bids in accordance with this procedure and later finds the same product or service at a lower cost through a catalog or an online vendor that did not submit a bid, the purchasing officer may advise the board to reject all sealed bids and purchase through the catalog or online vendor, unless formal or sealed bidding is required by law.

Proposals and Qualifications Source-Selection Method

RFPs and requests for qualifications (RFQ) may be solicited when another method is not required by law or the funding agency and the conditions for sealed bids are not met.

Unless otherwise required by law, at least five business days before the proposals are due, the purchasing officer will advertise the proposal in a newspaper or through an electronic medium available to the general public. The purchasing officer will send electronic notices of proposed purchases to all vendors on the district's provider list for the relevant goods and/or services, if any list is kept. The district may also send the RFP or RFQ to known sources who may be interested.

The district will state in the RFP or RFQ the factors or criteria that district evaluator(s) will use to evaluate the responses (for example, efficiency in meeting the district's needs, firm qualifications, personnel qualifications, references, district costs, delivery schedule and compatibility with existing systems or capacities of the district). The evaluation of the proposals and the selection of the provider shall be conducted in a manner that results in a fair comparison of the proposals.

The district will select the lowest or best offer as determined by the evaluation criteria established in the RFP or RFQ and any subsequent negotiations. In determining the lowest or best offer, negotiations may be conducted with responsive providers for the purpose of understanding and clarifying the proposal and verifying that the proposal responds to the district's needs. All providers submitting proposals shall be accorded fair and equal treatment with

respect to any opportunity for negotiation and subsequent revision of proposals. Revisions may be permitted after submission and before award for the purpose of obtaining best and final offers. The purchasing officer shall have the right to reject any or all proposals and advertise for new proposals or purchase the required products or services on the open market if they can be obtained at a better price.

Bid Specifications

Bid specifications will include a clear and accurate description of the technical requirements for the material, product or service desired and will identify all requirements and all other factors that will be used in evaluating bids or proposals.

Changing Specifications without Rebidding

Except as prohibited by law, such as when bidding construction services, the district may change the scope of the purchase and accept a provider's offer without rebidding the purchase when bids received are unreasonable, have unacceptable terms and conditions, are noncompetitive, or when the low bid exceeds available funds. The purchasing officer must first determine in writing that time or other circumstances will not permit the delay required to resolicit competitive bids. Each responsive bidder who submitted a bid under the original solicitation must be notified of the change and given a reasonable opportunity to modify his or her bid and submit a best and final bid. In cases where the bids received are noncompetitive or the low bid exceeds available funds, the ultimate amount agreed upon must be lower than the lowest rejected bid of any responsive bidder under the original solicitation.

Exceptions to the Regular Competitive Purchasing Process Noncompetitive Purchasing

Noncompetitive purchasing may be used when, after solicitation from multiple sources, there is inadequate competition or when authorized in writing by the funding entity. In addition, the following purchasing alternatives may be used if it is in the district's best interest and fiscally prudent:

1. Competitive Negotiations and Proposals The district may purchase products or services through an RFP if the purchasing officer determines that the purchase requires—or that the district would benefit from using—competitive negotiations rather than competitive bidding. Requests for proposals will be advertised and solicited in the same manner as competitive bids, depending on the anticipated cost. The district will select the lowest or best offer as determined by the evaluation criteria established in the RFP and any subsequent negotiations. In determining the lowest or best offer, negotiations may be conducted with responsive providers for the purpose of understanding and clarifying the proposal and verifying that the proposal responds to the district's needs. All providers submitting proposals shall be accorded fair and equal treatment with respect to any opportunity for negotiation and subsequent revision of proposals. Revisions may be permitted after submission and before award for the purpose of obtaining best and final offers. The purchasing officer shall have the right to reject any or all proposals and advertise for new proposals or purchase the required products or services on the open market if they can be obtained at a better price.

2. Single Source or Unique Circumstance Purchases The purchasing officer may waive the requirement of competitive bids or proposals when he or she determines in writing that there is only a single feasible source for the purchase. Immediately upon discovering that other feasible sources exist, the purchasing officer shall rescind the waiver and proceed to procure the products or services through the competitive process as described in this procedure. A single feasible source exists in any of the following circumstances: Products or services are proprietary and available only from the manufacturer or a single distributor. Based on past procurement experience, it is determined that only one distributor services the region in which the products or services are needed. Purchases are available at a discount from a single distributor for a limited period of time, and the discount is significant based on the current market price and/or the last price paid for the product or service. Specific parts or authorized maintenance must be utilized to maintain validity of a warranty. The services of a particular provider are unique, such as speakers on a particular topic or authors.

3. Approved Providers In some circumstances where products and services are routinely needed, the purchasing officer may competitively bid or negotiate for the product or service for use throughout the school year, based on past usage of the product or service. Such circumstances include, but are not limited to, the purchase of food, textbooks, office supplies or services such as bus maintenance or plumbing. The purchasing officer will use the single source purchasing process for unique products or services. Once a provider has been approved, district employees may purchase the designated products or services from the approved provider without additional competitive bidding. Before designating approved providers, the purchasing officer will first determine that the district will receive quality products and services from the providers at a reasonable cost to the district. The purchasing officer will review and redesignate approved providers annually to ensure that the prices of the products and services provided remain competitive. Textbook providers will be designated as approved providers only if all statutory requirements

are met. Approved providers may be designated at any time.

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

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

6. Emergency Situations Unless competitive bidding is required by law, the superintendent may waive the requirement of competitive bids or proposals when he or she determines that there exists a threat to life, property, public health, or public safety or when immediate expenditure is necessary to protect against further loss of or damage to property or prevent or minimize a serious disruption in services. Emergency purchases shall be made with as much competition as is practical under the circumstances, which may include calling known providers to obtain a quote or emailing vendors on the provider list and requiring an immediate response. Emergency purchases will be made only to the extent necessary to alleviate the emergency.

1. Single Source or Unique Circumstance Purchases

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

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

2. Approved Providers

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

Before designating approved providers, the purchasing officer will first determine that the district will receive quality products and services from the providers at a reasonable cost to the district. The purchasing officer will review and redesignate approved providers annually to ensure that the prices of the products and services provided remain competitive. Textbook providers will be designated as approved providers only if all statutory

requirements are met. Approved providers may be designated at any time.

3. Cooperative Purchasing

Cooperative purchasing, including local and state intergovernmental agreements, should be utilized when it is determined to be to the financial advantage of the district. Before joining a cooperative purchasing program, the purchasing officer will conduct an analysis to determine whether the cooperative purchasing program will result in a cost savings to the district based on the district's history of expenditures. This analysis will be conducted on an annual basis to determine whether the district should continue to participate in the program.

4. Real Estate Brokers and Other Real Estate Services

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

5. Contracted Representatives

The district may contract with representatives to manage the procurement of goods and services if the purchasing officer determines that use of a representative is financially prudent. In those situations, the procurement process used by the representative may deviate from the district's procedures as long as there is no violation of law and there is no intent to circumvent competition.

6. Emergency Situations

Unless competitive bidding is required by law, the superintendent may waive the requirement of competitive bids or proposals after determining that there exists a threat to life, property, public health, or public safety or when immediate expenditure is necessary to protect against further loss of or damage to property or prevent or minimize a serious disruption in services.

Emergency purchases shall be made with as much competition as is practical under the circumstances, which may include calling known providers to obtain a quote or emailing vendors on the provider list and requiring an immediate response. Emergency purchases will be made only to the extent necessary to alleviate the emergency.

Leasing, Renting or Lease-Purchasing

Lease, rent or lease-purchase arrangements are subject to competitive bidding requirements in the same manner as other purchases. The board may purchase apparatus, equipment and furnishings by entering into lease-purchase agreements with providers. Any agreement that results in school district ownership of the leased object must contain a provision that allows the district an option to terminate the agreement on at least an annual basis without penalty. All expenditures related to lease-purchase agreements shall be considered expenditures for capital outlay.

Legal Compliance

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

1. Unless a delivery method is used that provides for a different source selection method for some or all portions of a project, All construction projects that may exceed an expenditure of \$50,000 shall be advertised in a newspaper of general circulation and competitively bid, in accordance with law, and may also be advertised in business, trade or minority newspapers or by using other modes of communication, such as the district's website. Bid specifications and contracts for construction projects will include all elements required by law including, but not limited to, a requirement to pay the prevailing wage or public works contracting minimum wage, mandatory training, mandatory affidavits regarding the employment of authorized labor, and bonding requirements when applicable. See §§ 107.170, 177.086, 285.530, 290.210 - .340, 292.675, RSMo.

2. All purchasing of architectural, engineering or land surveying services must be advertised, bid-solicited and selected in accordance with board policy and law. See §§ 8.285 - .291, RSMo.
3. Construction management, construction manager at risk and design-build contractor services must be advertised, bid-solicited and selected in accordance with board policy and law. See §§ 8.675 - .687, 67.5050, .5060, RSMo.
4. The district must competitively bid-solicit auditing services and select an auditor who meets the qualifications set by the Department of Elementary and Secondary Education (DESE). See 5 C.S.R. 30-4.030.
5. Health and life insurance contracts will be competitively bid at least every three years. See § 67.150, RSMo.
6. General liability and other forms of insurance contracts will be competitively bid at least every six years. See § 376.696, RSMo.
7. Depositories of district funds will be competitively bid at least every five years. See §§ 165.201 - .291, RSMo.
8. The selection of food service management companies will be made in accordance with bidding procurement requirements in state and federal law. See 7 C.F.R. § 210.16; 5 C.S.R. § 30-680.010.
9. When purchasing services using federal E-Rate Funds, the district will comply with federal law detailing the competitive bidding procurement process. See 47 C.F.R. § 54.503.
10. Transactions with school board members or employees, their spouses, dependent children in their custody and businesses they are associated with will only be conducted as required by law and board policy. See §§ 105.454, .458, 171.181, RSMo.
11. As a condition for the award of a contract to provide the district services in excess of \$5,000, the provider must submit a sworn affidavit and documentation affirming enrollment in E-Verify and stating that the provider does not knowingly employ any person who is not authorized to work in the United States. See § 285.530, RSMo.
12. The district shall not contract with or otherwise use the services of an independent contractor for any work that regularly requires teacher or administrator certification by law. See § 161.855, RSMo.

Purchasing Preferences

In accordance with law, the district will comply with all purchasing preference requirements in this section. Purchases made with federal funds must also comply with the requirements of policy DJFA and, in the case of conflict among the requirements, the provisions of DJFA will govern such purchases.

1. When contracting for any job or service, the district will give preference to Missouri businesses, or businesses that maintain Missouri offices or places of business, when the quality of performance promised is equal to or better than and the price quoted is the same as or less than that of the other responsive providers. See § 34.073, RSMo.
2. The district will give preference to all commodities manufactured, mined, produced or grown within the state and to all Missouri firms, corporations or individuals who supply commodities when quality and price are approximately the same. See § 171.181, RSMo.
3. The board encourages district staff to purchase products manufactured, assembled or produced in the United States of America. See § 34.353, RSMo.
4. The district will purchase, to the maximum extent practicable, domestic commodities or products for its nutrition program. "Domestic commodity" means an agricultural commodity that is produced in the United States of America, and "domestic product" means a food product that is processed in the United States of America substantially using agricultural commodities that are produced in the United States of America. See 7 C.F.R. §§ 210.21, 220.16.
5. When contracting for any job or service, the district will give a three-point bonus preference to service-disabled veteran businesses that are Missouri businesses or businesses that maintain Missouri offices or places

of business. See § 34.074, RSMo.

6. When purchasing food or beverages to be processed or served in a building or room owned or operated by the district, the board will give preference to those that contain a higher level of calcium if they are equal or lower in price and of the same type and nutritional quality. This consideration is in addition to any requirements of the U.S. Department of Agriculture under the National School Lunch Program or the School Breakfast Program. See § 34.375, RSMo.
7. When purchasing coal for fuel purposes, the district must purchase coal mined in the state of Missouri or an adjoining state, if the cost is not greater than the cost of coal mined in any other state or states, including the cost of transportation. See § 34.080, RSMo.
8. Employees responsible for the purchase of cleaning products will consult DESE guidelines on environmentally friendly products prior to purchase. See § 161.365, RSMo.

Provider Lists

The purchasing officer or designee will maintain lists of providers interested in receiving electronic notices of proposed district purchases. Any provider may request to be added to the list. It is the provider's responsibility to update contact information.

The purchasing officer will not include providers who have been suspended or debarred at the state or federal level, and the purchasing officer will remove providers when the district discovers that the provider has been suspended or debarred. The purchasing officer may remove providers from the provider list if they have not submitted a bid or proposal in more than one year or have proven to be unreliable or unqualified. The purchasing officer will attempt to notify removed vendors using the last known email address.

Debarred or Suspended Providers

The district will not do business with providers who have been suspended or debarred on a state or federal level. If the district is currently under contract with a provider who becomes suspended or debarred, the district will comply with all legal obligations to the provider, but will not do business with the provider in the future until the provider is no longer suspended or debarred.

The purchasing officer will monitor the state and federal information regarding suspension and debarment and will immediately notify staff members if a provider with whom the district regularly does business is suspended or debarred. Before making purchasing decisions, district staff will consult the purchasing officer for confirmation that the desired provider is in good standing.

Purchase Documentation

Documentation related to purchases must be maintained in accordance with the Missouri Secretary of State's retention manual and maintained in a centralized location so that there is a clear audit path linking the solicitation, evaluation, award and payment. When applicable, documentation should include:

1. A statement justifying the purchasing method of bid solicitation used (micro, small, sealed bids, RFP or RFQ).
2. Bid specifications or scope of work requirements for an RFP or RFQ.
3. Newspaper advertisements or posted notices.
4. List of providers contacted.
5. Original or copy of each written bid, proposal or statement of qualifications received.
6. Bid record/tabulation summary sheets.
7. Correspondence concerning the purchase.
8. Evaluation report, including an explanation if the bid accepted was from someone other than the low bidder.
9. Description of the emergency condition that existed if bids were obtained due to an emergency situation.

10. Rationale for a single feasible source purchase.

11. An explanation if the bid accepted was from a non-Missouri manufacturer or service provider.

Receiving Products

All district buildings will have a designated receiving area where all products are delivered. Each building supervisor/administrator will designate two employees who will sign for products received at that building. An employee will not sign for receipt of a product that the employee requisitioned or ordered. Therefore, all employees must notify the employees designated to receive products when an item is ordered. However, if there is a question as to whether the product was ordered or there is a mistake in the order, the employee ordering the product will be consulted prior to consenting to the delivery. The designated employee will verify that sales tax was not charged before giving consent to a delivery.

As soon as possible after receipt of a product, the employee who ordered it will inspect the product to ensure that the district received the appropriate quality and quantity of the product, that the product was delivered in a timely manner and that the price and quantity on the invoice matches the receipt. If the product is acceptable and the purchase was made by purchase order, the employee who ordered it will send proof of receipt to the purchasing officer so that the purchase order can be paid. If a partial shipment is received, the employee will send the receipt to the purchasing officer and will include notification that the entire order has not been received. If the purchase was made by credit or purchasing card, the employee issued the card will submit the receiving slip to the purchasing officer with the card statement. If the statement has already been paid prior to receipt, the employee issued the card will submit the receiving slip to the central office for documentation.

If the product is not what was ordered, the employee who ordered it will contact the provider immediately for correction. If the product cannot be replaced or the error corrected before the expiration of the purchase order, the employee will notify the purchasing officer immediately so that the first purchase order is canceled and a new purchase order is issued. If the provider refuses to correct the error, the employee will contact the purchasing officer immediately so that payment can be withheld or a protest filed with the credit or purchasing card issuer.

The building supervisor/administrator will designate one or more employees to verify all products received over the summer or in other situations where the employee who ordered a product is absent for an extended period of time. The person(s) designated will stand in place of the person ordering the product and perform the duties detailed above. The designated person(s) will attempt to notify the person who ordered the product, in addition to the purchasing officer, if there are any concerns.

All products received over the summer or in other situations where employees who ordered products are absent for an extended period of time will be stored in a secure, locked location and may be removed only by the employees who ordered the products or by other employees upon direction of the building supervisor/administrator or designee.

Receiving Services

In general a service provider will be paid only after the employee who requested the service verifies that the service has been rendered in accordance with the specifications. Exceptions may be made for purchases such as membership dues, registration fees and travel expenses such as airline tickets. Employees will contact the purchasing officer if there are concerns regarding the quality of the service provided or if the service is not completed in a timely manner.

Payment

Because by law the board must approve the payment of all bills, the purchasing officer will work with regular providers to arrange for a billing cycle that allows for official board approval before payment, and yet protects the district from incurring late fees or interest payments.

Policy DJFA: FEDERAL PROGRAMS AND PROJECTS

Status: DRAFT

Original Adopted Date: 08/18/2016 | Last Revised Date: 09/17/2020

EXPLANATION

In 2020, the Office of Management and Budget (OMB) updated some of its rules for federal programs and made some vocabulary changes. For example, procurement was divided into 1) micro-purchases and small purchases, 2) formal procurements (sealed bids or RFPs), and 3) noncompetitive procurements (sole-source type purchases). The Department of Elementary and Secondary Education (DESE) followed suit with a new edition of the "Fiscal Guidance for Federal Grant Programs" in October 2021. There is no need to repeat the procurement rules in a board policy, but we have made a few adjustments to account for the terminology and the special conflict of interest rules specifically required for this policy. We emphasize in these policy updates that administrators should reference the DESE guidance; however, in any situation like this, where one agency (DESE) is paraphrasing another agency's (OMB) regulations, there is always a chance for errors in translation or further developments in OMB or federal statutory requirements, which the district's attorney may identify as grounds for deviation from the DESE guidance on some matter or another.

The content of this policy reflects federal regulation and should not be changed without consultation with DESE.

The purpose of this policy is to ensure that federally funded programs and projects in the district are administered in accordance with federal laws. Specifically, this policy governs all purchases of goods and services using federal funds and reflects federal conflict of interest rules applicable to board members, employees and agents involved with the selection of contractors and the approval and administration of contracts for federal programs and projects.

Definitions

Agent – A person or entity acting on behalf of the district who is not an employee of the district.

Contract – As used in this policy, a legal instrument by which the district purchases property or services needed to carry out a program or project funded by a federal award.

Contractor – A person or entity with which the district has an executed contract to carry out a federal program or project. A contractor does not include an entity with which the district contracts that received a federal award or subaward directly from a federal or state agency.

Gratuity – A favor, gift or anything of monetary value.

Immediate Family – A spouse or dependent child of a board member, employee or agent or any person living in the household of a board member, employee or agent.

Labor Surplus Area (LSA) Firm – A business located in a civil jurisdiction, such as a county or city, which is designated as an LSA by the U.S. Department of Labor's Employment and Training Administration.

Real, Apparent or Potential Conflict of Interest – A situation in which a board member, employee or agent; any member of a board member's, employee's or agent's immediate family; any business partner of a board member, employee or agent; or any organization that employs or is about to employ a board member, employee or agent has a financial or other interest in a firm the district is considering contracting with or would receive a tangible personal benefit from a firm considered by the district for contracting. ~~A financial interest does not exist if the value of the interest is less than \$25.~~

Federal Programs Administration

Federal programs administration must be in accordance with fiscal guidance for federal programs issued by the Missouri Department of Elementary and Secondary Education Division of Financial and Administrative Services, guidance from the federal Office of Management and Budget (OMB) and Title 2 of the Code of Federal Regulations unless otherwise advised by the district's attorney.

The superintendent shall be responsible for coordinating and administering federally funded programs and projects. The superintendent will ensure that the various departments operating these programs and projects do so in accordance with the requirements of the federal award and keep accurate and separate records, as required by board policy and in accordance with administrative procedures. The superintendent may delegate one or more of his or her

duties to appropriate employees.

If the superintendent is not the purchasing officer for the district, the superintendent will work with the purchasing officer to ensure that goods and services purchased through federal awards comply with state and federal requirements.

Procurement

In addition to following the requirements of state law, board policy and district procedures, the purchasing officer will ensure that all supplies, equipment and services purchased with federal funds are purchased in accordance with federal law. No purchase will be made unless the purchase was authorized in the approved budget for administration of the grant. Every purchase will be identified in district accounts in accordance with the federal program under which the purchase was made.

Solicitation of Bids and Proposals

All notices of solicitation of bids and proposals will include notice that the district encourages bids and proposals from minority businesses, women's business enterprises, service-disabled veterans and labor surplus area firms.

Bids and Requests for Proposals

Bid specifications and requests for proposals will include a clear and accurate description of the technical requirements for the material, product or service desired and will identify all requirements and all other factors that will be used in evaluating bids or proposals.

Bid specifications will not contain features that unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used to define the performance or other requirements. The specific features of the named brand that must be met must be clearly stated.

Contractors who develop or draft specification requirements, statements of work or invitations for bids or requests for proposals for the district must be excluded from bidding on the project.

Pursuant to federal law, the district will not use local or state geographical purchasing preferences when purchasing goods or services related to a federal contract except when such preferences are mandated or encouraged under the applicable federal statutes. When making purchases with federal funds, the district will:

1. Take all necessary affirmative steps to ensure that small businesses, minority businesses, women's business enterprises and LSA firms are used when possible. To that end, the district will:
 - Place qualified small businesses, minority businesses and women's business enterprises on solicitation lists.
 - Solicit bids from small businesses, minority businesses and women's business enterprises when they are potential sources.
 - Divide total project requirements into smaller tasks or quantities, when economically feasible, to permit maximum participation by small businesses, minority businesses and women's business enterprises. This provision shall not be used to artificially divide purchases to avoid bidding requirements or design bid specifications to favor a particular provider.
 - Establish performance and delivery schedules that encourage small businesses, minority businesses and women's business enterprises to participate when doing so is conducive with the program or project.
 - Use the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.
 - Require the prime contractor to use the affirmative steps of this policy when selecting subcontractors.

2. Purchase only items that contain the highest practicable percentage of recovered materials, as defined by the Environmental Protection Agency (EPA), consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000.
3. Use solid waste management services in a manner that maximizes energy and resource recovery.
4. Purchase, to the maximum extent practicable, domestic commodities, goods, and products or materials produced in the United States.

The purchasing officer or designee may search state and federal surplus property offerings to determine whether any items the district needs are available at a lower cost without sacrificing quality.

Noncompetitive Purchasing

Noncompetitive purchases can be awarded only if one or more of the following applies:

1. The aggregate cost does not exceed the micro-purchase threshold in DJF-AP1.
2. The item is available only from a single source.
3. A public exigency or emergency will not permit the delay caused by publicizing a competitive solicitation.
4. The state or federal awarding entity expressly authorizes noncompetitive procurement in response to a written request submitted by the district.
5. After solicitation of numerous sources, competition is determined inadequate.

Contracts

The district will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.

When making purchases using federal funds, the district will not use a time and materials contract unless there is a determination that no other contract is suitable and the district includes a ceiling price and oversees the project to ensure efficiency.

The district may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions.

The purchasing officer or designee will resolve contract and procurement disputes in accordance with good administrative practice and sound business judgment. The purchasing officer is authorized to contact the district's legal counsel for assistance in resolving disputes.

The district will maintain records sufficient to detail the history of procurement.

Title I Comparability

Federal law requires districts to ensure that schools that receive Title I funds receive the same level of services and resources from state and local funds as schools that do not receive Title I funds. If the district has school buildings with more than 100 students and more than one building for each grade span, the district is required to annually conduct a comparability study between buildings that receive Title I funds and have more than 100 students and buildings that do not receive Title I funds and have more than 100 students. If all the district's schools receive Title I funds, the district must determine that services are, taken as a whole, substantially comparable in each school. The district may meet these requirements by comparing either grade spans or schools. The district will establish comparability by ensuring:

1. That it has adopted a districtwide salary schedule;
2. Equivalence among schools in teachers, administrators and other staff; and
3. Equivalence among schools in the provision of curriculum materials and instructional supplies.

Alternatively, the superintendent or designee will complete an annual comparability study using the procedures and forms provided by the Department of Elementary and Secondary Education (DESE). If the superintendent or

designee determines that services and resources are not comparable, the superintendent will notify the board and take steps to rectify the situation.

The data collected and compiled in the determination of comparability will be retained in accordance with the Public School Records Retention Schedule. The district will provide DESE with the appropriate assurances that the district is in compliance with the federal law.

Conflict of Interest

In addition to acting in accordance with Missouri laws governing conflicts of interest and financial disclosures, board members, employees and agents participating in the procurement of property and services using federal funds must comply with federal requirements. In cases where federal requirements are more restrictive than state requirements, federal requirements will be followed.

1. Board members, employees and agents who are or may be involved in the selection, award or administration of a contract supported by a federal award will submit, in writing, any real, apparent or potential conflict of interest to the superintendent or designee or the board secretary. The recipient of the report will forward any disclosures to the awarding state or federal agency in accordance with the reporting policy of the agency. No Board members, employees or agents will not participate in the selection, award or administration of a contract supported by a federal award if he or she has they have a real, apparent or potential conflict of interest. Such a conflict of interest would arise when the employee, board member or agent, any member of their immediate family, their partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
2. The district will disclose any potential conflict of interest in accordance with the policy of the federal awarding agency.
3. Board members, employees and agents will not solicit or accept gratuities, favors or anything of monetary value from contractors, or parties to subcontracts or any vendor who is attempting to be a contractor for a federal program or project, but may accept unsolicited gifts of nominal value. For the purposes of this policy, a gift of nominal value is defined as an unsolicited gift of \$25 or less unless otherwise defined by federal law.
4. If the district has a parent, affiliate or subsidiary organization that is not a governmental entity, the district will develop written standards to avoid conflicts of interest with these related organizations (organizational conflicts of interest). A conflict would exist in situations where the district is unable, or appears to be unable, to be impartial in conducting a procurement action involving the related organization because of the relationship with the organization.

Consequences

Board members, employees and agents are required to immediately report any violation of this policy to the superintendent or board president. In accordance with federal law, board members, employees and agents will, within five days of the violation, report all violations of federal criminal law the district will disclose to the state or federal agency that awarded the grant all violations of federal and criminal laws involving fraud, bribery or a gratuity violation potentially affecting the federal award, even if no charges have been filed, to the superintendent, designee or board president. The disclosure will be made in writing in a timely manner. The superintendent, designee or board president will submit information about the violation to the state or federal awarding entity and will contact the district's attorney for assistance in making that report. See 2 C.F.R. §§ 200.113 and .318.

Unless excused by the board, board members who violate the provisions of this policy will be prohibited from holding a board office or representing the full board as an official spokesperson or otherwise. Employees who violate this policy will be disciplined or terminated, and the district will reconsider and potentially end business relationships with agents who violate this policy. In addition, violations of this policy or the laws it references may be reported to law enforcement, the Missouri Ethics Commission, the Attorney General's Office or DESE and other applicable funding agencies.

**Administrative Procedure DJFA-AP(1): FEDERAL PROGRAMS AND PROJECTS -
(Managing Federal Funds—Allowable Expenses)**

Status: DRAFT

Original Adopted Date: 08/18/2016

EXPLANATION

In 2020, the Office of Management and Budget updated some of its rules for federal programs, and the Department of Elementary and Secondary Education (DESE) followed suit with a new edition of the "Fiscal Guidance for Federal Grant Programs" in October 2021.

It would be unnecessarily duplicative to repeat the procurement rules, but we have made a few adjustments to this procedure. The content of this procedure reflects federal regulation and should not be changed without consultation with DESE.

The purpose of this procedure is to ensure that federal funds received by the district are used in a manner consistent with underlying agreements, program objectives, the terms and conditions of federal awards, and federal law. The superintendent may delegate the responsibility for implementation of all or parts of this procedure to other appropriately trained employees. The superintendent or designee will utilize available resources from the Missouri Department of Elementary and Secondary Education (DESE) and the U.S. Department of Education to determine allowable costs and appropriate cost allocations.

Grant Development and Budget Process

During the development of any federal grant proposal and the accompanying budget, the superintendent or designee will include only those costs considered allowable as defined below. The superintendent or designee will determine the indirect cost rate and, to the extent possible, identify each item in the proposed budget as either direct or indirect, in accordance with law.

Allowable Costs

In order to be allowable, costs must be necessary and reasonable for successful implementation of the federal award. In addition, all costs must:

1. Be allocable to the federal award pursuant to the cost principles established by law;
2. Conform to any limitations or exclusions in law and specific to the award as to the type or amount of cost items;
3. Be consistent with state and district policies and procedures that apply uniformly to both federally financed and other district activities;
4. Be applied consistently (a cost that is applied as an indirect cost cannot be applied later as a direct cost for the same purpose under like circumstances);
5. Be determined in accordance with generally accepted accounting principles to the extent that those principles are applicable to school districts in Missouri;
6. Not be included as a cost or to meet the cost-sharing or matching requirements of any other federally financed program in either the current or a prior period; and
7. Be adequately documented; and
8. Be incurred during the approved budget period.

Costs that are not allowable include, but are not limited to, alcoholic beverages, entertainment, goods or services for personal use, and payment of interest on the use of district funds.

Reasonable Costs

A cost is reasonable if it does not exceed that which would be incurred by a prudent person under the circumstances

prevailing at the time the decision was made to incur the cost, in both nature and amount. When determining whether a cost is reasonable, the superintendent or designee will consider the following:

1. Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the district or the proper and efficient performance of the federal award;
2. The restraints and requirements of sound business practices, arm's-length bargaining, applicable laws and regulations, and the terms and conditions of the federal award;
3. Market prices for comparable goods or services for the geographic area;
4. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the district, its employees, the students and the public at large; and
5. Whether the district significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the cost of the federal award.

Allocable to the Federal Award

A cost is allocable to the particular federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefits received. This standard is met if the cost:

1. Is incurred specifically for the federal award;
2. Benefits both the federal award and other district work and can be distributed in proportions that may be approximated using reasonable methods; and
3. Is necessary to the overall operation of the district and is assignable in part to the federal award in accordance with federal law.

If the federal award benefits from indirect costs of the district, the district will receive an appropriate allocation for those indirect costs in accordance with law.

Multiple Federal Awards

Any cost allocable to a particular federal award may not be charged to other federal awards to overcome fund deficiencies, to avoid restrictions in federal law or the terms and conditions of the award, or for other reasons. However, the district may shift costs that are allowable under two or more federal awards in accordance with law and the terms and conditions of the federal awards.

If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the project based on the proportional benefit. If the work is so interrelated that the proportional benefit cannot be determined, the cost may be allocated on any responsible documented basis. If the contract is subject to the Cost Accounting Standards, those standards will apply when allocating costs.

Direct and Indirect Costs

Federal funds may be used to pay direct costs, but may only be used to pay indirect costs to the extent that the indirect costs are within the established indirect cost rate and can be allocated to the federal award. The degree to which the cost is specifically identified with the federal award is the determining factor in distinguishing direct and indirect costs.

Costs incurred for the same purpose in like circumstances will be treated consistently as either direct or indirect. Salaries claimed as a direct cost may not also be claimed as an indirect cost.

Direct Costs

To determine whether a cost is direct, the superintendent or designee will consider the following factors:

1. Whether the cost can be identified with a specific federal award or other internally or externally funded activity;

2. Whether the cost can be directly assigned to such awards or activities relatively easily with a high degree of accuracy;
3. Whether the purchase was specifically authorized by the federal award in circumstances where the cost is for the purchase of equipment or other capital assets that may be used by the district for purposes not related to the federal award after the project or activity funded by the federal award has ended; and
4. When the cost is for the salaries of administrative or clerical staff, whether the:
 - Services of the administrative and clerical staff are integral to the project activity;
 - Services of the administrative and clerical staff can be specifically identified with the project or activity;
 - Costs were explicitly included in the budget; and
 - District received prior written permission from the federal awarding agency to include the costs.

Examples of direct costs are the compensation and fringe benefits of employees who work on the federal award or the costs of materials and supplies incurred for the federal award.

Indirect Costs

Indirect costs are those that do not meet the definition of a direct cost because they have been incurred for common or joint purposes and cannot be identified with a particular final cost objective without an effort that is disproportionate to the results achieved. Common indirect costs include general administrative costs, the cost of operating facilities, and depreciation on buildings and equipment. Federal funds may be used to pay for some indirect costs through an indirect cost allocation plan. The rate used to calculate the indirect costs depends on the type of grant.

Expenditures

All federal funds must be spent in accordance with the approved plan, budget and expenditure report. Invoicing and approval of expenditures of federal money are governed by the district's policy and procedure for purchasing, including the requirement that all requests for payment be accompanied by documentation supporting the request.

Purchases using federal funds will not be approved without written confirmation from the superintendent or designee that the intended purchases are allowable.

Allowability of Compensation and Leave

Employee compensation will be paid using a federal award only if the compensation is reasonable for the services rendered and meets all other federal requirements for allowability. All employees who are paid with federal funds will be hired, compensated and provided leave in accordance with the policies and procedures applicable to employees who are paid through nonfederal funds. If the services provided by the employee being compensated through a federal award are not comparable to any other position in the district, then that compensation, including benefits and leave, shall be in accordance with local market standards for the type of service performed.

The superintendent or designee will maintain accurate records of all compensation, including benefits, provided to employees who are paid with federal funds. If an employee is paid partially through a federal award, the records will specify the amounts paid through the federal award and those paid from other sources.

Certification

All proposals, reports or requests for payment pertaining to any project or activity financed by federal funds shall be accompanied by a certification signed and dated by the superintendent or designee, in accordance with law.

**Administrative Procedure DJFA-AP(2): FEDERAL PROGRAMS AND PROJECTS -
(Managing Federal Funds—Cash Management)**

Status: DRAFT

Original Adopted Date: 08/18/2016 | Last Revised Date: 07/12/2018

EXPLANATION

In 2020, the Office of Management and Budget updated some of its rules for federal programs, and the Department of Elementary and Secondary Education (DESE) followed suit with a new edition of the "Fiscal Guidance for Federal Grant Programs" in October 2021.

It would be unnecessarily duplicative to repeat the procurement rules, but we have made a few adjustments. The content of this procedure reflects federal regulation and should not be changed without consultation with DESE.

The purpose of this procedure is to promote proper stewardship of taxpayer dollars by using fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds. The superintendent may delegate the responsibility for implementation of all or parts of this procedure to other appropriately trained employees. The superintendent or designee will maintain a financial management system that meets the standards for fund control and accountability as required by federal law for the use of federal funds.

Requesting Federal Funds and Payment

The district will request a drawdown of federal funds using the system required by the Missouri Department of Elementary and Secondary Education (DESE) only after payment for the expenditure has been made. Authorized district personnel who submit a request for a disbursement of federal funds must identify the specific funds to be accessed, the type of expenditure and the date on which payment was made.

To the extent available, funds from program income will be disbursed before additional cash drawdowns are requested. In situations where the district receives federal funds that do not reimburse the district for previous expenditures, those funds must be deposited and maintained in insured, interest-bearing accounts in accordance with law. Interest earned on those funds will be remitted to the federal government, through DESE, as required by law.

Financial Management

The district's financial management system will be sufficient to permit the preparation of reports required by the terms and conditions of the program and to establish that funds have been used according to federal statutes, regulations, and the terms and conditions of the federal award.

Identification

The superintendent or designee will, in all district accounts, identify all federal awards received and expended and the federal programs under which they were received. Revenues and expenditures will be separately identified with codes and must not be commingled with other state, federal or local funds. Federal funds maintained in district accounts will be identified by the:

1. Catalog of Federal Domestic Assistance (CFDA) title and number;
2. Federal Award Identification Number (FAIN);
3. Fiscal year of the award;
4. Name of the federal agency; and
5. Name of any pass-through entity involved; and
6. Project code used to identify grant expenditures.

Disclosure

The superintendent or designee will provide for accurate, current and complete disclosure of the financial results of each federal award or program in accordance with federal reporting requirements.

Source and Application of Funds

The superintendent or designee will maintain records that clearly identify the source of federal funds and the application of the funds for federally funded activities. These records must contain information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest, and they must be supported by source documentation.

Control and Accountability

The superintendent or designee will maintain effective control over, and accountability for, all funds, property and other assets. The district will adequately safeguard all assets and ensure that they are used solely for authorized purposes, using effective internal controls as discussed below.

Budget and Expenditure Comparison

The superintendent or designee will routinely compare expenditures with the budgeted amount for each federal award. In addition, the superintendent or designee will submit a Final Expenditure Report (FER) to DESE on or before September 30 each year. The FER will reconcile what was submitted in the approved budget with the actual expenditures and obligations incurred for the school year. Expenditures will be reported by both object and function codes. Expenditures in approved object codes will not exceed ten percent of the total amount budgeted within each of the approved programs.

Internal Controls

The superintendent or designee will establish and maintain effective internal controls over federal awards received that provide reasonable assurance that the district is managing the federal award in compliance with law and the terms and conditions of the award. The superintendent or designee will consult with DESE for compliance assistance when applicable.

The superintendent or designee will evaluate and monitor the district's compliance. If the superintendent or designee identifies instances of noncompliance, including noncompliance identified in audit findings, ~~he or she~~ they will take prompt action and take steps to rectify the situation and bring the district into compliance.

As part of its internal control system, the superintendent or designee will establish reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or that the district considers sensitive consistent with applicable federal, state and local laws regarding privacy and obligations of confidentiality, including the Family Educational Rights and Privacy Act (FERPA).

Budget

The approved budget for the federal award summarizes the financial aspects of the project or program as approved in the federal award process. The budget must be related to performance for program evaluation purposes whenever appropriate.

Once the budget for any federal award has been approved, the district will report deviations from the budget, project scope or objective and request prior approvals from federal awarding agencies for revisions as listed below.

Non-Construction Awards

For non-construction awards, prior approval or a waiver of that approval from the awarding agency is required for one or more of the following reasons:

1. There is a change in scope or the objective of the project or program, even if there is no budget revision.
2. A key person specified in the award application changes.
3. The project is suspended for more than three months or there is a 25 percent reduction in time devoted to the

project by the project director or, in the case of research awards, the principal investigator.

4. Costs that require prior approval are added.
5. Funds will be transferred that were budgeted for participant support costs, such as stipends or travel expenses.
6. The district subcontracts out, transfers or contracts out for any work under the award that was not described in the application for the award, other than the acquisition of supplies, materials, equipment or general support services.
7. There are changes to previously approved matching or cost-sharing provisions.
8. Additional federal funds are required to complete the project.

Construction Awards

For construction awards, prior approval by the awarding federal agency is required for one or more of the following reasons:

1. ~~The~~A revision results in a change in the scope or objective of the project or program.
2. The need arises for additional federal funds to complete the project.
3. ~~The~~A revision involves specific costs for which prior written approval requirements may be imposed consistent with federal Office of Management and Budget (OMB) cost principles.

Reporting

The superintendent or designee will monitor activities under each program, function or activity funded by federal awards for compliance with applicable federal requirements and to ensure performance expectations are being achieved. Part of these monitoring activities includes providing performance reports as required by law, including accurate, current and complete disclosure of the financial results.

All reports will be submitted by required due dates and must be supported by appropriate documentation when necessary. The district will cooperate with state and federal authorities when monitoring or evaluating the district's performance.

Non-Construction Performance Reports

The superintendent or designee will submit performance reports at the interval required by the federal awarding agency or pass-through entity and in the manner directed under federal law. A copy of the reports will be provided to the board of education. Unless other information collections are approved by OMB, these reports, for each federal award, will contain brief information:

1. Comparing actual accomplishments to the objectives of the federal award established for the period, including quantified cost information and trend data when requested;
2. Explaining the reasons established goals were not met, if appropriate; and
3. Providing additional pertinent information including, when appropriate, analysis and explanation of cost overruns or high unit costs.

Construction Performance Reports

Construction performance reports will include on-site technical inspections, certified data showing the percentage of completion, and any other information requested by the awarding agency.

Significant Developments

The district may be required to make additional reports when events that have a significant impact on the federal award occur between the scheduled reporting dates. In addition to scheduled and requested performance reports,

the superintendent or designee will report the following to the federal awarding agency as soon as the conditions become known:

1. Problems, delays or adverse conditions that will materially impair the ability to meet the objective of the federal award. This disclosure must include a statement of the action taken or contemplated and any assistance needed to resolve the situation; and
2. Favorable developments that enable meeting time schedules and objectives sooner or at less cost than anticipated or producing more or different beneficial results than originally planned.

Records

The district will maintain all required records in accordance with law for a minimum of three years following submission of the FER. The district will provide DESE access to all records regarding state and federal funds and will readily make records available to parents/guardians and the public upon request.

Audits

The district will conduct audits of federal funds when required by law or when an audit is required as a condition of the funds received.

E. Support Services

Mtn View-Birch Tree R-III
Board Policy Manual

Policy EF: FOOD SERVICE MANAGEMENT

Status: DRAFT

Original Adopted Date: 01/04/1994 | Last Revised Date: 02/20/2020

23C UPDATE EXPLANATION

MSBA has updated this policy to align the nondiscrimination statement with what is now required by the U.S. Department of Agriculture for participation in the federal free and reduced-price lunch program and other federal school nutrition programs. Please note that MSBA has worked with state compliance auditors on this language to ensure that your district will meet the expectations of those who oversee the program.

In addition to aligning its policies and procedures, the district is also required to include the full, approved nondiscrimination statement on all print and nonprint materials about the district's nutrition program including, but not limited to, print, audio, video, websites, brochures and newsletters. If the size of the material is too small to include the full statement, the material must, at a minimum, include: "This institution is an equal opportunity provider."

The district is required to update the federal "And Justice for All" poster and include this nondiscrimination language in other media the district distributes, including documents and the district's website. Sample notices in several languages and posters can be found at <https://www.usda.gov/oascr/and-justice-all>.

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

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

The school food service program will comply with all applicable laws, ordinances, rules and procedures pertaining to health, sanitation, storage and the service of foods. The district will meet all state and federal requirements necessary for participation in school meal programs. The superintendent or designee is authorized to work with the necessary parties to ensure district compliance and, when necessary, submit appeals on behalf of the district.

The building principals of each school shall administer the food service program in his or her respective schools. Each building principal is responsible for ensuring a safe dining environment and coordinating the food service program with instructional activities and other school and district programs as appropriate.

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

Meal Prices and Charges

Meal prices shall be established annually by the board of education in accordance with law.

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

Contracted Food Services

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

Nondiscrimination Statement and Complaint Process

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs (including the district), are prohibited from discriminating based on the basis of race, color,

national origin, sex (including gender identity and sexual orientation), disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA. These programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

All information the district uses to inform parents/guardians, students and the public about the district's food service program will include a nondiscrimination statement and information on how a complaint may be filed with the USDA.

Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action with the USDA Office of the Assistant Secretary for Civil Rights or the district's compliance officer listed in policy AC. Only the U.S. Secretary of Agriculture may extend the time for filing a complaint. Any person who files a complaint will be advised of the application of confidentiality laws, such as the Privacy Act of 1974.

District staff who receive a complaint alleging illegal discrimination in the district's nutrition program will forward the complaint to the district's compliance officer immediately. The compliance officer will note whether the allegation was made verbally or in person and will transcribe the complaint if it is not provided in writing. As required by the USDA, the compliance officer will forward the complaint to the USDA Office of the Assistant Secretary for Civil Rights immediately and will not first attempt to resolve the complaint prior to contacting the USDA. ~~However, once the complaint has been directed to the USDA, the district will take action to investigate the concern and make necessary corrections as required by this policy.~~

Community Use of Food Service Facilities

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

Administrative Procedure EF-AP(1): FOOD SERVICE MANAGEMENT - (Meal Charges)

Status: DRAFT

Original Adopted Date: 11/13/2014 | Last Revised Date: 07/12/2018

23C UPDATE EXPLANATION

MSBA has updated this procedure to align the nondiscrimination statement with what is now required by the U.S. Department of Agriculture for participation in the federal free and reduced-price lunch program and other federal school nutrition programs. Please note that MSBA has worked with state compliance auditors on this language to ensure that your district will meet the expectations of those who oversee the program.

In addition to aligning its policies and procedures, the district is also required to include the full, approved nondiscrimination statement on all print and nonprint materials about the district's nutrition program including, but not limited to, print, audio, video, websites, brochures and newsletters. If the size of the material is too small to include the full statement, the material must, at a minimum, include: "This institution is an equal opportunity provider."

The district is required to update the federal "And Justice for All" poster and include this nondiscrimination language in other media the district distributes, including documents and the district's website. Sample notices in several languages and posters can be found at <https://www.usda.gov/oascr/and-justice-all>.

EDITOR'S NOTE: The district previously deleted the entire "Nondiscrimination Statement" section. MSBA highly recommends that the district add this language because in an audit, USDA will require it.

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

Notice

At the beginning of each school year, a copy of this procedure will be provided to every parent/guardian in the district as required by law. In addition, a copy of this procedure, along with information about free and reduced-price school meals, will be provided to the parents/guardians of all students who enroll after the beginning of the school year.

A copy of this procedure will also be provided to all building administrators, staff responsible for collecting payment for meals at the point of service, staff involved with notifying parents/guardians about account balances, school social workers, nurses, counselors, the district liaison for homeless children and youths, and any other staff who regularly assist students in need.

A copy of this procedure will also be posted on the district's website, and information about charging meals will be included in the student handbook.

Employees

Employees may charge meals only after completing the form provided by the district authorizing the district to withhold the amount of any unpaid charges from the employee's pay. The district will withhold amounts due from meal charges in the pay period immediately after the charges are made. Employees may appeal a deduction for meal charges using the process outlined in policy DLB.

Students

1. Any student with a negative balance in their lunch account will not be allowed to charge a second lunch or breakfast.
2. When a student reaches a lunch or breakfast debt of seven dollars, the student and parent(s)/guardian will be notified by the lunch and/or building secretary.
3. When a student reaches a lunch or breakfast debt of \$15.00, the principal will call and make contact with the parent(s)/guardian to make arrangements for payment.

4. Students may not charge à la carte items.
5. A student with money in hand will not be denied a meal even if the student has past due charges.
6. Students will not be identified, singled out, shamed or punished by the district for the failure of their parents/guardians to pay for or provide meals, and the district will not withhold student records in violation of law.

Alternative Meals

If the district's meal service line is designed to collect payment prior to students receiving food, a student who has accumulated a lunch or breakfast debt of ~~\$7.00seven dollars~~ and is still unable to pay for meals may be provided an alternative meal. Alternative meals will be on the regular serving line and will be available to all students as an alternative to the regular meal. If a student has been provided a regular meal, that meal will not be taken away from the student even if the student should have been provided an alternative meal due to unpaid meal charges.

Interventions

After a student accumulates lunch or breakfast debt of ~~\$7.00seven dollars~~, the district will encourage the parents/guardians to submit an application for free and reduced-price meals if an application has not been recently submitted, and the student will be referred to a counselor for intervention. The counselor will:

1. Meet with the student to assess to the extent possible whether the student or the student's family is experiencing hardships, barriers or other circumstances with which the counselor could assist.
2. Make repeated attempts to contact the parents/guardians to notify them of the lunch charges, discuss the situation and any other concerns the counselor may have after meeting with the student, and resolve the situation.
3. Encourage the parents/guardians to submit the free and reduced-price meals application and inquire about any assistance that might be needed to complete the application.
4. Provide other resources as applicable.

District employees are mandated by the state of Missouri to report any instances of suspected abuse or neglect to the Children's Division (CD) of the Department of Social Services. District personnel will report to the CD any instance where a student's arrival at school with no provision for food leads to a reasonable cause to suspect neglect.

Working with Parents/Guardians

To ensure that parents/guardians have ample opportunity to resolve situations involving unpaid meal charges, the district will:

1. In the event the parent(s)/guardian refuses to make arrangements to reduce and/or stop the increase of the debt, the principal will notify the parent(s)/guardian that the child is ineligible for extracurricular activities.
2. Families experiencing short-term financial hardship will be directed to the principal who will be able to extend the charge limit temporarily.
3. Provide timely notification to parents/guardians when account balances run low (when applicable) and each time their student charges a meal.
4. Invoice parents/guardians for unpaid meal charges during the district's monthly billing cycle, in addition to providing notification of outstanding balances by other means.
5. Work with parents/guardians to create a payment plan that allows for the payment of accumulated balances over time.

Debt Collection

Delinquent Debt

Unpaid meal charges will be considered a delinquent debt 90 days after notice that charges are due when no payment or payment plan agreement has been made. Unpaid charges will be considered delinquent as long as the district determines the debt is collectible and efforts to collect the debt are ongoing. The district will make reasonable efforts to collect delinquent debt, including turning over unpaid meal charge balances to a collection agency when the superintendent or designee determines such action is in the best interest of the district. The district's Nonprofit School Food Services Account (NSFSA) funds may be used to cover the costs of reasonable efforts to collect delinquent debt, including costs associated with using a collection agency.

Bad Debt

When the district determines that collection of delinquent debt is impossible or too costly, the debt will be reclassified as bad debt. Bad debt is debt that will be written off as an operating cost. These costs must be restored using nonfederal funds. NSFSA resources may not be used to cover any costs related to bad debt. Instead, local funds will be used to cover the costs. Local funds include:

1. State revenue matching funds in excess of state revenue matching-fund requirements.
2. State and local funds provided to cover the cost of student meals.
3. Local contributions from organizations or individuals.
4. Revenue from adult meals prepared using resources outside the district's food service and not funded by the NSFSA.
5. Revenue from the sale of à la carte items and profits from foods not purchased with NSFSA funds and funded by an account separate from the NSFSA.
6. Revenues from catering or contracting services that operate from an account separate from the NSFSA.

Records

The district will maintain detailed records pertaining to delinquent and bad debt, including:

1. Evidence of efforts to collect unpaid meal charges.
2. Evidence that collection efforts fell within the time frame and methods established by this procedure.
3. Financial records showing when delinquent debt became bad debt.
4. Evidence that funds written off as bad debt were restored to the NSFSA from nonfederal sources.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the district is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by the USDA.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact the USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992 (TDD: (800) 877-8339; Spanish: (800) 845-6136), or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, DC 20250-9410;

Fax

(833) 256-1665 or (202)- 690-7442; or

Email

program.intake@usda.gov

This institution is an equal opportunity provider.

G. Personnel

Mtn View-Birch Tree R-III
Board Policy Manual

Policy GBLB: REFERENCES

Status: DRAFT

Original Adopted Date: 04/12/2012 | Last Revised Date: 09/17/2020

EXPLANATION

MSBA has revised this policy to match changes made to policy JHG. Unfortunately, the term "sexual misconduct" is still not defined in state statute. MSBA has defined the term in this policy and JHG and has decided to add a reference to the crime of sexual contact with a student under § 566.086, RSMo.

Definitions

Employee – Any staff member, student teacher or intern of the district.

Former Employee – Any person who was previously employed by or was a student teacher or intern in the district or who is currently employed but will no longer be an employee, student teacher or intern in the district in the near future.

Potential Employer – Another school district, charter school, business or person seeking to hire a current or former employee or screening the current or former employee for a volunteer position, internship or other activity.

Reference – Information regarding the employment of, or services provided by, a current or former employee including, but not limited to, specific information regarding dates of employment or service, salary, job duties, performance or character.

Sexual Misconduct – Engaging in any conduct with a student, on or off district property, that constitutes the crime of sexual misconduct involving a child under § 566.083, RSMo.; sexual contact with a student under § 566.086, RSMo.; illegal sexual harassment as defined in policy AC, as determined by the district; or child abuse involving sexual behavior, as determined by the Children's Division (CD) of the Department of Social Services.

Obtaining References for Applicants to the District

The board directs the superintendent or designee to verify the background of all applicants for district employment, including requesting references from persons or entities that previously employed the applicant.

As required by law, before offering employment to any teacher who is or was employed by a Missouri school district or charter school, the superintendent or designee will contact the Department of Elementary and Secondary Education to determine the school districts or charter schools that previously employed the applicant. Minimally, the superintendent or designee shall request information about the applicant's previous job performance from the most recent school district or charter school.

District Response to a Request for a Reference

The district will maintain information about current and former employees as confidential within the limits of the law. Only the superintendent or individuals specifically designated by the superintendent may respond on behalf of the district to a reference request for a current or former employee. District employees must direct reference requests to the superintendent or designee. Upon request, employees will assist the superintendent or designee with the preparation of accurate reference information.

Employees other than the superintendent or designee may provide personal references, but by doing so, they are acting in their individual capacities and not as employees of the district. Employees providing personal references may not use district letterhead or otherwise indicate that the reference is sponsored by the district, but they may identify the working relationship they have or had with the current or former employee. The district will not endorse any reference provided outside the directives of this policy and is not responsible for providing legal advice or protection for unauthorized employees who provide references. In accordance with federal law, district employees, contractors and agents are prohibited from writing personal references or otherwise providing assistance in obtaining a new job to any other school employee, contractor or agent who has been accused of sexual misconduct regarding a minor or student, as discussed later in this policy.

Content of Reference Disclosure

Information Provided as Required by Law

In accordance with law, the following information about employees or former employees will be provided to any entity or person upon request:

1. Names
2. Positions
3. Salaries
4. Lengths of service

In addition, information on allegations of sexual misconduct will be disclosed to public schools or charter schools as detailed below.

Information Provided with Consent from the Employee or Former Employee

Unless otherwise required under this policy or by law, before providing a reference for a current or former employee, the superintendent or designee will verify that the employee consents to the release of further information. The district may obtain a blanket consent from the employee when the employee leaves the district, contact the employee when a request is made or rely on written consent provided through the application process.

Even with consent, unless otherwise authorized by the board or the district's attorney or unless the disclosure is otherwise required by law, the superintendent or designee may provide only the following factual information when requested, without offering opinions or commentary on job performance:

1. A description of the employee's job duties when employed.
2. Additional district-sponsored committees, activities or duties the employee volunteered for or was designated to perform.
3. Honors and awards received by the employee.
4. Factual information on work performance.
5. Whether the employee resigned or was nonrenewed or terminated. Based on documentation in the personnel file, potential employers will be notified if the employment was ended due to the financial condition of the district, a decrease in enrollment or reorganization of the department, school or district.
6. When requested, a "yes" or "no" answer to a question about whether the district would re-employ the current or former employee if an appropriate position existed or whether the superintendent would recommend re-employment.
7. Allegations and findings of sexual misconduct with a student as required or allowed below.

Disclosing Allegations of Sexual Misconduct

In accordance with state law, when another school district or charter school requests a reference or information regarding a former employee of the district, the district must provide information regarding allegations of sexual misconduct with a student or child as detailed in numbers one through three of this section. The former employee is not required to consent to the release of information prior to the superintendent or designee releasing the information in numbers one through four of this section. The superintendent or designee is authorized to contact the district's attorney for advice on implementing this policy.

Information on allegations of sexual misconduct will be shared in the following situations:

1. *Allegations of Criminal Sexual Misconduct* – If a potential public or charter school employer requests a reference regarding a former employee whose job involved contact with children, the district will, in accordance with state law, notify the potential public or charter school employer if the employee was terminated, nonrenewed or allowed to resign in lieu of termination as a result of allegations of criminal sexual misconduct involving a child as defined by § 566.083, RSMo., or as a result of such allegations being substantiated by the State of

Missouri's Child Abuse and Neglect Review Board. The district will provide due process to the former employee prior to disclosing the information when required by law.

2. *Allegations of Sexual Misconduct Substantiated by the Children's Division* – If a potential public or charter school employer contacts the district for a reference for any former employee about whom the CD has investigated allegations of sexual misconduct with a student and reached a finding of substantiated, the district will provide the results of the CD investigation to the potential public or charter school employer regardless of whether the employee's job involved contact with children.
3. *Violation of Board Policy Related to Sexual Misconduct* – If any public or charter school contacts the district about a former employee, the district will provide the public or charter school information about any violation of board policy if the violation related to sexual misconduct with a student where the board, after a contested case due process hearing, determined that the former employee actually violated the policy.
4. *Other Situations* – The superintendent or designee is required to consult the district's attorney when considering whether to release information regarding allegations of sexual misconduct against a former employee when the district is not required by law to do so.

Prohibition against Assisting Employees, Contractors or Agents Accused of Sexual Misconduct

In accordance with law, district employees, contractors and agents who know or have probable cause to believe that an individual who has served as a district employee, contractor or agent has engaged in sexual misconduct with a minor or student in violation of law are prohibited from writing personal references for or otherwise providing assistance to those individuals in obtaining a new job.

This prohibition does not apply to the routine transmission of administrative and personnel files when that is part of the current employee's, contractor's or agent's duties. In addition, this prohibition does not apply if the information was properly reported to law enforcement and other relevant state, federal and local authorities, and:

1. The investigation was officially closed without action; or
2. The prosecutor or law enforcement entity determined there was insufficient information to establish probable cause; or
3. The individual was charged and acquitted or otherwise exonerated of the alleged misconduct; or
4. The case or investigation remains open and no charges have been filed and no indictment has been issued within four years of the date on which the alleged misconduct was reported to law enforcement.

Recordkeeping

When the district is contacted for a reference for a current or former employee, the superintendent or designee will document the date, the name of the person and entity requesting the information, the person responding to the request, the method of disclosure, the information provided and, when applicable, the consent received.

In accordance with law, if the district responds to any requests in writing, the district will forward a copy of the written reference to the current or former employee at the employee's last known address.

Notice

The district will notify all current employees of this policy. The superintendent or designee will provide notification of the existence of this policy to all potential employers who contact the district for a reference. The notification must also include a statement that the district's responses are limited to the scope of this policy. The district will provide copies of the policy to former employees upon request.

Immunity

Any district employee who is permitted under this policy to respond to requests for references regarding former employees and who communicates only the information authorized by this policy in good faith and without malice is entitled by law to immunity against any civil action for damages brought by the former employee arising out of the communication of such information. District employees responding to requests for references in accordance with

this policy may request the attorney general to defend them if sued.

I. Instruction

Mtn View-Birch Tree R-III
Board Policy Manual

Policy IF: CURRICULUM DEVELOPMENT

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 03/14/2002

EXPLANATION

This policy was updated to comply with the sixth version of the Missouri School Improvement Program (MSIP 6, AS1) and Senate Bill 681 (2022).

The board of education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community. The instructional staff to implement a curriculum for all instructional courses.

1. The curriculum will align externally to all Missouri Learning Standards and the English learning development standards and internally among grade levels and courses.
2. Written, taught and assessed curricula must be aligned by the school leadership.
3. Each student has opportunities to excel under the curriculum.
4. Educators will provide learning opportunities aligned to the district curriculum and set clearly identified and communicated learning targets.

Curriculum Development and Review

The superintendent will initiate a curriculum development and review program, which that will require various administrative and instructional staff (including prekindergarten staff) participation at the building and district levels as well as and involvement from parents/guardians, members of the community and students. The board will review and approve each district-developed curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. The district will devise a systematic plan will be established whereby to regularly review each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery, the district's assessments and other available data. The basic responsibility for this review process will rest with the superintendent or designee, with assistance from the building principals. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or his or her designee to a curriculum review committee for the designated curricular area.

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study. During the review process the committee may solicit community and student opinion relative to the content area. The committee should develop a curriculum project that meets the following guidelines:

- Articulates the curriculum content on a districtwide basis, K-12.
- Is written in specific terms and can be used by the respective professional staff members.
- Uses effective methods for presenting the materials to the students.
- Uses instructional materials that are effectively coordinated with the curriculum guides and programs.
- Makes use of current supplementary and enrichment materials.

The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

Administrative Procedure IF-AP(1): CURRICULUM DEVELOPMENT

Status: DRAFT

Original Adopted Date: 11/14/2002

EXPLANATION

MSBA has updated this procedure and moved some contents to new procedure IF-AP2.

Curriculum Review and Revision

The district will review and revise written curriculum on a rotating basis. Curriculum guides for math, social studies, science, English, foreign language*, fine arts, health/physical education, and vocational education will be re-evaluated every four years in the following manner: The superintendent or designee will create a schedule that allows for regular curriculum review.

- Two subject areas will be reviewed and revised each year, one each semester. Beginning in (date) the following schedule will be followed:

[Chart removed; please see the district's current procedure IF-AP1 for the removed language. The use of charts in Simbli creates technical difficulties when producing ref copies, which prevents the language in the chart from displaying accurately, so MSBA is doing away with the chart format. In addition, this language easily becomes outdated, and for that reason, MSBA recommends that it not be included in this procedure. The removal of this chart is not optional, whether or not the district accepts the other revisions to this procedure.]

- A committee of teachers representing all grade levels concerned with a particular subject area will be The district will create curriculum committees responsible for the curriculum review and revision. The superintendent or designee will appoint Committee members, will be appointed by the superintendent or designee and One member will be designated as committee chair for the committee.

- At the discretion of the superintendent or designee, an administrator, counselor or other member of the school staff may also be appointed to serve on any curriculum review and revision committee. The superintendent or designee will appoint members to curriculum committees that include:

1. Teachers representing all grade levels concerned with the particular content area being reviewed;
2. Administrators, counselors, school nurses and other district staff when appropriate; and
3. One or more parent/guardian or community representatives chosen in consultation with parent-teacher organizations active in the district. If possible, committees should include one parent/guardian or community member who represents special student populations, such as students with disabilities or migratory students.

- At the discretion of the superintendent or designee, a member of the community may also be appointed to serve on any curriculum review and revision committee.

- Committee members will be provided adequate resources to complete the review and revision process. These resources will include, but are not limited to, the following: paid release time for employees; information regarding disaggregated results of the district assessment program for each curricular content area; information regarding state and federal curriculum requirements; a copy of the state and district graduation requirements; and access to other curriculum guides.

The district is committed to a curriculum designed to meet the needs of the community and of students. The curriculum revision and review committees will base revisions on the following (in no particular order):

- Analysis of assessment scores disaggregated by each of the following: race/ethnicity, gender, identified disability, and migrant and/or Limited English Proficiency (LEP) status. A category need not be analyzed for a particular grade level if the school district has fewer than five students in the category;

- Analysis of assessment scores by level of proficiency as measured against the Show Me Standards;

- State and federal law;

- Teacher recommendation.

- District goals.

- Results of educational research.

- Community standards.

At the conclusion of the review and revision process, the committee chair of the committee shall prepare a report detailing the each committee's findings made and actions taken by the committee. A Each committee chair will present a copy of this report shall be presented to the superintendent and the board of education.

*English and foreign language can be combined and labeled "communication arts" as MAP does.

Implementation

After a curriculum is developed or revised, the district will provide professional development to administrators and teacher leaders to ensure that they understand the subject and how it is to be embedded within the school system, can adequately explain the strengths of the curriculum and can evaluate the implementation at the classroom level.

The district will provide teachers with in-depth professional development from experts in the curriculum and opportunities to work collaboratively with administrators and peers to fully understand and implement the new curriculum. The instruction will explain how the curriculum relates to the Missouri Learning Standards and assessments. When applicable, an instructional rubric will be used.

Administrative Procedure IF-AP(2): CURRICULUM DEVELOPMENT - (Required Instruction)

Status: DRAFT

Original Adopted Date: Pending

EXPLANATION

This is a NEW procedure for compiling state and federal requirements for teaching specific subject matter. These legally required elements will need to be included in the district's curriculum. Some of these topics have been in the law for quite some time, but a few of them are new this year. Senate Bill 681 (2022) added the following requirements:

Holocaust Education: § 161.700, RSMo., now requires school districts to provide education on the Holocaust during a week determined by the district for students in grades six or higher, using a curriculum framework provided by DESE. The program will be piloted in the 2023-24 school year and implemented by all school districts in the 2025-26 school year.

Computer Science: Beginning in the 2023-24 school year, every public high school and charter school must offer at least one computer science course. The course may be offered in person or virtually and must meet the standards set out in § 170.018, RSMo.

Reading Instruction: School districts have always had to provide reading instruction to students, but Senate Bill 681 now requires that instruction in grades K-5 is "evidence-based" and includes practices that have been proven effective through evaluation of a large number of students.

Mental Health Awareness: Beginning in 2022-23, all public high schools serving grades 9-12 shall provide enrolled students instruction in mental health awareness. The instruction is to be included in the district's existing health or physical education curriculum and will be based on a program established by DESE.

While the school board is ultimately responsible for adopting curriculum for the school system, that curriculum must be aligned with the Missouri Learning Standards and state and federal law. The following topics are required to be included in K-12 instruction for Missouri schools:

1. The district will provide Holocaust education to students no younger than sixth grade beginning in the 2025-26 school year. Such instruction shall be taught during a week designated by the district and focused on a historical understanding of how and why the Holocaust happened. Instruction will include participation in learning projects about the Holocaust using materials developed by the Holocaust Education and Awareness Commission, the U.S. Holocaust Memorial Museum or the St. Louis Kaplan Feldman Holocaust Museum. Instruction may be provided in person or through technology. (§ 161.700, RSMo.)
2. The district will require students, prior to graduation, to successfully complete a course of instruction of at least one semester in length on the institutions, branches and functions of the government of the state of Missouri, including local governments, the U.S. government and the electoral process. (§ 170.011, RSMo.) Students must pass examinations on the provisions and principles of American history, American institutions, American civics and the Missouri and U.S. Constitutions. (§§ 170.011, .345, RSMo.)
3. The district will provide evidence-based reading instruction programs in grades K-5, including practices that have been proven effective through evaluation of the outcomes for large numbers of students and are highly likely to be effective in improving reading. The programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary and comprehension. (§ 170.014, RSMo.)
4. The district will offer at least one computer science course for high school students. The course may be provided through in-person, virtual or distanced instruction. (§ 170.018, RSMo.)
5. The district will provide trauma-informed, developmentally appropriate training to students in grades 6-12 regarding sexual abuse. (§ 170.045, RSMo.)
6. The district's high school health or physical education curriculum must include instruction in mental health awareness. Such instruction shall be based on a program established by the Department of Elementary and Secondary Education (DESE). (§ 170.307, RSMo.)

7. Students must receive 30 minutes of cardiopulmonary resuscitation (CPR) instruction and training in the proper performance of the Heimlich maneuver or other first aid for choking prior to graduation. (§ 170.310, RSMo.)
 8. All minors will be instructed on safety and security issues, including instruction on the dangers of sharing personal information about themselves or others when using email, social media, chat rooms or other forms of direct electronic communication. Instruction will also address cyberbullying awareness and response and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms. (47 USC § 254(h)(5)(B))
-

Policy IGAB: INSTRUCTIONAL INTERVENTIONS

Status: DRAFT

Original Adopted Date: 11/15/2018

EXPLANATION

MSBA has revised this policy due to Senate Bill 681 (2022), which resulted in an extensive rewrite of state statutes concerning reading. This bill increases state-level literacy support and requires high-quality, evidence-based reading instruction. The bill requires districts to assess the literacy skills of students in kindergarten through third grade and new students in first through fifth grade and provide reading success plans with intensive reading instructions to K-5 students who have substantial deficiencies. Further, the district will provide a reading success plan to students who have been identified as being at risk of dyslexia in the statewide dyslexia screening or have a formal diagnosis of dyslexia.

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

Reading Improvement Instruction

Reading Intervention Plans for Students in Grades K-3

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

Reading Improvement Plans for Students in Grades 3-6

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

The district shall establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students with a reading improvement plan in grades three through six. The district will provide a reading success plan designed to remediate identified areas of reading deficiency to students who need reading assistance, as required by law. The plan will include intensive instructional services and supports as appropriate according to the student's needs. The services and supports may include additional scientific, evidence-based reading instruction and other strategies prescribed by the district.

The district will provide a reading success plan to students who:

1. Exhibit a substantial deficiency in reading that creates a barrier, based on teacher observation or reading assessment, to reading progress; or
2. Have been identified through the statewide dyslexia screening as being at risk of dyslexia or have a formal diagnosis of dyslexia.

A substantial reading deficiency exists when a student is one or more grade levels behind in reading or reading readiness.

The district will notify parents/guardians of students identified for reading success plans and give their students the opportunity to attend district summer school programs when offered. The district will provide strategies that parents/guardians may use to help the student obtain reading proficiency including, but not limited to, the promotion of parent-guided home reading.

Dyslexia and Related Disorders

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

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

A screening that indicates the possibility of dyslexia or a related disorder is not a diagnosis and is not sufficient to determine whether the student has a disability, as defined in law, that requires accommodation or special education. However, the district may use the information to provide additional classroom support and collect additional data to determine whether the student may need to be evaluated for special education or other accommodations in the future.

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

Remediation as a Condition of Promotion

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

Administrative Procedure IGAB-AP(1): INSTRUCTIONAL INTERVENTIONS - (Reading Interventions)

Status: DRAFT

Original Adopted Date: Pending

EXPLANATION

Senate Bill 681 (2022) significantly revised state statutes prescribing reading interventions so that students are assessed and provided reading interventions at a younger age. This NEW procedure details the requirements for identifying students, providing a reading success plan, notifying parents/guardians and reporting to the Department of Elementary and Secondary Education. The district is not legally required to implement this procedure, but it is required to follow the process outlined in this procedure.

Reading Assessment and Intervention

The district will administer a state-approved reading assessment to all students enrolled in kindergarten through third grade at the beginning and end of each school year. In addition, the district will assess any newly enrolled student in first through fifth grade.

The district will provide reading success plans to students at the beginning of the school year or when they transfer into the school district. The district will give reading success plans to students who:

1. Exhibit a substantial deficiency in reading that creates a barrier, based on teacher observation or reading assessment, to reading progress; or
2. Have been identified through the statewide dyslexia screening as being at risk of dyslexia or have a formal diagnosis of dyslexia.

A substantial reading deficiency exists when a student is one or more grade levels behind in reading or reading readiness. The district will provide students with intensive reading instruction under a reading success plan until the reading deficiency is remedied.

Reading Success Plans

A reading success plan will include intensive instructional services and supports as appropriate according to the student's need to remediate the identified areas of reading deficiency. Services and supports may include additional scientific, evidence-based reading instruction and other strategies prescribed by the district. The district will provide the reading instruction free of charge. The plan may include, but is not limited to:

1. Small group or individual instruction;
2. Reduced teacher-student ratios;
3. More frequent progress monitoring;
4. Tutoring or mentoring;
5. Extended school day, week or year; and
6. Summer reading programs.

The district will provide the intensive reading instruction during regular school hours and:

1. Provide skill development in phonemic awareness, phonics, fluency, vocabulary and comprehension;
2. Include a scientifically based and reliable assessment;
3. Provide initial and ongoing analysis of each student's reading progress; and
4. Provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade.

Notice

The district will notify the parent/guardian of any student who qualifies for a reading success plan that the child has been identified as having a substantial deficiency in reading or is at risk of dyslexia. The notification will provide:

1. A description of the services currently provided to the student;
2. A description of the proposed supplemental instructional services and supports that the district will provide to the child that are designed to remediate the identified area of reading deficiency;
3. Strategies for parents/guardians to use in helping the child succeed in reading proficiency including, but not limited to, the promotion of parent-guided home reading; and
4. The opportunity to attend district summer school programs when offered.

For students diagnosed with dyslexia or at risk of dyslexia, the notice will include an explanation that the instruction will be explicit, systematic, diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax and semantics. At regular intervals, but minimally four times per year, the district will notify a student's parent/guardian of the student's academic and other progress as well as other relevant information.

Reporting

The district will report to the Department of Elementary and Secondary Education the specific reading intervention and supports implemented by the district and the reading assessment data collected for grades K–5.

Policy IGAD: CAREER AND TECHNICAL EDUCATION

Status: DRAFT

Original Adopted Date: Pending | Last Reviewed Date: 11/17/1994

EXPLANATION
(Version 1)

House Bill 297 (2021) amended § 170.029.1, RSMo., to state that "[t]he state board of education shall develop a statewide plan for career and technical education (CTE) that ensures sustainability, viability, and relevance by matching workforce needs with appropriate educational resources." Subsection 4 of the statute was amended to read: "Each local school district shall determine the curriculum, programs of study, and course offerings based on the needs and interests of the students in the district and meeting the requirements of the statewide plan."

MSBA revised this policy to reflect MSIP 6, TL3, which emphasizes the importance of a board-issued statement of commitment to implement high-quality career and technical education, but also holds that the details of meeting this commitment are best left to the CSIP.

Districts that accept postsecondary students are subject to the Title IV disclosure and reporting requirements listed in the update.

Career Education

The board recognizes that career and technical education (CTE) is a developmental process designed to help students prepare for life roles in the family, the community, occupations, professions and avocations. The board also recognizes that the development of career education CTE enables students of all ages to examine attitudes, interests, aptitudes and abilities in order to relate them to career opportunities, and to make valid decisions regarding about further education and future endeavors.

Therefore, the board will provide career education CTE for students at all levels of instruction. Career education in the elementary schools shall consist of career awareness and the exploration of career opportunities in various fields and directs the superintendent or designee to offer relevant and high-quality CTE, including broadly based elementary and middle school career awareness and exploration programs that align with high school and career center curriculum. At the secondary level, it will incorporate career exploration, career guidance, and vocational training opportunities, with the latter designed to equip students to enter post-secondary training for occupational areas, and/or enter specific occupations directly out of high school.

CTE programs include those developed pursuant to state and federal laws, state and federal guidance, and this district's participation in the Missouri State Plan for Career Education. The district shall determine the curriculum, programs of study and course offerings based on students' needs and interests and the requirements of the statewide plan. The district may qualify to grant students a Career and Technical Education Certificate in addition to the high school graduation diploma.

Instructional Delivery

Instructional delivery of CTE may occur within the district, but also:

1. By contractual arrangement with an area career and technical education school;
2. By contracts with specific program providers to deliver instruction to district students; and
3. In accordance with an agreement between the district or a district-joined consortium and a higher education institution or other authorized provider of career education.

The board must approve any contract, agreement or memorandum of understanding with any of the above entities.

Unless otherwise agreed to by this district and another provider, a student of this district remains subject to the behavioral disciplinary authority of this school district and its relevant policies for students when the student is engaged in educational activities at an area CTE facility or other contracted provider.

Postsecondary Programs and Data Disclosures under the Federal Higher Education Act

When postsecondary students receiving financial aid under Title IV of the Higher Education Act of 1965, as amended, access a district program, the district must make various disclosures and reports of statistics and/or information on:

1. Retention and graduation rates;
2. Financial assistance available to students and requirements and restrictions imposed on Title IV aid;
3. Crime statistics; and
4. Other institutional information, including the cost of attendance; accreditation and academic program data; facilities and services available to students with a disability; and withdrawal and refund policies. The superintendent will designate an administrator to work with postsecondary partners and resources to provide for compliance with the Higher Education Act requirements where applicable.

Vocational Education

Vocational training programs shall be an integral part of the comprehensive high school concept in the school district. Efforts will be made to keep vocational programs relevant to job requirements, and reflective of area needs, as well as being geared to the current and future technological and economic conditions. These programs shall provide students with the basic skills to enter the world of work, to obtain additional vocational skills and/or to continue their formal education. Vocational education, as a core component of comprehensive education, will share with other aspects of the high school curriculum in the development of character, attitudes and work skills.

District vocational programs shall meet all federal and state guidelines and requirements. Advisory councils will be utilized in all vocational programs.

Following the concept of area vocational-technical schools as established by the Missouri Department of Elementary and Secondary Education, students from the district may attend vocational-technical training programs at the Area Vocational-Technical facility.

Policy IGC: EXTENDED INSTRUCTIONAL PROGRAMS

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 11/15/2018

EXPLANATION

MSBA has revised this policy to align with the law. Senate Bill 681 (2022) significantly revised state law regarding reading improvement programs. While districts with summer school opportunities are required to provide those opportunities to students with reading success plans, the portion of the law that mandated summer school for reading instruction has been rescinded.

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

Adult Education

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

Early Childhood

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

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

Extended School Year

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

Extended-Day Childcare

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

Reading Improvement Instruction

As allowed and/or required by law and in accordance with policy IGAB, the district will implement reading improvement instruction programs that may take place outside the regular school day.

Remediation as a Condition of Promotion

The district may operate remediation programs outside the regular school day, including during summer school, as described in policy IGAB.

Summer School

The district may offer summer school programs for the enrichment of district students and may also offer a pre-kindergarten summer school program for students who will reach the age of five before August 1 of the school year beginning in that calendar year.

In accordance with law, the district will establish a summer school program for reading instruction with a minimum of 40 hours of reading instruction and practice for all students who have a reading improvement plan. Summer school

~~may also be utilized for remediation as a condition of promotion.~~

Violence Prevention

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

Policy IGCD: VIRTUAL COURSES

Status: DRAFT

Original Adopted Date: 10/11/2018 | Last Revised Date: 06/10/2021

EXPLANATION

MSBA has revised this policy to align with a change in the law pursuant to House Bill 1552 (2022). This bill made some significant changes to the Missouri Course Access and Virtual School Program (MOCAP) program. The law created a separate process for students who enroll full-time with MOCAP course providers "hosted" by a Missouri public school, charter school or higher education institution. This process is covered in detail in policy IGCD. But the law also modified the MOCAP program for students who enroll in MOCAP part-time or full-time with providers that are not hosted by a district, charter school or higher education institution.

1. **Eligibility.** The law removes the requirement that a student must have attended a public school in the previous semester before enrolling in virtual courses through MOCAP. This means that a student may enroll in your district and request to immediately attend MOCAP courses without ever having been educated in a public school or in your school district.

2. **Appeals.** The new law changes the appeal process. While districts can prohibit students from enrolling in MOCAP courses only if it is not in the best educational interest of the student, there is no longer an appeal to the school board or the Department of Elementary and Secondary Education. The district will handle the appeal as they would an appeal of any other course denial.

3. **Notice to Parents/Guardians and Students.** In addition to advertising the MOCAP program on the homepage of the district's webpage, the district will be required to distribute a copy of DESE's guidance on how to enroll in MOCAP courses to all students and parents/guardians. The district is also required to provide a link to the guidance on the main page of its website.

The following vendors currently provide courses through MOCAP:

MOCAP Providers with Hosts

At Home Virtual Program (Mehlville School District)
Launch (Springfield Public Schools)
Missouri Connections Academy-MOCA (Sturgeon R-V School District)
Missouri Digital Academy-MODA (Laquey R-5 School District)
Missouri Virtual Academy-MOVA (Grandview R-II School District)
Mizzou Academy (Lee's Summit R-7 School District)
SJSD Virtual Academy (St. Joseph School District)

MOCAP Providers without Hosts

Accelerate Education
Acellus Academy
Edmentum
eDynamic
EYC Academy
Greenways Academy
Imagine-Edgenuity
Imagine-Odysseyware
SchoolsPLP

This policy governs part-time enrollment with a hosted Missouri Course Access and Virtual School Program (MOCAP) provider, full- and part-time enrollment with other MOCAP providers, and enrollment in other virtual course options provided through the district. Students who seek full-time enrollment with a hosted MOCAP provider must enroll pursuant to policy IGCD.

Definitions

Full-Time Virtual Course Enrollment – The instructional equivalent of six credits per regular term.

Hosted MOCAP Provider – A public school district, charter school or higher education institution that is registered through the Department of Elementary and Secondary Education (DESE) to provide virtual education through the

MOCAP program to Missouri students. A host district may provide the courses directly or contract with a course provider to provide the courses.

MOCAP Provider – An entity listed by DESE as part of the virtual course program under § 161.670, RSMo., that provides virtual courses for elementary and/or secondary students.

Virtual Course – A single class that is offered by or provided through the district that results in a district-issued grade and/or academic credit and that is designed to deliver all or most of the curriculum electronically. Students may be separated from their instructor or teacher of record by time, location or both.

General

Virtual instruction can be an effective education option for some students, and the district may offer virtual courses to students through district staff or by contracting for those services as part of the district-sponsored curriculum. Eligible students may also enroll in Missouri Course Access and Virtual School Program (MOCAP) courses in accordance with policy IGCDA. The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP. Students may also enroll in virtual courses offered through MOCAP providers. This could result in entire course loads that are provided through virtual courses from the district, district-selected and/or MOCAP providers while the student remains enrolled in the district.

Students may also take virtual courses from other sources at their own expense. Before a student independently enrolls in and pays for virtual courses not otherwise accessible through the district, the district recommends that the student meet with district staff to ensure that the course aligns with the student's education goals and that the district will accept the course credit.

Virtual Course Behavior and Expectations

Students taking courses virtually are subject to district policies, procedures and rules applicable to students enrolled in traditional courses including, but not limited to, the district's code of conduct and prohibitions on academic dishonesty, discrimination, harassment, bullying and cyberbullying. When students are participating in virtual courses, what can be seen and heard electronically from the student's location becomes part of the district's education environment. Students are responsible for ensuring that what is seen, heard or otherwise communicated is appropriate for the learning environment and is not disruptive. The district's code of conduct applies to virtual in-class behavior. Student speech that is prohibited on campus is also prohibited in the virtual classroom. In a virtual classroom, such conduct or speech could include, but is not limited to, messaging conveyed by symbols or phrases that are visible on clothing, signage in the visible background, virtual background imagery, graphics or text visible during screen sharing, background audio, communications in classroom chats, disruptive screen names, and any other messaging a student places into the virtual environment that disrupts learning, is not appropriate for the education environment or is contrary to the district's educational mission. Students may electronically display everyday items that they would be prohibited from possessing at school (such as pets, toys or objects forming typical room décor) as long as the display does not disrupt learning.

Virtual Course Enrollment

The superintendent or designee will establish open enrollment periods and registration deadlines for students to enroll in district-offered virtual courses and MOCAP courses. These enrollment periods and registration deadlines will be strictly enforced unless the superintendent or designee determines that an exception is warranted due to circumstances such as a change in a student's health or the long-term suspension of a student. Enrollment periods and registration deadlines must align with the district's academic calendar and assessment schedule to the extent practicable. If the request to take a virtual course is denied, students or their parents/guardians may appeal the decision to the superintendent or designee, and the superintendent's or designee's decision will be final. Requests to take MOCAP courses will be processed as required by law as outlined in policy IGCDA. A student or parent/guardian must receive district approval before the student may enroll in virtual courses provided by or paid for by the district or through MOCAP.

Enrollment in courses offered through MOCAP may be denied only if the principal or designee, in consultation with the student's parents/guardians and relevant staff, determines that it is not in the student's best educational interest to enroll in the course. The principal or designee will consider available opportunities for in-person instruction and the student's prior participation in virtual courses when making this decision. As required by law, the district allows for continuous enrollment in MOCAP courses throughout the year. The principal or designee will approve or deny requests to enroll in a MOCAP course within the timeframe required by law.

Enrollment Decision Review

The principal or designee will notify the student and the parents/guardians in writing when declining student enrollment in a virtual course and provide an explanation for the decision. The student or parent/guardian may request that the superintendent review the decision, but the superintendent's decision is final.

Students with Disabilities

A student's individualized education program (IEP) team or Section 504 team will make the virtual course enrollment decisions for students with IEPs or Section 504 plans. If enrollment is appropriate, the IEP or Section 504 team will determine the services, aids, supports and accommodations required. Any review of a decision made by an IEP or Section 504 team must go through the process provided under federal law.

Attendance and Completion

Students who enroll in district-sponsored virtual courses or MOCAP courses through the district are expected to actively participate in those courses with the goal of completing the course. If a student does not actively participate in a course or is not progressing in the course, the district may remove the student from the virtual course and refuse to enroll the student in virtual courses in the future consider the student's performance when making decisions regarding future virtual course enrollments.

Students enrolled in virtual courses are expected to complete all course requirements in the time allotted for the course. Extensions of time to complete a virtual course will be permitted only in situations where completion of the course in the allotted time would be impossible due to factors beyond the student's control.

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

Eligibility for Extracurricular Activities

Students enrolled in virtual courses offered through the district or through MOCAP under this policy are considered district students and are eligible to participate in extracurricular activities unless restricted by the Missouri State High School Activities Association.

End-of-Course (EOC) Examinations State Assessments

Students are required to take the state-mandated assessments, including district-administered EOC examinations, administered by the district regardless of whether the course for which the examination is required was taken virtually or in person.

Credit

The district will accept all grades and credits earned through district-sponsored virtual instruction and MOCAP providers. Credits obtained from other sources will be recognized in accordance with policy JECC.

Notice

District-provided and district-sponsored virtual courses will be advertised in the district's course catalog.

The district will inform students and parents/guardians of MOCAP program availability in parent/guardian handbooks and registration documents and feature the program on the homepage of the district's website, as required by law. The district will provide every student enrolled in the district and parents/guardians with a copy of DESE's MOCAP guidance document at the beginning of the school year or upon enrollment. In addition, the district will provide a readily viewable link to the guidance document on the main page of its website.

Payment

The district will pay the tuition for MOCAP courses when required by law to do so but is not otherwise required to pay the tuition for a student to attend a virtual course unless the course is approved by the district as part of the

district's course offerings.

Virtual Course Behavior and Expectations

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

When students are participating in virtual courses, what can be seen and heard electronically from the student's location becomes part of the district's education environment. Students are responsible for ensuring that what is seen, heard or otherwise communicated is appropriate for the learning environment and not disruptive. The district's code of conduct applies to virtual in-class behavior. Student speech that is prohibited on campus is also prohibited in the virtual classroom.

Students may electronically display everyday items that they would be prohibited from possessing at school (such as pets, toys or objects forming typical room décor) as long as the display does not disrupt learning.

Administrative Procedure IGCD-AP(1): VIRTUAL COURSES - (Best Educational Interest Determination)

Status: DRAFT

Original Adopted Date: 10/11/2018

EXPLANATION

MSBA recommends that districts REMOVE this procedure because the language is outdated and no longer necessary. Most districts are now experienced in processing requests for virtual instruction.

A student or the student's parent/guardian must notify the student's principal or designee before the student may enroll in a district-sponsored virtual course or a Missouri Course Access Program (MOCAP) virtual course through the district.

The principal or designee will educate the student and the student's parents/guardians about how virtual instruction is provided and the key differences between virtual and in-person instruction. The principal or designee will discuss the virtual course options available to the student, determine which course or courses interest the student and how the course or courses will assist the student in meeting his or her academic and personal goals. The principal or designee will also inform the student and the student's parents/guardians of whether the course is available in a traditional setting, whether the student must complete any prerequisites prior to taking a particular course and whether the prerequisite courses are offered by the district virtually or traditionally.

The principal or designee, in consultation with the student's parents/guardians and other relevant staff, such as the school counselor or the district's special education director, will determine whether there is good cause to refuse the student enrollment in the course. Students or parents/guardians who disagree with the principal's or designee's determination about a MOCAP course can appeal the decision to the Board of Education and the Department of Elementary and Secondary Education (DESE). For all other virtual courses, students or parents/guardians may appeal the decision to the superintendent or designee, and the superintendent's or designee's decision will be final. In accordance with federal law, if a student receives special education services, the student's individualized education program (IEP) team may determine that a virtual course is not appropriate for the student even if the course has otherwise been approved by the district.

If district staff determine that it is not in the best educational interest of a student to take a virtual course, that decision will be documented in writing and provided to the student and the parents/guardians.

Best Educational Interest Considerations

District staff should minimally consider the following when deciding whether a virtual course is in the best educational interest of a student but may consider other factors not listed.

District Course Availability

1. If the course is offered onsite by the district, are there extenuating circumstances that make it difficult or impossible for the student to take the onsite course offered by the district?
2. If the course is offered onsite by the district and the student is able to take that course, what are the reasons the student wants to take the virtual course?

Virtual Course Characteristics

1. Does the course meet or exceed district curriculum standards and graduation requirements?
2. Does the course align with the student's career goals and the student's individual career and academic plan (ICAP)?
3. If the course is for remediation, will it personalize instruction to the student's specific needs?
4. Is the district aware of any complaints or concerns regarding the quality of the course, and have those complaints or concerns been resolved?
5. Has the district had difficulty working with the course instructor or provider to ensure a student with disabilities receives the required accommodations or modifications?

Student Skills Necessary for Success in Virtual Courses

1. Has the student demonstrated time-management skills that indicate that the student is capable of submitting assignments and completing course requirements without reminders?
2. Has the student demonstrated persistence in overcoming obstacles and a willingness to seek assistance when needed?
3. Has the student demonstrated verbal or written communication skills that would allow the student to succeed in an environment where the instructor may not have sufficient nonverbal cues to indicate the student's level of understanding?
4. Does the student have the necessary computer or technical skills to succeed in a virtual course?

Other Relevant Factors

1. Does the student have adequate access to computers, Internet and other necessary technology resources to participate in a virtual course and complete assignments?
2. If the student has previously attempted a virtual course and struggled with or failed the class, have the issues that caused the student to struggle or fail been identified and addressed?

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Policy IGCD: FULL-TIME MOCAP VIRTUAL COURSES

Status: DRAFT

Original Adopted Date: 06/10/2021

EXPLANATION

MSBA has revised this policy to align with a change in the law pursuant to House Bill 1552 (2022). This bill made some significant revisions to the Missouri Course Access and Virtual School Program (MOCAP). The law creates a separate process for students who enroll full-time with MOCAP course providers "hosted" by a Missouri public school, charter school or institution of higher education. See below for a list of these providers. Students who enroll full-time with these providers will initially enroll in their resident district. However, if they are accepted to be full-time students by the MOCAP vendor, the students' enrollment will be transferred to the school district hosting the MOCAP provider. The student will then be considered a resident student of the host district. The host district will count the student for state aid purposes and pay the MOCAP vendor.

The resident district does still play a role. Under the new law, the virtual program will collaborate with the resident district to determine whether it is in the best interest of the student to attend MOCAP full-time. If the student is admitted, the resident district may be required to provide access to district facilities (computer, Internet) and supportive services (like special education services) but will be reimbursed by the host district for the costs. Further, if the student is "disenrolled" by the MOCAP provider, the law requires the district to provide the parents/guardians a list of educational options in the district and re-enroll the student.

This is a big—and confusing—change in the law. For that reason, MSBA is again modifying this policy to address the unique district responsibilities toward resident students who choose to enroll full-time with these MOCAP vendors. Students who enroll full-time with MOCAP vendors that are not hosted and are just independent course providers must rely on the process in policy IGCD. Likewise, students who enroll part-time in hosted MOCAP providers and students who enroll in virtual courses through the district or vendors contracted by the district must also use policy IGCD.

Currently, the following MOCAP providers will be covered by this policy:

At Home Virtual Program, Mehlville School District
Launch, Springfield Public Schools
Missouri Connections Academy (MOCA), Sturgeon R-V School District
Missouri Digital Academy (MODA), Laquey R-5 School District
Missouri Virtual Academy (MOVA), Grandview R-II School District
Missouri Academy, University of Missouri
R7 Online Academy, Lee's Summit R-7 School District
SJSD Virtual Academy, St. Joseph School District

Some districts contract directly with providers like Launch outside the MOCAP program through direct partnership agreements, but this policy applies only if enrollment is through MOCAP.

Other relevant changes in the law include:

1. **Eligibility.** The requirement that a student must have attended a public school in the previous semester before enrolling in virtual courses through MOCAP has been removed. This means that a student may enroll in your district and request to immediately attend MOCAP courses full-time without having ever been educated in a public school or in your school district. This applies to students who attend MOCAP courses full- or part-time.

2. **Continuous Enrollment.** The revised statute states that "The policy shall allow for continuous enrollment throughout the school year." It is unclear whether this means that students can enroll in MOCAP courses at any time or if it means that once enrolled, the student will continue to be enrolled in MOCAP courses throughout the school year without having to get school district permission every semester. Please note that the Department of Elementary and Secondary Education (DESE) has previously indicated that having a hard deadline for enrollment in MOCAP virtual courses was not allowed but recognized that at some point in a semester it would no longer be in the best educational interest of the student to move to virtual courses.

3. **Appeals.** The new law changes the appeal process. If a student seeks to enroll full-time in a hosted MOCAP program, the host district and the MOCAP vendor will decide whether the student will be enrolled, and any review or appeal of that decision must go through the host district, not the resident district. For other MOCAP

courses covered under policy IGCD, the statute no longer mandates that parents/guardians can appeal to the school board or to DESE. The resident district will review this decision the same as it would any other decision regarding course eligibility.

4. **Education Services Plan.** The district is required to work with full-time hosted MOCAP providers to create an education services plan and collaborative agreement so that students may access the virtual school program. Under such a plan, the resident school district may be required to provide, for example, computers, access to facilities and assistance for students with disabilities. However, the district will be reimbursed by the host district for the necessary costs.

5. **Notice to Parents/Guardians and Students.** In addition to advertising the MOCAP program on the home page of the district's website, the district will be required to distribute a copy of DESE's guidance on how to enroll in MOCAP courses to all students and parents/guardians. The district is also required to provide a link to the guidance on the main page of the district's website.

This policy applies to students seeking to enroll full-time in the Missouri Course Access and Virtual School Program (MOCAP) with a course provider that is a public school district, charter school or higher education institution (a "hosted MOCAP provider"). See policy IGCD for part-time enrollment with a hosted MOCAP provider, full- or part-time enrollment with other MOCAP providers or enrollment in other virtual course options provided through the District.

Definitions

District – The Mountain View-Birch Tree R-III School District.

Education Services Plan and Collaborative Agreement (ESP) – A plan for providing educational services to virtual students. The plan may require the resident school district to provide the student with support services or access to school facilities.

Full-Time MOCAP Student – A student who is enrolled in a MOCAP program for the instructional equivalent of six credits per regular term.

Hosted MOCAP Provider – A public school district, charter school or higher education institution that is registered through the Department of Elementary and Secondary Education (DESE) to provide virtual education through the MOCAP program to Missouri students. A host district may provide the courses directly or contract with a course provider to provide the courses.

Missouri Course Access and Virtual School Program (MOCAP) Course – A virtual course that is offered by a course provider listed by DESE as part of the virtual course program under § 161.670, RSMo.

Hosted MOCAP Providers

Resident students who seek to enroll with a hosted MOCAP provider on a full-time basis without paying tuition must first enroll with the District. Students who are accepted by the hosted MOCAP provider will have their enrollment transferred to the host district, and the student will be considered a student of the host district for all purposes.

The District will collaborate in good faith with the virtual program and the host district to determine whether it is in the best educational interest of the student to enroll full-time in a MOCAP program and will cooperate to create an education services plan and collaborative agreement for a resident student. The superintendent or designee will provide relevant information and input on the student's enrollment. The collaborative team will consider all relevant factors, including available opportunities for in-person instruction.

Students who are denied enrollment may utilize the state process for reviewing the decision.

Students with Disabilities

A student's individualized education program (IEP) or Section 504 team will make the initial decision on whether the student with an IEP or Section 504 plan is approved to enroll full-time in virtual courses, including MOCAP courses. Any appeal of a decision made by an IEP or Section 504 team must follow the process provided under federal law.

Education Services Plan and Collaborative Agreement

Once enrollment is approved, the District will work with the host district and MOCAP course provider to create an education services plan and collaborative agreement for support of the student. For special education students, the student's IEP governs the plan. If the plan requires the District to provide the student with services or access to District facilities, the District will seek reimbursement by the host district as allowed by law.

Eligibility for Extracurricular Activities

Resident students enrolled full-time with a hosted MOCAP provider are considered students of the host district. The District will allow these students to participate in District extracurricular activities if the District allows other unenrolled students, such as homeschooled or private school students, to participate in the activity. Otherwise, participation will be allowed only as required by law.

Notice

The District will inform students and parents/guardians of the availability of the MOCAP program in parent/guardian handbooks and registration documents and feature the program on the homepage of the District's website, as required by law. The District will provide every student enrolled in the District and parents/guardians with a copy of DESE's MOCAP guidance document at the beginning of the school year or upon enrollment. In addition, the District will provide a readily viewable link to the guidance document on the main page of its website.

Re-Enrollment

If the District is notified that a resident, full-time MOCAP student has been disenrolled by a MOCAP provider, the District will provide a written list of available educational options in the District to the parents/guardians of the student and will promptly re-enroll the student when notified by the parent/guardian.

Definitions

Missouri Course Access and Virtual School Program (MOCAP) Course— A virtual course that is offered by a course provider listed by the Department of Elementary and Secondary Education (DESE) as part of the virtual course program under § 161.670, RSMo. Students must be enrolled in the district and meet eligibility requirements to take a MOCAP course. The district pays for MOCAP courses and is required to accept MOCAP course credit.

General

Students in grades K–12 may enroll in and attend a MOCAP course in accordance with policy IGCD and this policy. In accordance with state law, the district will pay the cost of student enrollment in MOCAP courses when:

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

The district encourages parents/guardians and students to consult with district staff to ensure that the student is aware of all available academic options and that courses align with the student's academic goals. District counselors or certificated staff will develop individual career and academic plans (ICAPs) for district students enrolled in three or more virtual courses. If a student already has an ICAP, the plan will be reviewed and modified as necessary. The district is not obligated to provide students with computers, equipment or Internet access to take MOCAP courses unless otherwise required by law.

Eligibility

A student is eligible to enroll in a MOCAP course through the district if the:

1. Student resides and is enrolled in the district on a full-time basis;
2. Student has attended a public school or charter school for at least one semester immediately prior to enrolling in a

MOCAP course,* and

3- Enrollment is approved by the principal or designee:

*Students will be excused from this attendance requirement if they have a documented medical or psychological diagnosis or condition that prevented them from attending a school in the community during the previous semester. Attendance in a school-sponsored early childhood education program qualifies as attendance for MOCAP kindergarten enrollment.

Enrollment

The enrollment process for MOCAP courses will be substantially similar to the process for enrollment in district-provided virtual courses as detailed in policy IGCD and accompanying procedures and guidelines. Students seeking to enroll in MOCAP courses must comply with the same registration deadlines applicable to other district courses to ensure that they receive the full benefit of the course and do not fall behind. A student or parent/guardian must receive district approval before the student may enroll in one or more MOCAP courses or full-time schooling through MOCAP paid for by the district. Approval will be granted and the student will be enrolled unless the principal or designee, in consultation with the student's parents/guardians and relevant staff (such as the school counselor or district special education director), determines that it is not in the best educational interest of the student to enroll in the course. The principal or designee will approve or deny the initial request within ten business days from the date the principal or designee receives the request unless the student has an individualized education program (IEP) or an accommodation plan under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan). If the district fails to make a decision and communicate it to the student or parents/guardians within ten business days when required by law to do so, the enrollment will be deemed approved. For the purposes of this policy, a "business day" is a nonholiday weekday in which the district's administrative offices operate under normal business hours. If the principal or designee determines that it is not in a student's best educational interest to take a virtual course, they will notify the student and the parents/guardians in writing, provide an explanation for the decision and inform them that they may appeal the decision to the board.

Students with Disabilities

If a student has an IEP or Section 504 plan, the student's IEP team or Section 504 team will make the initial decision on whether the student is approved to enroll in one or more MOCAP courses or full-time schooling through MOCAP. This decision will be made expeditiously but is not subject to the ten-business-day timeline for MOCAP courses. Any appeal of a decision made by an IEP team or Section 504 team must go through the process provided under federal law. If enrollment is appropriate, the IEP team or Section 504 team will determine the services, aids, supports and accommodations required. The district will provide the MOCAP course provider with a description of the accommodations and modifications contained in the IEP or Section 504 plan. The MOCAP course provider's teacher will participate in the IEP team or Section 504 team as necessary. The district will work with the MOCAP course provider to develop and implement a monitoring protocol or process to ensure that the provider is implementing the accommodations and modifications as written. If a provider fails to implement the IEP or Section 504 plan, or if the IEP or Section 504 team determines that the MOCAP course is not appropriate for the student's needs, the district may reconsider approval for the student to take the course with the provider, subject to procedural safeguards. The district will provide to the state the reasons for discontinuing the course when it is related to failure on the part of the provider to make the required accommodations and modifications.

Appeal

If the student or parent/guardian appeals to the board, the principal or designee will provide the board with written reasons for denying the student's enrollment, and the student or parent/guardian will provide the written reasons that the student should be allowed to take the course. Both documents will be retained by the board and will be incorporated into the minutes. In addition, the student, parents/guardians and the principal or designee will be allowed to present their arguments at a board meeting. The appeal to the board shall be held in closed session. The board will consider the information presented and issue a written decision within 30 calendar days of the meeting. The student or parents/guardians may appeal the board's decision to DESE. If an appeal is filed with DESE, the district will provide all records, including the good cause justification for the enrollment decision and the evidence used to make the board's decision, within 72 hours of the filing of the appeal as required by law.

Monitoring and Reporting

The district will monitor the progress and success of students enrolled in MOCAP courses. The district may remove a

student from a course or alter the course offering if the course does not meet the education needs of the student, including situations where the student does not actively participate in the course or complete course assignments. The district will report all concerns regarding the quality or delivery of a MOCAP course to DESE. The district may consider concerns regarding the quality of a course when making approval decisions for other students. In addition, the district will consider recommendations made by DESE regarding continued or future enrollment in MOCAP courses.

Transcripts and Transfers

District transcripts will identify which credits were earned through MOCAP courses. The district will recognize course credit earned through MOCAP and accept transfer credits from any MOCAP course. Students who transfer to the district while enrolled in MOCAP courses will be allowed to continue enrollment in those courses.

Notice

The district will inform students and parents/guardians of their child's right to participate in MOCAP and will inform parents/guardians of the availability of the MOCAP program. The district will include the availability of the program in parent/guardian handbooks and registration documents and feature the program on the homepage of the district's website, as required by law.

Payment

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

Policy IGCE-1: NONTRADITIONAL INSTRUCTION OPTIONS

Status: DRAFT

Original Adopted Date: 09/11/2007 | Last Revised Date: 10/11/2018

EXPLANATION

State law was amended in 2019 to allow for A+ Scholarship Program funds to be used to pay for dual credit and dual enrollment courses taken while in high school. Previously, use of those funds was limited to paying for classes taken after graduation. The Missouri Department of Higher Education and Workforce Development has now issued regulations on the eligibility requirements to take these courses. The details of the eligibility requirements are included in IGCE-AP1, which is included in this update. More information about these scholarships is available at [https://dhewd.mo.gov/\(https://simbli.eboardsolutions.com/SU/PsishbyDHMJFalmTx9iF2mBsishw==\)](https://dhewd.mo.gov/(https://simbli.eboardsolutions.com/SU/PsishbyDHMJFalmTx9iF2mBsishw==)).

To avoid confusion, the state has decided to continue to reference the postgraduation course program as the A+ Scholarship Program. (See policy JFCL). The Dual Credit/Dual Enrollment Scholarship program references tuition reimbursement for courses taken while students are still in high school. For that reason, MSBA has coded these scholarship programs differently.

(K-12 Districts)

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

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

Unless otherwise required by law, participation in nontraditional instruction programs is a privilege. Students who do not succeed in alternative instructional environments may be transferred to other programs, including the district's standard program. Students are subject to district discipline while participating in nontraditional programs.

Virtual Instruction

The district may offer instruction through district-sponsored virtual courses and will approve students to take virtual courses through the Missouri Course Access Program (MOCAP) in accordance with law and policies IGCD and IGCD A and law.

Dual Enrollment and Dual Credit in Postsecondary Courses

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

The district may also offer district-taught dual-credit courses that qualify for both high school and college credit.

District staff, including the district's A+ coordinator, will work with students to secure financial aid when necessary for tuition and other expenses.

Academic/Curriculum-Based Service Learning

The district may offer academic/curriculum-based service learning that allows students to engage in community service with the opportunity to enrich the learning experience, teach civic responsibility and strengthen communities.

Off-Campus Learning Opportunities

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

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

School Flex Program

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

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

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

**Administrative Procedure IGCE-1-AP(1): NONTRADITIONAL INSTRUCTION OPTIONS -
(Dual Credit and Dual Enrollment Tuition Reimbursement)**

Status: DRAFT

Original Adopted Date: Pending

EXPLANATION

MSBA recommends districts REMOVE this procedure. Recently, the eligibility for dual credit and dual enrollment scholarships changed again. This procedure simply restates the law, and there is no reason to do so. Districts and students who use the portals to apply for financial assistance will see the content of this procedure.

EDITOR'S NOTE: This procedure was released for the first time in update 2022B and may be undergoing review by your district prior to implementation. If your district has not yet implemented this procedure, MSBA recommends that it be removed from consideration and not implemented.

The district's A+ Scholarship Program coordinator will assist eligible students in obtaining tuition reimbursement for dual credit and dual enrollment courses offered by eligible institutions, in accordance with state law.

Definitions

Dual Credit Course— A college-level course taught by high school instructors to high school students who are simultaneously earning both high school and college credit for the course.

Dual Enrollment Course— A college-level course taught by postsecondary faculty to high school students who are earning college credit and may be earning high school credit for these courses.

Eligible Course— A dual credit or dual enrollment course provided by an institution that meets the requirements of state law.

Eligibility

To be eligible, a student must:

1. Attend one or more designated A+ high schools for at least two years prior to the semester in which tuition reimbursement is sought. Enrollment during the two years in which the student is in attendance at the high school(s) must total a minimum of 75 percent of the instructional days required by the high school at which the student is enrolled while taking the dual credit or dual enrollment coursework. Interruptions in enrollment cumulatively totaling no more than 25 percent of instructional days in the two years in which the student was in attendance at one or more A+ designated high schools may occur consecutively or intermittently;
2. Be a U.S. citizen or a permanent resident;
3. Meet the district's requirements for taking dual credit or dual enrollment coursework;
4. Have a minimum overall, unweighted high school grade point average of at least 2.5 on a 4.0 scale, or the equivalent on another scale, through the semester immediately preceding the semester in which tuition reimbursement is being sought;
5. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and alcohol through the semester immediately preceding the semester in which reimbursement is being sought, as defined in policy JFCL. Student participation in the Constitution Project of Missouri may be included in a student's record of good citizenship in accordance with the A+ designated high school's policy; and
6. Be enrolled in eligible courses.

Students are eligible for reimbursement if they meet all these requirements.

Application Process

To receive reimbursement, students must submit a completed application to the Missouri Department of Higher Education and Workforce Development by the following submission deadlines:

Fall Semester (August through December)

Priority Deadline: — October 1
Final Deadline: — December 1

Spring Semester (January through May)

Priority Deadline: — February 1
Final Deadline: — April 1

Students filing after the priority deadline will receive reimbursement only if funds are available.

Policy IKE: PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 02/21/2019

EXPLANATION

MSBA has updated this policy to comply with Senate Bill 681.

The district is committed to the continuous development of students enrolled in the district's schools and recognizes that the pace at which students develop varies.

When determining whether students should be promoted, accelerated or retained, the district will use all available information, including results of classroom performance assessments, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in developing student evaluation standards and apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students.

Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Promotion

Students will normally progress annually from grade to grade unless, in the judgment of the district's professional staff, it is not in the best educational interest of the student to do so. The final decision to promote a student rests with the school administration.

Remediation as a Condition of Promotion

The district may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate.

Remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. ~~If the district provides remediation in this manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance.~~ Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

The district may require parents/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial ~~reading~~ instruction of a student who receives special education services, including the nature of parental involvement, shall be made in accordance with the student's individualized education program (IEP).

Acceleration

The district will assist students in progressing academically in accordance with their capabilities. Acceleration refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs.

Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent, may choose to implement other types of acceleration as well.

When determining whether a student should be accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's academic strengths. Acceleration decisions shall be based on the best interest of the student.

Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student's school for more information.

Retention

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration.

If a student has a substantial reading deficiency at the end of third grade, the appropriate district staff will meet directly with the student's parents/guardians to discuss whether the student should be retained and will formulate a specific plan to remedy the student's reading deficiency.

State law requires that all students who are reading below a third-grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

Administrative Procedure IL-AP(1): ASSESSMENT PROGRAM - (State-Mandated Reading Assessment Program)

Status: DRAFT

Original Adopted Date: 02/14/2002 | Last Revised Date: 06/13/2002

EXPLANATION

Districts should REMOVE this procedure. Senate Bill 681 (2022) significantly revised state statutes concerning literacy, and this procedure is no longer accurate or needed.

Definitions

Reading Assessment: The Mountain View-Birch Tree R-III School District has chosen to administer one (1) or more of the following assessments to determine the grade-equivalent reading level for students:

- ▶ STAR Early Literacy – grades K-1 – to be administered by building Title I teachers;
- ▶ STAR test – grades 1-12 – to be administered by authorized building personnel;
- ▶ Developmental Reading Assessment – grades K-3 – to be administered by a designated trained evaluator;
- ▶ Terra Nova – grades K-2, 4-6, 8-10 – to be administered by authorized building personnel;
- ▶ Informal Reading Inventories – grades K-6 – to be administered by building Title I teachers;
- ▶ Woodcock-Johnson Achievement Test – grades K-12 – to be administered by a qualified examiner;
- ▶ PIAT – grades K-12 – to be administered by a qualified examiner;

Reading Improvement Plan: A minimum of 30 hours of additional reading instruction or practice outside of the regular school day.

Summer School: A minimum of 40 hours of reading instruction and practice.

Exempted Students

The following students are exempt from the state-mandated reading assessment program:

- ▶ Students receiving special education services under an Individualized Education Program (IEP) pursuant to § 162.670, RSMo.
- ▶ Students receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 whose service plan includes an element addressing reading;
- ▶ Students who have limited English proficiency;
- ▶ Students who have been determined prior to the beginning of the school year to have a cognitive ability insufficient to meet the required reading levels set out in this section. The district must still provide reading improvement plans to these students;
- ▶ Students determined to be reading at or above grade level;

Reading Assessments

1. All third grade students who have not demonstrated a reading ability at or above grade level will be administered a reading assessment or set of assessments within 45 days of the end of the third-grade school year. If the student is reading below the second-grade level, the district will design and implement a reading improvement plan for the student's fourth-grade year. The district may require the student to attend summer school as a condition of promotion to fourth grade.

2. Each fourth-grade student the district has previously assessed in third grade and for whom a reading improvement plan has been designed or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
3. At the end of summer school, each student shall be administered another reading assessment. If the student is reading below third-grade level, the student shall not be promoted to fifth grade and the parents or guardians of the students shall be notified. The district will design and implement a reading improvement plan for the student's repeated fourth-grade year.
4. Each fourth-grade student for whom the district has designed a reading improvement plan and retained for failing to meet the required reading standards shall be administered a reading assessment within 45 days of the end of the repeated fourth-grade year. If the student is reading below the third-grade level, the student shall be required to attend summer school to receive reading instruction.
5. At the end of summer school, each student shall be administered another reading assessment. If the student is still reading below a third-grade level, the district will design and implement a reading improvement plan for the student's fifth-grade year. The district cannot retain the student again solely because of his or her inability to meet the reading assessment standards. The district may retain the student for other reasons when it is in the best interests of the student.
6. Each fifth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district, shall be administered a reading assessment within 45 days of the end of the fifth-grade year. If the student is reading below the fourth-grade level, the student shall be required to attend summer school to receive reading instruction.
7. At the end of summer school, each student shall be administered a reading assessment. If the student is reading below the fourth-grade level, the district will design and implement a reading improvement plan for the student's sixth-grade year.
8. Each sixth-grade student for whom the district has designed a reading improvement plan or who has transferred into the district shall be administered a reading assessment within 45 days of the end of the sixth-grade year. If the student is reading below the fifth-grade level, the district shall place a notation on the student's permanent record advising that the student has not met the minimal reading standards. The notation shall remain on the record until the district determines that the student has met minimal reading standards. The district must make summer school available to all students who have a reading improvement plan.

Note: The reader is encouraged to review policies and/or forms for related information in this administrative area.

Policy IL-1: ASSESSMENT PROGRAM

Status: DRAFT

Original Adopted Date: 03/07/1994 | Last Revised Date: 02/21/2019

EXPLANATION

This policy was revised to reflect state statute amendments made by Senate Bill 681 (2022). The new law requires students to be assessed for reading skills earlier and receive interventions earlier.

(K-12 Districts)

The district will use high-quality academic assessments as one indication of the success and quality of the district's education program. Further, the board recognizes its obligation to provide for and administer assessments as required by law. The board directs the superintendent or designee to create procedures governing assessments consistent with law and board policy.

In cooperation with the administrative and instructional staff, the board will regularly review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

Participation

In order to achieve the purposes of the student assessment program and comply with state and federal law, the district requires all enrolled students to participate in all applicable aspects of the district assessment program, including statewide assessments.

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers can monitor academic progress.
2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.
3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:
 - Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.
 - Help the professional staff formulate and recommend instructional policy.
 - Help the board of education adopt instructional policies.
4. *School and District Evaluation* – To provide indicators of the progress of the district and individual schools toward established goals.
5. *Accreditation* – To ensure the district obtains and maintains accreditation.

There shall be broad-based involvement of staff and others with appropriate expertise in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it and that cultural bias does not affect the accuracy of assessments.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method or combination of methods of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize. The district will assess the reading level or reading readiness of all students enrolled in kindergarten through grade three using state-approved reading assessments at the beginning and end of each school year. The district will also assess any newly enrolled students in grades one through five. The assessment results will be used to determine the student's need and eligibility for a reading success plan.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of district English Learner students in kindergarten through grade 12.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the challenging academic standards set forth by the Missouri State Board of Education. The assessments will be the same for all students in the district, including those students identified as migratory or homeless, students in foster care and students with a parent/guardian who is an active duty member of the armed forces or who serves on full-time National Guard duty.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an individualized education program (IEP), the IEP team will make the determination.

EOC examinations may be waived for:

1. Students receiving special education services whose IEP teams have determined that the MAP-A alternative is the appropriate assessment;
2. English learner students who have been in the United States 12 or fewer months at the time of administration, in some circumstances; and
3. Foreign exchange students.

The school board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress as required by law.

Assessments in Preparation for Postsecondary Education and Work Opportunities

The district encourages students to prepare for postsecondary education or work opportunities prior to graduating from the district. District staff will encourage students to take assessments necessary for pursuing postsecondary education, career training and employment. Such assessments may include, but are not limited to, the ACT, the ACT Plus Writing Assessment, the ACT WorkKeys assessments (WorkKeys) and the SAT. When the district determines it

is economically feasible, the district may provide access to assessments at the district's expense. The superintendent or designee will work with testing companies to provide eligible students access to fee waivers and other resources so that all district students may access these assessments.

ACT/WorkKeys at State Expense

DESE may require school districts to administer the ACT as part of statewide testing requirements. When that occurs and the state funds the test, any student who would be allowed or required to participate in the ACT will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at the state's expense in lieu of taking the ACT. Any student who participated in a state-funded administration of the WorkKeys shall not participate in any state-funded administration of the ACT.

ACT/WorkKeys at District Expense

Students who are required or allowed to participate in the ACT at district expense will have the opportunity, on any date within three months before the ACT administration, to participate in the WorkKeys at district expense. The district may also require the student to take the ACT.

High School Equivalency Examination

The district participates in the Missouri Option Program, a competency-based program that allows eligible students to earn a district diploma if the student passes the state high school equivalency examination.

Parental Notice

At the beginning of each school year, the district shall notify the parents/guardians of each student that the district will provide, upon request and in a timely manner, information regarding any state or district policy regarding student participation in any assessments. Such notice shall include information about state or local policies that would allow students to opt out of assessments. Missouri has no ~~such opt-out~~ policy, and the district expects all students to participate in all district or statewide assessments.

The district shall post on the district's website and, where practicable, on the website of each school in the district for each grade level in the district, information on any assessments required by state or federal law, including any assessments required by the district. The information shall include the subject matter being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the amount of time students will spend taking the assessments, the schedule for the assessments, and the time and format for disseminating the results, when available.

If the district does not operate a website, the district shall determine how to make the information widely available, including dissemination through the media, public agencies or directly to the parents/guardians.

The district will provide parents/guardians information, if available, on the level of achievement and academic growth of the student on each of the statewide assessments in which the student participates. The district will provide the information in an understandable and uniform format and, to the extent possible, the information will be written in a language the parent/guardian can understand. If it is not practical to provide written translations to parents/guardians, the information shall be orally translated for them. Upon request by a parent/guardian with a disability, the district will provide the information in an alternate format that is accessible to the parent/guardian.

Access to Assessments by Students Not Enrolled in the District

In order to foster positive community relationships and to promote the academic progress of all students located within the district, the district may, at its discretion, allow private and home-schooled students who reside within district boundaries but who are not enrolled in the district to participate in grade-level, end-of-course or other assessments if ~~the assessments are funded by the state. These student scores shall not affect district accountability.~~ there is no cost to the district.

J. Students

Mtn View-Birch Tree R-III
Board Policy Manual

Policy JECA-1: ELIGIBILITY TO ENROLL

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 10/15/2020

EXPLANATION

MSBA is amending this policy due to changes in the law under Senate Bill 681 (2022). Please note that these changes go into effect on July 1, 2023, and should not impact enrollment of nonresident students for the 2022-23 school year.

This is a dramatic change to the current Missouri law, which had been in effect for many decades. Regardless of whether a district allows nonresident students to attend on a tuition-paying basis, all districts have been required to allow enrollment of students whose parents pay school taxes to the district or children who live on agricultural land that is partially located in the district. These exceptions have now been replaced with a very narrow exception for residential or agricultural property owners. Parents/Guardians who meet the narrow parameters are not required to pay tuition—their children may attend for free. Please note that business property does not qualify for this exception.

The statute uses the term "children," so districts can count only biological or adopted children for state aid. Students being raised by persons other than their legal parents cannot attend under this new exception.

MSBA encourages districts to begin identifying students who are attending under the provisions of the previous law and work with the families to determine whether those students can still attend under the new law. If not, the district will need to make some decisions. The district could simply apply the law and tell the families that the student is no longer eligible for enrollment. The district could also grandfather these students into the district and allow them to continue to attend by paying tuition discounted by the amount of school taxes paid. The district cannot allow these students to attend without the payment of tuition.

(District Allows Tuition-Paying, Nonresident Students to Enroll and Attend)

The Mountain View-Birch Tree R-III School District (District) encourages all eligible students to enroll in the District. The superintendent or designee will develop an admission process that meets legal requirements and is efficient and welcoming to parents/guardians and students.

Enrollment

In general, in order to enroll a student in the District, a student, the parent, legal guardian, military guardian, person acting as a parent or the student must provide proof of legal residency in the District or request a waiver of proof of residency (as outlined in this policy) and must complete all admission requirements as determined by board policies, regulations and procedures. Students whose parents/guardians are being relocated to Missouri under military orders and who are registering remotely are required to provide proof of residency within ten days of the student's actual attendance in the District.

Students who do not provide proof of residency in the district will be admitted without payment of tuition only as permitted in this policy or required by law. This district allows nonresident students living in Missouri who are otherwise entitled to attend the district to enroll in and attend this district upon payment of tuition. The District may allow nonresident students to enroll in and attend the District upon payment of tuition as detailed in this policy.

Resident and Nonresident Students

A student is a "resident" student if the student or she meets at least one of the following criteria:

1. The student physically resides and is domiciled in the District. The domicile of a minor child shall be the domicile of a parent, military guardian pursuant to a military-issued guardianship or court-appointed legal guardian. A "power of attorney" document alone, with the exception of a special power of attorney document relevant to the guardianship of a child in the household of an active duty member of the military, is insufficient to satisfy the "court-appointed legal guardian" requirement.
2. The student does not live with a parent, military guardian or court-appointed guardian but does physically resides in the District for reasons other than obtaining access to the District's schools, regardless of with whom the student is living, and has a waiver of proof of residency on file.

3. The student will soon physically reside in the dDistrict due to relocation to Missouri of one or both of the student's parents/guardians under military orders.

Students who do not meet the requirements to be a resident student of the dDistrict, as defined in board policies and law, will be considered nonresidents.

Waiver of Proof of Residency

In cases where a student living in the dDistrict wishes to enroll, but the student does not live with a parent, military guardian or court-appointed guardian in the dDistrict and is not otherwise allowed by law or a contractual relationship with another school district to attend, the student, parent, military guardian, legal guardian or person acting as a parent must request a waiver of proof of residency. Waivers of proof of residency will be granted only on the basis of hardship or good cause. Good cause shall include situations where the student is living in the dDistrict for reasons other than attending school in the dDistrict. Under no circumstances shall athletic ability be a valid basis of hardship or good cause for the issuance of a waiver.

The board delegates to the superintendent or designee the responsibility for bringing to the board's attention any waiver application in which the student is not clearly entitled to attend school in the dDistrict. All other applications will be accepted and granted by the superintendent or designee on behalf of the board. Once a waiver application 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.

If a waiver request has been forwarded to the board for review, the superintendent or designee may permit a student to temporarily enroll and attend school until the board meets to decide whether the waiver request will be granted, if it is determined to be in the best interest of the student. If the board grants the waiver request, the student will be allowed to continue attending school in the dDistrict. If the board denies the waiver request, the student shall not be allowed to continue attending school in the dDistrict.

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 enrollment request to determine whether the student may enroll.

Students Otherwise Entitled by Law to Enroll

In accordance with law, students will be enrolled and admitted without going through the waiver process when they attend under one of the following conditions, and tuition for these students, when applicable, will be charged in accordance with policy DFI. These conditions include students who:

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 dDistrict by state officials (§ 167.020, RSMo.).
4. Have been placed in a residential care facility within the dDistrict due to a mental illness or developmental disability (§ 167.020, RSMo.).
5. Have been placed in a residential care facility within the dDistrict by a juvenile court (§ 167.020, RSMo.).
6. Are assigned to the dDistrict by the commissioner of education due to an unusual or unreasonable transportation hardship (§ 167.121, RSMo.). The resident school district the student lives in will pay the tuition.
7. Have been identified as students with disabilities under state eligibility criteria and are in the dDistrict for reasons other than accessing the dDistrict's educational program (§ 167.020, RSMo.).
8. Have a permanent or temporary home in the dDistrict and are orphans, have only one parent living or their

parents do not contribute to their support, as long as the students are between the ages of 6 and 20 years old and are unable to pay tuition (§ 167.151, 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 and will receive a credit for the school taxes paid (§ 167.151, RSMo.). Are children whose parent:

- Currently owns residential or agricultural real property in the District or is a named beneficiary of a trust that owns such property;
- Provides proof of ownership, or proof of the trust's ownership, of the property for at least the previous four consecutive years;
- Provides proof that the parent or the trust has annually paid a minimum of \$2,000 in school taxes to the school district levied on the property;
- Resides in the same county as the District; and
- Provides 30 days' written notice to the District of their intent to enroll the child.

The parent may send up to four of their children to the District under this provision. For the purposes of this exception, "residential real property" does not include multi-family residential property that exceeds four units.

10. Are children of parents/guardians who own real estate of which 80 acres or more are used for agricultural purposes and upon which their residence is situated. These children may attend school, without paying tuition, in any district in which a part of such real estate, contiguous to that upon which their residence is situated, lies, provided that 35 percent of the real estate is located in the district of choice (§ 167.151, RSMo.). Such parents/guardians are required to send notification by June 30 to all school districts involved specifying which district their children will attend, and the children will only attend the district notified for that school year. If notification is not received, such children shall attend the school in which the majority of the parent's/guardian's property lies.

10. 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 dDistrict, even if their domicile is in another school district (§ 167.126, RSMo.). Tuition will be collected in accordance with policy DFI.
11. Are residing in a Missouri school district that has been declared unaccredited by the Missouri State Board of Education (State Board) and that is located in the same county as the «districtCommonName»District or an adjoining county (§ 167.895, RSMo.). The unaccredited school district will pay tuition as required by law. The «districtCommonName»District is not responsible for providing transportation.
12. Are living in a school district that does not provide education for all grade levels (such as K-6 or K-8 school districts) that is located in the same county as the «districtCommonName»District or an adjoining county (§ 167.131, RSMo.). The sendingschool district the student lives in will pay tuition as calculated by the «districtCommonName»District or the State Board in accordance with law. The «districtCommonName»District is not responsible for providing transportation. Before the dDistrict will enroll the student, the student must first enroll in the sendingschool district the student lives in and verify residency in that school district.
13. Are placed in the care of another person living in the dDistrict because one or both of their parents/guardians have been stationed or deployed out of state or deployed within Missouri by the military or because of active duty military service. These students will be allowed to attend school in the district without the payment of tuition (§§ 160.2000, 167.020, RSMo.). In addition, if the active duty orders expire during the school year, the students may finish the school year in the dDistrict in accordance with law.
14. Were enrolled in the «districtCommonName»District but, due to the active duty military service of a 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 «districtCommonName»District without payment of tuition (§ 160.2000, RSMo.).
15. Attend a private school within the dDistrict and are enrolled in the dDistrict 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.).

16. Previously attended the ~~dd~~District and have been placed in foster care in an adjacent ~~school~~ district (§ 167.019, RSMo.).

17. 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 without going through the waiver process. Unless required by law, no student will be enrolled in the ~~district~~CommonName~~xx~~ if the enrollment might result in overcrowding, disruption to the educational environment or a financial hardship to the ~~dd~~District.

1. The ~~dd~~District may enroll and educate 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 ~~dd~~District alternative education program on a contractual basis or as part of a regional or cooperative education program.
2. The children of nonresident teachers and regular employees may enroll in the district without paying tuition when the resident ~~school~~ district is not otherwise liable for tuition (§§ 163.011, 168.151, RSMo.). In accordance with law, these students will be considered resident students for the purpose of determining average daily attendance, and the board shall not solicit or receive money from a teacher employed by the ~~dd~~District for the purpose of paying tuition or any other expenses for the operation of schools.
3. The ~~dd~~District may enroll students pursuant to a contractual arrangement that complies with the Enrollment Option Act when permitted by law (§§ 162.1040 - .1059, RSMo.). A nonresident student enrolled pursuant to an enrollment option program shall be counted as a resident student for the purposes of determining state aid.
4. Nonresident students living in Missouri will be permitted to enroll in the ~~dd~~District's schools upon payment of tuition ~~as long as their~~ admission will not ~~require the district to exceed the district's~~ target class sizes and student-to-teacher ratios set by the board.
5. In accordance with law, the ~~dd~~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 students are not attending summer school in another ~~school~~ district (§ 167.227, RSMo.). The ~~dd~~District will either count the students as residents for state aid purposes or allow them to attend upon payment of tuition by another ~~school~~ district or the parents/guardians.

The ~~dd~~District will not enroll nonresident students in summer programs funded entirely by federal funds unless there is an interdistrict agreement to provide those services.

6. Foreign exchange students living within the boundaries of the ~~school~~ ~~dd~~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~~ ~~dd~~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.
7. Children residing in institutions located within the ~~dd~~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~~ ~~dd~~District, its taxpayers, the state of Missouri or its political subdivisions bear no financial burden as a result of the placement (§ 167.126, RSMo.).

Tuition

The District or the State Board will determine the amount of tuition, when referenced in this policy, ~~will be determined by the district~~ in accordance with law and policy ~~DFI~~.

Removal of Students Ineligible to Attend

The superintendent or designee will investigate any information the ~~dd~~District receives indicating that a student is not

a resident of the dDistrict or not otherwise entitled to attend the dDistrict in accordance with law or this policy. If the superintendent or designee determines after the investigation that the student is not a resident of the dDistrict and is not otherwise entitled to enroll in and attend the dDistrict in accordance with law and the dDistrict's policy, the dDistrict will notify the student's parents/guardians, ask them to withdraw the student by a specific date, and offer the parents/guardians a hearing. If the parents/guardians do not request a hearing by the specified deadline and do not withdraw the student, the dDistrict will formally remove the student from its rolls and notify the parents/guardians that the student may no longer attend school in the dDistrict.

Unless otherwise prohibited by law, the dDistrict may exclude students from the dDistrict's education programs for failure to pay tuition after the responsible party is notified of the delinquency and given a reasonable amount of time to pay the dDistrict.

Educational Larceny

It is a crime to provide the dDistrict false information regarding residency. The board authorizes the superintendent or designee to make a criminal complaint and pursue civil recourse against any person who fraudulently assertsclaims or attempts to fraudulently assertclaim residency in the dDistrict.

Policy JHC: STUDENT HEALTH SERVICES AND REQUIREMENTS

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 02/20/2020

EXPLANATION

Senate Bill 681 requires school districts to create health plans for students who have epilepsy or a seizure disorder. MSBA has created a new procedure, included in this update, that contains the mandatory content required by the law.

The board of education supports the health and physical well-being of students by establishing a districtwide coordinated student health services program. The district nursing staff has oversight of the coordinated student health services program and will work with the a School Health Advisory Council (SHAC), which is composed of a school nurse, a counselor and board-appointed members of the community. The purpose of the SHAC advisory council is to incorporate community priorities and values into the district's student health services plan. The meetings, records and votes of the SHAC advisory council will adhere to the requirements of the Missouri Sunshine Law.

Nurses employed to staff the health services program shall serve under the direction of the superintendent or designee and, to the extent required by law, under the supervision of a physician or registered nurse, who may be offsite. The nurse or designee will be responsible for all notifications to parents/guardians regarding health services. The services provided by the nursing staff will include:

1. Administration of laws that protect the health of children attending Missouri public schools in Missouri, including:
 - Ensuring compliance with immunization requirements.
 - Excluding students who have contagious diseases from attendance when authorized by law.
 - Reporting the presence or suspected presence of diseases mandated for reporting by law.
2. Emergency first aid treatment for injury or illness occurring during the school day.
3. The administration of medication, including emergency medications stocked by the district, pursuant to board policy.
4. Assistance in carrying out the district's responsibilities outlined in Section 504 plans, individualized health plans (IHPs) or and individualized education programs (IEPs).
5. Development of individualized health plans (IHPs) and individualized emergency health plans (IEHPs) for students in consultation with parents/guardians and health care providers, including IHPs and IEHPs for students with epilepsy or seizure disorders.
6. Guidance and counseling concerning health problems of students.
7. Maintenance of student health records, including the maintenance of emergency information forms for each student. The nurse will store health records in a secure location, and any health information provided to the nurse orally will be reduced to writing and stored appropriately. The superintendent or designee shall have access to student health records when there is a legitimate educational purpose or access is necessary to supervise staff. District employees shall not share information regarding a student's health in front of other students or staff members who do not have a need to know the information. Student records will be stored and disclosed in accordance with board policy.
8. Age-appropriate health education in the district's instructional program, in accordance with Missouri School Improvement Program (MSIP) Standards and Missouri Grade-Level Expectations (GLEs), including information about the prevention and control of communicable diseases, the use of standard precautions when handling bodily fluids, allergy prevention and response, diabetes, asthma and other chronic conditions. The nurse will maintain information developed by the Missouri Department of Health and Senior Services (DHSS) relating to human papillomavirus (HPV) and may provide this information directly to parents/guardians but not to students. The nurse will also provide parents/guardians and students information that is produced by or similar

to information produced by the Centers for Disease Control and Prevention on influenza and influenza vaccinations.

9. Screening for health conditions in accordance with board policy and administrative procedures.
10. Notification of the school principal if informed of a condition that could require accommodation under federal law.
11. Sharing information with parents/guardians about publicly available health insurance options for students.
12. Development and annual review of a Health Services Plan.
13. Training staff as necessary to implement the district's health and safety program.
14. Such other services as assigned by the supervising principal or superintendent.

Contraceptives

The district and its agents may not provide contraceptive devices or contraceptive drugs.

Physical Examinations and Screenings

"Screening" is the use of a procedure to examine a large population to determine the presence of a health condition or risk factor in order to identify those who need further evaluation. Screening tests for various health conditions (such as vision and hearing) will be conducted in accordance with administrative procedures. Subject to a written agreement, the district may solicit or permit an outside entity to assist with student health screening. The agreement will include a provision requiring the entity to turn over all records collected during the screening, destroy the information after providing it to the district, keep all student information confidential and hold the district harmless for the entity's actions. The superintendent or designee may contact the district's attorney for assistance in drafting the agreement.

Parents/Guardians will receive a written notice of any screening result that indicates a condition that might interfere with a student's academic progress or health.

In general, the school district will not conduct physical examinations of a student without parental consent unless the health or safety of the student or others is in question or unless by court order.

Further, parents/guardians will be notified of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening administered by the district is conducted that is:

1. Required as a condition of attendance.
2. Administered by the school and scheduled by the school in advance.
3. Not necessary to protect the immediate health and safety of the student or other students.

As used in this policy, the term "invasive physical examination" means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing, vision, head lice or scoliosis screening.

Parents/Guardians or eligible students will be given the opportunity to opt out of the above-described nonemergency, invasive physical examination or screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Missouri State High School Activities Association (MSHSAA) will be required to follow the rules of that organization.

All parents/guardians will be notified at least at the beginning of the school year of the district's policy on physical examinations and screening of students. Parents/Guardians will also be notified within a reasonable period of time after any substantive change in the policy.

Administrative Procedure JHC-AP(3): STUDENT HEALTH SERVICES AND REQUIREMENTS - (Students with Epilepsy or Seizure Disorder)

Status: DRAFT

Original Adopted Date: Pending

EXPLANATION

Senate Bill 681 requires school districts to create health plans for students who have epilepsy or a seizure disorder. This NEW procedure will assist school nurses in creating the health plans now required for students with epilepsy or seizure disorder. Some of the terminology in the law does not match the terminology commonly used by school nurses, but the function is the same. Among other things, the law:

1. Requires school nurses to create individualized health plans and individualized emergency health plans when requested by a parent/guardian. A parent/guardian must annually reauthorize the plans in writing.
2. Specifies the contents of the plans.
3. Requires the school nurse to update the plans annually or more frequently when necessary.
4. Mandates training for all employees on caring for students with epilepsy or seizure disorder. Training must be approved by the Department of Health and Senior Services and be provided at least every two years.

Epilepsy and Seizure Disorder Health Plans

1. If a parent/guardian requests care for epilepsy or seizure disorder for their student, the school nurse will create an individualized health plan (IHP) and an individualized emergency health plan (IEHP) for the student.
2. Parents/Guardians must provide the school nurse written authorization for implementation of the plan annually.
3. The school nurse will update the plans before the beginning of each school year and as necessary if there is a change in the health status of the student.
4. The school nurse or the administrator/designee serving in the absence of the school nurse will coordinate the provision of epilepsy or seizure disorder care.
5. Both the IHP and the IEHP will include, but not be limited to, the following:
 - Notice about the student's condition for all employees who interact with the student.
 - Written orders from the student's physician or advanced practice nurse describing the required care.
 - The student's symptoms and recommended care.
 - Whether the student may fully participate in exercise and sports, any contraindications to exercise and any required accommodations.
 - Accommodations for school-related activities, such as school trips, after-school activities and class parties.
 - Information for school employees about how to recognize indicators of and provide care for epilepsy and seizure disorder; epilepsy or seizure disorder first aid; when to call for assistance; and parent/guardian and emergency contact information.
 - Medical treatment issues that may affect the student's educational process.
 - The student's understanding of and ability to manage the epilepsy or seizure disorder.
 - How to maintain communication with the student, parents/guardians, the student's healthcare team and the school nurse or the person designated to work with the student in the absence of the school nurse.

Training

All school employees shall receive training every two years on the care of students with epilepsy or seizure disorder. School employees include employees working with school-sponsored programs outside the regular school day. The training must be a course of instruction approved by the Department of Health and Senior Services and provided by a reputable, local, Missouri-based healthcare or nonprofit organization that supports the welfare of individuals with epilepsy.

Medical Information

The school nurse or the administrator/designee serving as the school nurse in the absence of the school nurse will request a release from the parent/guardian to authorize the sharing of medical information between the student's physician or advanced practice nurse and other healthcare providers. The release should allow the nurse or administrator/designee to share information with school employees when necessary.

Liability Protection

No employee or agent of the school shall be held liable for any good-faith act or omission consistent with implementing this procedure. Further, no school nurse will be subject to an action before the State Board of Nursing for action taken by a school employee trained by the school nurse in good faith. "Good faith" shall not be construed to include willful misconduct, gross negligence or recklessness.

Policy JHDF: SUICIDE AWARENESS AND PREVENTION

Status: DRAFT

Original Adopted Date: 03/15/2018

EXPLANATION

Pursuant to state law, by July 1, 2021, and at least every three years thereafter, the Department of Elementary and Secondary Education (DESE) shall request information and seek feedback from districts on their experience with the policy for youth suicide awareness and prevention. The department shall review this information and may use it to adapt the department's model policy.

The changes to this policy are based on information gathered by DESE and other organizations focused on preventing suicide among children.

MSBA has also included language to comply with Senate Bill 681 (2022), which, beginning July 1, 2023, requires schools that issue student identification cards to students in grades 7-12 to include the Suicide and Crisis Lifeline number, 988, on both sides of the card. The law allows districts to use any already purchased cards until the supply is exhausted.

Purpose

Suicide is a leading cause of death among youths in Missouri and is a public health concern impacting all Missouri citizens. The district is committed to maintaining a safe environment to protect the health, safety and welfare of students.

This policy will outline key protocols and procedures the district will use to educate employees and students on the resources and actions necessary to promote suicide awareness and prevent suicide. The goal of the district is to help students, including students receiving their education virtually, who may be at risk of suicide without stigmatizing students or excluding students from school. The board will provide the resources necessary to meet this goal. No student will be excluded from school based solely on the district's belief that the student is at risk of suicide.

Definitions

Crisis Response Team (CRT) – A team of district employees trained in suicide awareness and prevention.

Student at Risk of Suicide – A student who is demonstrating individual, relationship, community or societal factors that are associated with suicide and that in combination indicate that an individual might be contemplating suicide.

Suicide Crisis – A situation in which a person is attempting to kill him- or herself or is seriously contemplating or planning suicide. Planning may include, but is not limited to, a timeframe and method for attempting suicide or obtaining or attempting to obtain the means to attempt suicide. A suicide crisis is considered a medical emergency requiring immediate intervention.

Crisis Response Team

The district will establish a district-level CRT and, if practical, a team in each building. CRT members will include administrators, counselors and the school nurse and may also include school social workers, school resource officers, teachers and community members as appropriate. The CRT will be responsible for implementation of the district's response plan.

The district will use an evidence-based/informed tool for determining whether a student is at risk of suicide or is having a suicide crisis. The CRT members, and the building administrator and a designee will receive training and coaching in using this tool to assist in making these determinations as to whether a student may be at risk of suicide and the appropriately responding. Any such determination shall be made by multiple team members. If the district has a behavioral risk assessment team, a threat assessment team or any similar team that monitors students considered "at risk," those teams must immediately contact the CRT if the team has identified a student who might be at risk for self-harm or suicide.

Response Plan

District employees will respond immediately in situations where they have a reasonable belief that a student may be

at risk of suicide or may be having a suicide crisis.

Students Who May Be at Risk of Suicide

Any district employee who has a reasonable belief that a student may be at risk of suicide, even though the student is not having a suicide crisis as defined in this policy, will take the following steps:

1. Find another employee and make every effort to locate the student immediately, and do not leave the student alone. One of the employees must stay with the student.
2. While one employee stays with the student, the other will notify a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will contact the student's parent/guardian. If the parent/guardian is also unavailable, or at the parent's/guardian's request, the employee will contact emergency services.

When a CRT member or the building administrator or designee receives notification that a student may be at risk of suicide, he or she the CRT member, administrator or designee will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, a CRT member or the building administrator or designee will use an evidence-based/informed tool to determine whether the student is at risk of suicide and the appropriate response. Regardless of the determination, the building administrator or designee will contact the student's parent/guardian to discuss the concern.
3. If it is determined that the student may be at risk of suicide, a school counselor and appropriate members of the CRT member will meet with the student and his or her the student's parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Students Who May Be Having a Suicide Crisis

If an employee reasonably believes that a student is having a suicide crisis, the employee will take the following steps:

1. Find another employee and make every effort to locate the student immediately, and do not leave the student alone. One of the employees must stay with the student.
2. Immediately report the situation to a CRT member or the building administrator or designee. If the employee cannot reach the building administrator, designee or any of the CRT members, the employee will notify the student's parent/guardian and contact emergency services. The employee may also contact the National Suicide Prevention Lifeline (800-273-8255) or 988 for assistance. As soon as practical, the employee will notify the building administrator or designee.

When a CRT member or the building administrator or designee receives notification that a student is believed to be having a suicide crisis, the CRT member, administrator or designee he or she will take the following steps:

1. If the student cannot be located or leaves after being located, a CRT member or the building administrator or designee will contact the parent/guardian to explain the district's concern.
2. If the student has been located, the CRT member and the building administrator or designee will, based on their his or her training and an assessment of the student, determine the appropriate action, including whether to call emergency services, and implement the appropriate response.
3. At an appropriate time after the crisis has passed, a school counselor and a CRT member appropriate CRT members will meet with the student and his or her the student's parents/guardians to discuss support and safety systems, available resources, coping skills and collaborative ways to support the student.

Students Attending Virtually

In addition to monitoring the attendance and academic progress of students receiving education virtually (virtual learners), the district must also monitor virtual learners who may be at risk for suicide. Building administrators will

develop procedures for monitoring the social/emotional health, including suicide risk, of virtual learners in conjunction with monitoring attendance and academic progress that will include:

1. Identifying staff members who will contact virtual learners on a regular basis;
2. Providing hard copies of student contact information to those assigned to contact virtual learners as a backup to Internet access of student records;
3. Creating a few questions designed to assess a virtual learner's social and emotional health that will be asked in conjunction with questions about academic progress;
4. Creating a written set of instructions for employees to follow if the employee suspects the virtual learner may be at risk of suicide or self-harm; and
5. Notifying the CRT.

To the extent possible, the superintendent or designee will work with the teachers hired by Missouri Course Access and Virtual School Program (MOCAP) providers to solicit information about the social and emotional health of the virtual learners in their courses.

Confidentiality

Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.

Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.

Abuse and Neglect

If any employee of the district has reasonable cause to believe a student has been or may be subjected to abuse or neglect or observes the student being subjected to conditions or circumstances that would reasonably result in abuse or neglect, the employee will contact the Child Abuse and Neglect Hotline in accordance with law and board policy.

Accommodating a Disability

If at any time a parent/guardian informs the district that a student has a medical condition or impairment that could require accommodation, district employees will contact the district's compliance coordinator to determine whether the student has a disability.

School and Community Resources

The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.

A school counselor or a CRT member will periodically follow up with students and parents/guardians of students who have been identified as being at risk of suicide or who have had a suicide crisis and their parents/guardians to offer additional assistance. The CRT will determine the number and frequency of follow-up visits. If a student transfers to virtual learning or is otherwise not present in school, the district will, to the extent possible, continue providing any supportive services the student was receiving from the district while in physical attendance.

The district will request permission from the parent/guardian to consult with the student's outside medical provider to assist in determining what interventions the district should use.

Beginning July 1, 2023, identification badges issued to students in grades 7-12 shall include the Suicide and Crisis

Lifeline three-digit phone number, 988, on both sides of the badge. Badges purchased prior to this date may be used until the supply is depleted.

Response to Incidents Impacting the School

When the school community is impacted by the attempted suicide or death by suicide of a student, staff member or other person in the school community, the superintendent or designee will confer with the district-level CRT and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior or death.

The CRT and the superintendent or designee will determine appropriate procedures for informing the school community of an attempted suicide or death by suicide and the supports that will be offered. Staff and students who need immediate attention following an attempted suicide or death by suicide will be provided support and resources available through the district and will be given information about other resources.

Return to School Following a Suicide Attempt

Students who have attempted suicide are at greater risk to attempt to harm themselves again and require support when returning to school. The building administrator will designate an appropriate employee to serve as a case manager for a student returning to school after a suicide attempt. The case manager will:

1. Meet with the student and family prior to the return date;
2. Study the student's records, including the events that precipitated the attempt if available;
3. Provide information about the student to teachers and other staff members to the extent necessary to support the student's return;
4. Meet with the student regularly; and
5. Assist the student and family in finding supportive services outside of the school.

Staff Education on Suicide Prevention and Response Protocol

All district employees will receive information regarding this policy and the district's protocol for suicide awareness, prevention and response. This information will be provided to current employees and each new employee hired. The information will focus on the importance of suicide prevention, recognition of suicide risk factors, strategies to strengthen school connectedness, and response procedures, and will include:

1. Strategies that can help identify students who are at possible risk of suicide;
2. Strategies and protocols for helping students at possible risk of suicide; and
3. Protocols for responding to a suicide death.

The district will also provide opportunities for district staff to participate in professional development regarding suicide awareness and prevention. Opportunities may include district-led training, access to web-based training, or training provided in other school districts or by local organizations or health professionals.

Suicide Prevention Education for Students

Starting no later than fifth grade, students will receive age-appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Policy Publication

The district will notify employees, students and parents/guardians of this policy by posting this policy on the district's website and providing information about the policy to district employees. The district may also include information about the policy in appropriate district publications and student handbooks.

Policy KC: COMMUNITY ENGAGEMENT

Status: DRAFT

Original Adopted Date: 03/07/1994 | Last Revised Date: 07/15/2004

EXPLANATION

Senate Bill 681 (2022) requires the board to adopt a community engagement policy after receiving input from the community. MSBA has created a community engagement policy that generally describes the purpose of community engagement, assorted ways to engage the community, and other aspects of a successful community engagement process. Most of the information came from the Illinois Association of School Boards publication "Connecting with the Community."

However, because this sample policy was not created with input from your district's community, MSBA has created a form, KC-AF1, also included in this update, that will allow the district to collaborate with the community to create an engagement plan. The district must seek community input and complete the plan prior to July 1, 2023.

Pursuant to law, community engagement must be used to create "a process allowing any resident of the school district to have an item placed on the agenda for a school board meeting." The law lists components that must be included in the agenda process. MSBA has modified policy BDDH, Public Participation in Board Meetings, to include those required components. However, the board must also receive input from the community regarding the process for getting an item on the agenda.

The MSBA website has detailed information about community engagement, including information about the purpose of community groups, the various types of engagement and how to implement community engagement.

The board recognizes the importance of ongoing community engagement in supporting the district's mission and is committed to engaging the community in meaningful and intentional ways.

Definitions

Community – The district's community includes district parents/guardians; residents; students; taxpayers; representatives from business, social services and local government; civic organizations; advocacy groups; religious leaders; employers; and others who have a stake in the district's success. The composition of community members participating in any particular engagement activity will vary depending on the purpose and type of the activity.

Community Engagement – The process by which school boards actively involve diverse citizens in dialogue, deliberation and collaborative thinking around common interests for their public schools. Community engagement focuses on long-term, significant issues involving the district's values, beliefs, mission, vision and goals. The board and district administration make operational decisions.

Engagement Activities – Include, but are not limited to, community forums, focus groups, study groups, listening circles, training and education on education-related topics, dialogue, visioning, polling/surveys, media strategies, webinars, wikis and shared workspaces.

Written Communication

It is crucial that district residents have the opportunity to communicate directly with the board, including outside of board meetings, where time is limited and where the district must conduct business. Community members may provide written comments to the board on a school-related topic by submitting the comments, electronically or otherwise, to the board secretary or the board president. Any communications directed to the board will be provided to all board members. When appropriate, the board president will respond on behalf of the board.

The district may post on the district's website an email address or other electronic tool for the public to use to submit comments to individual board members or the board as a whole.

Board Meetings

The board encourages the public to attend open school board meetings. As required by law and provided in policy

BDDH, the board allows district residents to request that an agenda item be added to regularly scheduled board meetings. The board provides other opportunities for the public to speak at board meetings as well. The board will, with community input, review the process that allows community members to place items on a meeting agenda.

Community Engagement Plan

The board will, with input from the community, create a plan for ongoing community engagement that is consistent with this policy and outlines additional engagement activities the board and district will use the following year. The board will coordinate the community engagement plan with the district- and building-level parent and family engagement plans required by law to maximize engagement opportunities and prevent unnecessary duplication. The board will annually review and adopt the community engagement plan in collaboration with the community.

The community engagement plan will clearly articulate a purpose for each engagement activity. Engagement activities will include at least three of the following four levels of community engagement:

1. **Informing** – Providing the community with balanced and objective information to assist in understanding the problem and the alternatives or solution.
2. **Consulting** – Obtaining community feedback on analysis, alternatives and/or decisions.
3. **Involving** – Working directly with the community to ensure that community issues and concerns are consistently understood and considered.
4. **Collaborating** – Involving the community in each aspect of a decision, including the development of alternatives and the identification of the preferred solution.

Generally, activity participants will reflect the demographics of the community. If participants are selected based on specialized skills, knowledge or other characteristics, the participants should reflect community demographics to the extent possible. The district will actively seek involvement from community members who reflect the district's demographics and have diverse viewpoints.

The district will conduct engagement activities using a variety of methods, including virtual, written and in-person methods. The district will schedule engagement activities at locations and times convenient to community participants. The district will hold in-person activities in accessible locations, when possible, and may provide childcare, language interpretation and other services to increase participation and understanding.

The board will evaluate all engagement activities in collaboration with activity participants to determine the activity's effectiveness. Depending on the type of activity, the evaluation may be ongoing over the course of the activity, conducted after the activity ends, or both.

Patrons of the district are encouraged to express ideas, concerns and comments about school programs through written correspondence, service on citizen advisory committees and responses to surveys authorized by the board, in accordance with board policies and procedures for receiving public complaints and public participation at board meetings, and as otherwise authorized or required for district participation in state and federal programs.

The board is mindful that it is accountable to the patrons of the district and shall give substantial weight to the advice it receives from individuals and community groups interested in the district's schools. The district is also mindful that it must take into account its responsibility for the welfare of the entire district in arriving at decisions.

The board recognizes that many residents of the district may be specially qualified to assist and advise the district because of their training, experience or personal characteristics, and the board encourages them to take an active part in school affairs.

The board also recognizes that community involvement is not only important at the district level but is often most effective at the school level. Each school in the district will advise patrons about any avenues for providing input unique to that school and will encourage them to take advantage of those opportunities.

COMMUNITY ENGAGEMENT (Community Engagement Plan)

Community Engagement Plan Development

This community engagement plan reflects a cooperative process between the board and community members. It describes the various methods the board will use to engage with the community to address issues related to the district's beliefs, mission and vision. These activities are in addition to the opportunity for district residents to place items on the board agenda in accordance with policy BDDH.

*The board sought input from the community through a community survey (Google Survey) in July 2023, which was the first step in the process. A meeting was held from 5:00-5:30 on Thursday, July 20, 2023, to give anyone in the public an opportunity to provide input on **how** they think the plan should be developed. No one attended the meeting, but parents and the community completed 16 surveys.*

Plan Components

Plan components are consistent with policy KC, Community Engagement.

Planned Engagement Activities

*The board will **consult** with the community via a survey to hear ideas of the most important issues they feel are facing the school district. This survey will go out to community members in February 2024. The purpose of the survey is to consult with the community to determine what issues they feel are priorities for the district to help the district plan for the following school year.*

*The board will **inform** the community, through a community forum (panel of experts), with factual information regarding school finances and academic programs and performance to assist the community in understanding current district issues. The audience can ask questions during a preset time. This will take place in March 2024. All community members will be invited.*

*The board will **involve** the community through standing committees to look at the district's mission and vision. Our district began staff committees, referred to as mission teams, September 2023. These committees will include community members in March 2024. These committees may make recommendations to the superintendent. Teams will look at issues around school safety, student attendance, culture and climate, mental health and wellness, equity and access, etc.. Committee members will be given an opportunity to serve on these committees*

REFERENCE COPY

FILE: KC-AF1
Critical

through a selection process by school administrators. They will actively seek involvement from community members who reflect the district's demographics and have diverse viewpoints.

Potential Obstacles and Challenges

Community work schedules can pose a challenge for engagement. Engagement opportunities will occur at times that are conducive to work schedules, as well as a virtual method of participation offered.

Activity Evaluation

The board and community will work together to evaluation engagement activities. Documentation from engagement activities will be reviewed to determine if they were effective and productive. A short survey will be provided at any forum to determine the effectiveness of the meeting.

Plan Evaluation and Revision

The board and engagement activity participants will review this plan annually. The plan may be revisited more frequently at the request of the board or community members.

Implemented: 11-16-2023

Revised:

Mountain View-Birch Tree R-III
502 N. Elm St. Mountain View, MO 65548