

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: October 17, 2025
Board Meeting Date: October 23, 2025

Enclosed please find the following Board packet information:

- A. School Board Meeting Agenda
- B. Explanation of School Board Meeting Agenda Items
- C. Minutes of Previous Meeting
- D. Copy of Monthly Bills
- E. Monthly Financial Report
- F. Learn Life Savers Curriculum information
- G. Professional Development Budget Plan
- H. Drafts of MSBA Policy Updates
- I. Administrator 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, October 23, 2025
6:00 p.m.
Central Office

- I. **Determination of Quorum/Call Meeting to Order**
- II. **Pledge of Allegiance:** Mrs. Jester
- 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. **Committee Reports**
 - A. MSBA Delegate Report/Training and Meetings - - MSBA Board Delegate
- VII. **Old Business**
 - A. None
- VIII. **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. Wood Chip Bid Approval
 - E. Learn Life Savers Curriculum Approval
 - F. Approval of Professional Development Budget
 - G. Facility Plan Update/Discussion
 - H. Approve Contract for Visually Impaired Services for the 25-26 School Year
 - I. MSBA Policy Updates 2025D
- IX. **Other Business**
 - A. None
- X. **Monthly Program Report/Review**
 - A. None
- XI. **Administrators' Reports**
 - A. Principals have submitted reports on their buildings.
- XII. **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 (1) (2) (3) (6)
- XIII. **Return to regular session**
- XIV. **Adjourn**

MOUNTAIN VIEW-BIRCH TREE R-III BOARD OF EDUCATION MEETING
Explanation of Agenda Items
REGULAR SESSION
Thursday, October 23, 2025
Central Office

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. Mrs. Jester 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. 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

VII. Old Business

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

- A. None

VIII. 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 fund balances at the end of last month, which reflects our current balances. It is summarized as follows:

MONTHLY FINANCIAL REPORT (Month Ending September 2025)

FUND	Closing Balance
Incidental	7,288,810.67
Teachers	734,658.58
Debt Service	None
Capital Projects	2,685,610.05
TOTAL	10,709,106.30
Previous Year Total	9,995,168.99

D. Wood Chip Bid Approval

Recommendation: I recommend the board approve the lowest bids for wood chips for the 2025-2026 School Year.

E. Learn Life Savers

In 2018 a law was passed allowing organizations to present to school boards in Missouri regarding learnlifesavers.com. This free unbiased online 30-minute teacher guided lesson about organ, eye, and tissue donation will educate high school students about donation so they can make an informed decision.

At this time, they have presented a recorded five-minute presentation about learnlifesavers.com. This free 30-minute teacher guided lesson (learnlifesavers.com) educates high school students about the question "Do you want to be a donor?" when they apply for a driver's license.

Learnlifesavers.com may be used in high school health, science, bundled with the CPR mandate, or wherever the district feels it would fit best within their school district curriculum. Included in the board packet is a list of schools in Missouri that have

implemented learnlifesavers.com as of May 2025; as well as Commonly Asked Questions which you may also find helpful.

RECOMMENDATION: Approve to use the Learn Life Savers lesson plan (learnlifesavers.com) in our district's high school beginning in the 2025-2026 school year.

F. Approval of Professional Development Budget

The professional development activities in the district need to be tied directly to the goals and objectives that the district as a whole is aiming towards. District-wide efforts and professional development priorities are going to be directed as follows: By law, 1% of the state foundation formula funds received will go towards providing the funds necessary to pay for these professional development activities, 75% of the funds are controlled and approved by the professional development committee to provide training and resources for teachers and 25% of the funds are controlled and approved by the superintendent for training and resources for administrators and district-wide programs, tuition reimbursement, etc. One percent of our state formula funds represents \$66,000 this school year.

Recommendation: Approve the total professional development budget as presented.

G. Facility Plan Update and Discussion

Mr. Chowning will present the list of facility needs and lead the board in a discussion to prioritize the needs.

H. Approve contract for Visually Impaired services for the 2025-2026 school year.

I. Policy Updates:

On October 3, MSBA provided our district with the 2025D Update of policies, procedures, and forms. This update includes important changes pertaining to school safety, responses to weapons and violence in schools, disciplinary consequences, and reporting requirements.

The update also includes directions to districts about student dress codes and their legal obligation to prohibit discrimination based on a person's hair texture or protective hairstyle that is associated with a racial group, ancestral origin, or ethnicity. The update also informs districts about the need for a coordinator to assist in selecting and deploying generative artificial intelligence in instructional technology products to protect privacy and maintain security.

The explanations below include information and instructions that will assist the board and administration in understanding why these documents are being updated and how to modify the documents to best suit the district. The complete policy drafts are included in the board packet.

I will share a video summary of the policy updates at the board meeting.

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

House Bill 145 (2025) amended § 610.026, RSMo., to make it clear that school districts and other public governmental bodies can indeed require advance payment of fees for providing records in response to a Sunshine Law request. Districts can also seek clarification of a Sunshine Law request before responding. Failure to pay the fees or respond to a request for clarification can result in formal withdrawal of the request for records.

MSBA updated this procedure to align it with the new provisions of the Sunshine Law.

Policy EHBD: ARTIFICIAL INTELLIGENCE USE

MSBA revised this policy for clarity and relevance because the explosion of Artificial Intelligence (AI) technology continues to change how it is used in the school environment.

The prior version of this policy required that at least one professional in the district stay "up to speed" on AI developments. Since then, MSBA has remained engaged with stakeholders in this field as the number of applications for AI has grown. The changes to this policy focus on "generative AI," a subset of artificial intelligence that uses sophisticated data models to generate text, images, videos, or other forms of data. These models learn the underlying patterns and structures of their training data and use them to produce new data based on user input, which often comes in the form of natural language prompts.

The proliferation of AI products seeks to bring the utility of generative AI into many new categories and ways in which districts use information technology. An AI "use case" is a specific situation or problem where artificial intelligence can be applied to solve the problem, improve efficiency, or create value. We anticipate that districts will have concerns about how to manage the utility of AI tools they choose to use while balancing security and privacy obligations and concerns.

It is important for all persons involved in selecting and using these types of resources to consider privacy and security in a setting where generative AI is increasingly prevalent. The professionals making use of confidential information for instructional, student support, analytical, and other related purposes may not necessarily overlap with district professionals charged with data governance, privacy, security, and emerging issues. MSBA has therefore updated this policy to provide for as many "AI coordinator" designees as needed to serve as a resource for those making product selections and engaging in product use.

There are AI-using systems and products that do a better job of maintaining privacy and confidentiality than others, including the availability of custom "closed" AI systems. A resource person versed in these issues should be included in product selection and, where necessary, in training on and/or controlling how products are used. MSBA recommends that an AI coordinator assist in vetting instructional technology products.

Vetting data governance, cybersecurity, and the like remain important considerations, but the "team" selecting technology products would vary by function. However, an AI coordinator remains a valuable part of evaluating and deploying such products.

The prevalence of generative AI across many functions makes it difficult to list and define a single AI "code of conduct" or similar freestanding policy. Techniques and tools exist to aid educators in crafting instruction to be "AI proof" or to be "AI embedded" in ways that maintain focus on the human aspects of teaching and learning. In all these different ways that districts may employ generative AI, an "AI Use Plan" remains valuable for specific classes of use or specific products. However, each such plan will, by its nature, be unique.

We encourage districts to become and remain aware of the quickly evolving uses of generative AI as a good foundation for selecting and deploying generative AI in all contexts that suit the district.

Administrative Procedure EHBD-AP(1): ARTIFICIAL INTELLIGENCE USE - (AI Use Plan)

MSBA has updated this procedure in accordance with the changes made to policy EHBD. See the explanation on policy EHBD for more details. The changes to this procedure retain the basic framework for artificial intelligence (AI) management, especially generative AI, but districts may end up with as many custom "AI Use Plans" for their generative AI activities as they have products or families of products.

Policy GCPA: REDUCTION IN PROFESSIONAL STAFF WORK FORCE

MSBA has revised this policy for clarity and to closely align it with the current law. Districts may not need to lay off staff, but they should become familiar with the statutes on reduction of the work force given the uncertainty of current and future financial conditions.

Please note that while there is law that allows districts to lay off teachers or put them on unrequested leave of absence, there is no similar law for other district employees.

MSBA discourages districts from entering into contracts with employees unless required by law to do so. School districts cannot simply walk out of a contract without consequences in most situations. Only the Teacher Tenure Act allows districts to avoid contract obligations to teachers—and even then, only due to school district reorganization, the district's financial condition, or a decrease in student enrollment.

Administrative Procedure GCPA-AP(1): REDUCTION IN PROFESSIONAL STAFF WORK FORCE - (Instructional Personnel)

MSBA has revised this procedure for clarity and to closely align it with the current law. Districts may not need to lay off staff, but they should become familiar with the statutes on reduction of the work force given the uncertainty of current and future financial conditions.

Policy IGBA-1: SPECIAL EDUCATION

MSBA has updated this policy to comply with Senate Bill 68 (2025), which allows students who are identified under the "Young Child with a Developmental Delay" (YCDD) category to continue under that identification until they are seven years old. MSBA has made a minor revision to this policy to clarify that the district will follow the law and the State Plan for Special Education.

It is difficult to identify young students for special education services. They do not read, have not spent much time in school, and some disabilities require more observation before identification. For that reason, school districts are allowed (but not required) to use the YCDD identification category. Students may qualify for special education and receive services under this category when educators are concerned that the student does have a disability, but the student does not clearly fit under the other categories for identification. However, the student cannot remain identified under YCDD for long because the district is responsible for seeking a more accurate diagnosis once the student has spent more time in school.

Policy JEC-1: SCHOOL ADMISSIONS

Senate Bill 68 (2025) amended § 167.020, RSMo., and § 167.022, RSMo., to require districts to request additional education and discipline records to enroll a student. This includes records of any behavioral threat assessment and personal safety plan of the student if the student is currently subject to an active personal safety plan or has been subject to a personal safety plan in the previous 12 months. These changes are reflected in this update.

Policy JECA-1: ELIGIBILITY TO ENROLL

MSBA has updated this policy to comply with Senate Bill 68 (2025), which modified § 167.151, RSMo. Districts may now allow the children of contractors or employees of contractors to enroll without paying tuition, so long as certain requirements are met. For example, the children of contracted bus drivers or food service workers may enroll if you adopt this policy. Districts may also continue to allow the children of regular employees to enroll. Here are a few things to consider in adopting the policy:

1. This enrollment option is voluntary. Districts are not required to allow the children of non-resident teachers, other employees, or contractors to enroll. If the board decides not to allow any nonresident employees or contractors to enroll their children, then completely delete item #2 under the "Enrollment at the Option of the District" section. If the district decides to allow this option for employees, but not for contractors, that change may be made as well.

2. To be eligible, existing law requires certificated staff to be working more than half time for the district. The new law requires contractors and other employees to work at least 20 paid hours per week for the district. This 20-hour requirement is new for regular employees. Please note that the district may modify this policy to allow only full-time employees or contractors to benefit. But by law, they must be working at least half-time or 20 paid hours a week for the district.

3. Under the new law, districts may require contractors or employees to work a minimum number of days (0-60 days) before their children become eligible for enrollment. MSBA has included a 60-day work requirement for contractors. However, we have omitted the work requirement for employees because for many years most districts have allowed the children of employees to enroll without meeting this requirement. That said, your district may add this requirement for employees, remove it for contractors, or adjust the number of days. The law does put a cap of 60 days on this requirement, however.

4. Students who are not residents in your district must still be residents of a Missouri school district for state aid purposes. School districts cannot receive state aid for students who do not live in the state of Missouri.

5. The law and this policy allow students to complete the current school year in the district if their parents' employment or contracted services with the district end or are terminated mid-year.

For a more in-depth discussion of this topic, see MSBA's guidance on Nonresident Children of Contractors and Regular Employees.

Policy JFCA: STUDENT DRESS CODE

MSBA has updated this policy to align with updates to JFCA-AP1, which is also included in this update. MSBA does not recommend that the school board adopt a student dress code or insert the actual code in its policy manual. The superintendent and building administrators need to develop the details because they are the ones most familiar with each unique school setting, safety expectations, and current dress trends. Student dress codes also need to be flexible documents that the administrative staff can amend as needed. For that reason, this policy does not include an actual dress code but instead states the broad district goals and assigns the development of dress code guidelines to the superintendent or designee (see JFCA-AP1) and the development of building-level dress codes to building principals.

Please note that districts that require school uniforms may wish to customize this policy.

Administrative Procedure JFCA-AP(1): STUDENT DRESS CODE

MSBA has revised this administrative procedure to provide districts and building-level administrators with guidance on student dress code issues. Building principals will develop dress codes for each school, and most districts keep these building-level dress codes in student handbooks. This procedure is not intended to be *the* dress code for the district. Instead, it is a vehicle for superintendents to provide district-level guidance to building administrators as they develop student dress codes for their buildings. This sample procedure provides building administrators with basic guidelines and ensures that the necessary topics are included in every student dress code.

If the district has only one building, the district might revise this procedure to include the actual dress code for the building.

MSBA has also updated this procedure to comply with Senate Bill 160 (2025), which created the "Missouri Creating a Respectful and Open World for Natural Hair Act," also

known as the Missouri CROWN Act. This law prohibits educational institutions from discriminating against any person (student or employee) based on the person's hair texture or protective hairstyle if the hair texture or hairstyle is commonly associated with a particular racial group, ancestral origin, or ethnicity.

Examples of a protective hairstyle include, but are not limited to, those "that are designed to protect textured hair from damage so it may be worn in its natural state as braids, locks, twists, and afros." The law does specifically allow the district to require hair nets or coverings to secure hair for safety purposes.

School districts must balance dress expectations with the social and economic realities of the public that they serve. Each family might have a different idea of what constitutes appropriate dress. School districts need to keep students safe and prevent disruptions, but they also must adhere to the First Amendment requirements for individual freedom of expression and religious practices. It is essential that public schools remain welcoming to all members in the community. The intent of a dress code is not to exclude or shame students and families, but to teach tolerance and include students.

While this administrative procedure addresses legal issues, it is not required by law and is optional for the district to implement.

Policy JFC.J: WEAPONS IN SCHOOL

MSBA has updated this policy to comply with Senate Bill 68 (2025), which requires school districts to regularly report to the Department of Elementary and Secondary Education all school safety incidents and credible school safety threats that involve a firearm, explosive, knife, or other weapon as defined in § 571.010, RSMo. (See § 160.664, RSMo.)

MSBA has also removed the provision about district storage of student firearms because districts are not required by law to provide storage, and many districts have removed this language.

MSBA made additional changes to better differentiate between weapons as defined and prohibited by the Missouri Safe Schools Act and those weapons that fall outside this Act. The Missouri Safe Schools Act requires districts to have a policy that states that students in possession of specific weapons will be suspended for at least one year or expelled. The superintendent may modify this consequence on a case-by-case basis, but the policy must state that expulsion or a one-year suspension is the consequence.

The district has more discretion to assign a consequence if the weapon does not fall under the definition of a weapon in the Missouri Safe Schools Act. For that reason, MSBA has separated out these weapons into the "Other Prohibited Weapons" section of the policy. Districts should look closely at this section to ensure that this language aligns with the district's current practices and the contents of any handbook. For instance, the Safe Schools Act prohibits pocketknives with a blade of four inches or less. MSBA's language in this policy prohibits all knives, even pocketknives. If your district allows students to bring a small pocketknife to school, this language will need to be modified. Weapons that fall into the "other" category include chemical mace and pepper spray, stun guns, paintball guns, and toys that are modified to look like real guns.

Policy JG: STUDENT DISCIPLINE

MSBA has updated this policy to comply with Senate Bill 68 (2025), which requires districts to prohibit zero-tolerance disciplinary policies in both name and in practice. This includes any practice of discipline that results in an automatic disciplinary consequence

against a student without the discretion to modify such disciplinary consequences on a case-by-case basis, such as automatic detention, suspension, or expulsion or the automatic imposition of other disciplinary measures.

MSBA updated this policy to include the new requirements for student discipline. MSBA also encourages districts to review their handbooks to ensure that they include language indicating that zero-tolerance disciplinary practices are not allowed and that the administration can increase or decrease consequences depending on the circumstances.

JGF: DISCIPLINE REPORTING AND RECORDS

MSBA has updated this policy for brevity and clarity and to comply with the following changes from Senate Bill 68 (2025):

Prosecutor Reporting to District: State statute now requires the prosecutor, along with law enforcement authorities, to notify school districts when students commit certain crimes. The law also requires the notice to be given within 24 hours, as opposed to five days.

Using Information: Previously, when law enforcement notified the district that a student had committed certain crimes, the law prohibited the district from using that information as the sole basis for not educating the student. State law now allows the Missouri Attorney General's office or the school district's attorney to use the information to exclude a student from education services "if there is a substantial likelihood of danger to the safety of pupils or employees of the school district." The information can also be used to move a student to an alternative school environment. (See § 167.115.3, RSMo.)

Agreement with Law Enforcement: For years, districts have been authorized to enter into agreements with law enforcement agencies to establish a process for reporting third-degree assaults. Missouri law now allows a written agreement on the process for reporting first-, second-, or third-degree assault, sexual assault, or deviate sexual assault.

State law also authorizes the district, rather than law enforcement, to report these criminal offenses to the Children's Division of the Department of Social Services if the student is younger than 11 years old. However, this provision applies to only some, not all, of the offenses that the district must report to law enforcement, which has complicated the agreement. See JGF-AF1 for more information.

DESE Reporting: Senate Bill 68 created a new requirement for districts to report to the Department of Elementary and Secondary Education (DESE) all school safety incidents and credible school safety threats that occur in district schools, including incidents of school shootings; other incidents involving firearms, explosives, knives, or other weapons; and similar threats. DESE is directed to create a process for reporting, maintaining, and regularly updating this information in a database. The aggregated information will be available to the public and reported to the Missouri Department of Public Safety.

Policy JHDE : BEHAVIORAL THREAT ASSESSMENT

MSBA has updated the language of this policy to align with changes to the law made by Senate Bill 68 (2025). In addition, MSBA has amended the title of this policy to Behavioral "Threat" Assessment because that term is more common and familiar to districts.

Behavioral threat assessments sometimes result in a personal safety plan—an agreement between the parent/guardian and the district that stipulates rules for attendance at the school, provides benchmarks that allow for the student to be released from the personal safety plan over time, and provides immediate access to a trusted adult for the student with the personal safety plan. See § 167.020, RSMo.

If a student was enrolled in your district within the last year and is currently subject to an active personal safety plan or has been subject to a personal safety plan within the last year, then your district needs to share records of any behavioral threat assessment and personal safety plan of that student with the enrolling district upon request. See § 167.022, RSMo.

EDITOR's NOTE: MSBA initially offered this policy in 2022, but your district chose not to adopt it. This policy is still optional, but MSBA is offering it for your consideration again. Behavioral threat assessments have become more common in schools and are highly recommended as a method of identifying and addressing safety concerns with students. The transfer of behavioral threat assessment records between districts is now required by law and MSBA is updating this policy to address this new requirement. Obviously, if your district does not conduct behavioral threat assessments, then this policy is not relevant. That said, MSBA's Center for Education Safety (CES) recommends this practice, and we encourage your district to consider it. For more information, please contact CES at ces@mosba.org.

Policy JHDF: SUICIDE AWARENESS AND PREVENTION

MSBA has updated this policy to reflect changes in the law made by Senate Bill 68 (2025), which defines "behavioral threat assessment" to include records associated with an evaluation of a student who has shown or demonstrated suicidal ideation. Sometimes this assessment results in a personal safety plan—an agreement between the parent/guardian and the district that stipulates rules for attendance at the school, provides benchmarks that allow for the student to be released from the personal safety plan over time, and provides immediate access to a trusted adult for the student with the personal safety plan. See § 167.020, RSMo.

When this assessment results in a personal safety plan, that plan and behavioral threat assessment may need to be shared with another district if the student in question is seeking to enroll in another district and that district has requested student records. If a student was enrolled in your district within the last year and is currently subject to an active personal safety plan or has been subject to a personal safety plan within the last year, then your district needs to share records of any behavioral threat assessment and personal safety plan of that student with the enrolling district upon request. See § 167.022, RSMo.

Policy JHG: REPORTING AND INVESTIGATING CHILD ABUSE AND NEGLECT

MSBA has updated this policy to comply with House Bill 737 (2025), which updated the definition of neglect in § 210.110, RSMo.

Recommendation: Approve MSBA 2025D Policy Updates as presented to our district by MSBA.

IX. Other Business

A. None

X. Monthly Program Report/Review

A. None

XI. Administrators' Reports

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

A. Each administrator has included a report in the board packet.

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

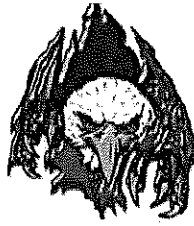
"I make a motion to go into closed session for the purpose of consideration of agenda items as
authorized in RSMo Section 610.021 (1), (2), (3), (6)

Recommendation - - Move to go into Closed Session, Closed Record, Closed Vote
pursuant to RSMo 610.021 (1), (2), (3), (6)

XIII. Return to regular session

XIV. Adjourn

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MINUTES OF BOARD MEETING

Meeting Place: Birch Tree Elementary School Media Center

Type of Meeting: Regular Meeting

Time and Date: 6:00 p.m. September 18, 2025

Present	Members	Absent
<u>Mikael Orchard (6:50 p.m.)</u> Board President		
<u>Shelly Mantel, Presiding</u> Board Vice-President		
<u>Eric Wells</u> Board Delegate		
<u>Gaylon Noble</u>		
<u>Josh Roberts</u>		
<u>Mike Smith</u>		
<u>John Thompson</u>		
<u>Lanna Tharp</u> Superintendent of Schools		
<u>Rhonda Henry</u> Board Secretary/Treasurer		

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

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

Superintendent: Lanna Tharp

Assistant Superintendent: Ryan Chowning

Elementary Principal: Angie Jester **LMS Principal:** Tammy Heiney **LHS Principal:** John Daniels

Athletic Director: JC Hoagland

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Continuation of regular district board meeting held on September 18, 2025

I. Determination of Quorum

The Mountain View-Birch Tree R-III Board of Education met in regular session at 6:00 p.m. on September 18, 2025, in the Birch Tree Elementary School Media Center. A quorum was present with Shelly Mantel, Presiding, Gaylon Noble, Mikael Orchard (6:50 p.m.), Josh Roberts, Mike Smith, 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

Eric Wells made a motion, seconded by Josh Roberts, to approve the following items on the consent agenda. The motion passed unanimously.

- A. Minutes of the August 14 Tax Rate Hearing and Regular Board meeting
- B. Payment of bills in the amount of \$290,074.76
- C. Monthly Administrative/Principal Reports

V. Adoption of Agenda

Eric Wells made a motion, seconded by Mike Smith, to approve the Adoption of Agenda with the addition of Item J. Bid for Surplus Property. The motion passed unanimously.

VI. Committee Reports

- A. Shelly Mantel gave a MSBA report.

VII. Old Business

- A. None

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Continuation of regular district board meeting held on September 18, 2025

VIII. New Business

- A. There were no items extracted from the consent agenda.
- B. Eric Wells made a motion, seconded by John Thompson, to approve payment of \$89.00 to Angel Garden for supply. The motion passed with five members in favor. Shelly Mantel abstained.
- Josh Roberts made a motion, seconded by Gaylon Noble, to approve payment of \$565.40 to Brown's Lawn & Garden for supply. The motion passed unanimously.
- John Thompson made a motion, seconded by Eric Wells, to approve payment of \$495.00 to Lois Wood for supply. The motion passed with five members in favor. Gaylon Noble abstained.
- C. Mrs. Tharp presented the August 2025 financial report. The balance in all funds for August 2025 was \$10,314,126.06.
- D. Eric Wells made a motion, seconded by Mike Smith, to approve the Pupil Transportation Routes as presented for 2025-2026. The motion passed unanimously.
- E. Mrs. Tharp discussed the MSBA/MARE On-line Refresher Training.
- F. John Thompson made a motion, seconded by Gaylon Noble, to approve the FFA National Tours trip as presented. The motion passed unanimously. Krista Nicholson and Derrick Radford gave an Agriculture Program Report.
- G. Ryan Chowning led the Facilities Planning discussion.
- Mikael Orchard entered the meeting at 6:50 p.m.
- H. Ryan Chowning led the Project Management discussion.
- I. Kristy Reese gave a Care to Learn presentation.
- J. Eric Wells made a motion, seconded by John Thompson, to accept the bid of \$502.00 from Roger Moore for the 1994 Chevrolet K3500 surplus property. The motion passed unanimously.

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

Superintendent: Lanna Tharp **Assistant Superintendent:** Ryan Chowning
Elementary Principal: Angie Jester **LMS Principal:** Tammy Heiney **LHS Principal:** John Daniels
Athletic Director: JC Hoagland

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.

Continuation of regular district board meeting held on September 18, 2025

IX. Other Business

A. None

X. Monthly Program Evaluations

- A. Agriculture Program Report given by Nicholson and Radford with the FFA Trip information.
- B. Professional Development Program given by Mrs. Heiney.

XII. Administrators' Report

- A. Administrator reports included in board packet.
- B. Student Board Representative Report given by Kierstyn Mayer.

XIII. Adjournment to Closed Session

Josh Roberts made a motion at approximately 7:20 p.m., seconded by Eric Wells, to go into closed session for the purpose of consideration of agenda items as authorized in RSMo Section 610.021, subsection (1), (3), (13). The motion passed as follows:

Shelly-yea	Mikael-yea	Mike-yea	Eric-yea
Gaylon-yea	Josh-yea	John-yea	

Rhonda Henry left the meeting at 7:22 p.m. Eric Wells will record the closed session minutes.

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CLOSED SESSION

Mikael Orchard made a motion, seconded by John Thompson, to add Savanna Moore, Rachel Bell Reagann Grandstaff, Tabitha Lee and Eden Reed to the certified substitute list. The motion passed as follows:

Shelly-yea	Mikael-yea	Mike-yea	Eric-yea
Gaylon-yea	Josh-yea	John-yea	

Gaylon Noble made a motion, seconded by Mike Smith, to employ Kenyon Walls, Hourly SE Para. The motion passed as follows:

Shelly-yea	Mikael-yea	Mike-yea	Eric-yea
Gaylon-yea	Josh-yea	John-yea	

John Thompson made a motion, seconded by Gaylon Noble, to add Justin Johnson and Shelly Russell to the non-certified bus driver substitute list. The motion passed as follows:

Shelly-yea	Mikael-yea	Mike-yea	Eric-yea
Gaylon-yea	Josh-yea	John-yea	

Josh Roberts made a motion, seconded by Mikael Orchard, to employ Jeremy Tharp, Assistant Softball Coach. The motion passed as follows:

Shelly-yea	Mikael-yea	Mike-yea	Eric-yea
Gaylon-yea	Josh-yea	John-yea	

Mikael Orchard made a motion, seconded by Mike Smith, to add Morgan Renegar, Cynthia Summers, Kacey Blunk, Justin French, Ashley Otwell, Brodie Collins, Terry A. Tharp to the Volunteer List pending required orientation and paperwork. The motion passed as follows:

Shelly-yea	Mikael-yea	Mike-yea	Eric-yea
Gaylon-yea	Josh-yea	John-yea	

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

Shelly-yea	Mikael-yea	Mike-yea	Eric-yea
Gaylon-yea	Josh-yea	John-yea	

Mikael Orchard, Board President

Rhonda Henry, Board Secretary

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Continuation of regular district board meeting held on September 18, 2025

John Thompson made a motion at approximately 8:46 p.m., seconded by Josh Roberts, to adjourn the meeting. The motion passed as follows:

Shelly-yea
Gaylon-yea

Mikael-yea
Josh-yea

Mike-yea
John-yea

Eric-yea

Mikael Orchard, Board President

Rhonda Henry, Board Secretary

DRAFT

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Superintendent: Lanna Tharp

Assistant Superintendent: Ryan Chowning

Elementary Principal: Angie Jester **LMS Principal:** Tammy Heiney **LHS Principal:** John Daniels

Athletic Director: JC Hoagland

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162223	HARVEST ASSEMBLY	JAG LEADERSHIP RETREAT	150.00	100.00
0000162223	HARVEST ASSEMBLY	JAG LEADERSHIP RETREAT		50.00
0000162224	HEINEMANN	MV/BT TEXT	11,071.01	7,383.41
0000162224	HEINEMANN	MV/BT TEXT		0.00
0000162224	HEINEMANN	MV/BT TEXT		3,687.60
0000162225	LAURA OATHOUT	MV TEXTBOOK	250.00	250.00
0000162226	METALWELD INC	PT/VO AG TANK RENT/SL	9,537.90	16.05
0000162226	METALWELD INC	PT/VO AG TANK RENT/SUPPLY		63.85
0000162226	METALWELD INC	50/50 GRANT SUPPLY		9,458.00
0000162227	SPLITMASTER	CC CHIP TIMING SERV	1,000.00	1,000.00
0000162229	SHIELD SOLUTIONS LLC	HS SECURITY SUPPLY	950.00	950.00
0000162230	REDNECK WOODWORK	II TROPHY CASE LHS BALAN	2,990.00	2,990.00
0000162231	BIG RIVER COMMUNICA	OM TELEPHONE	390.09	390.09
0000162232	CITY OF BIRCH TREE	BT WATER/SEWER/TRASH	558.49	263.49
0000162232	CITY OF BIRCH TREE	BT WATER/SEWER/TRASH		295.00
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH	10,325.61	20.00
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		1,260.24
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		2,950.00
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		545.50
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		86.66
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		607.89
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		4,396.18
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		383.82
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		41.32
0000162233	CITY OF MOUNTAIN VIEW	PT/MV W/S/TRASH		34.00
0000162234	FERRELLGAS	MV LP GAS	10,202.85	10,202.85
0000162235	HEARTLAND BUSINESS S'	TECH SERVICES	18,310.53	4,506.53
0000162235	HEARTLAND BUSINESS S'	TECH SERVICES		13,804.00
0000162236	NEW DAY COUNSELING	GU AUG/SEPT SVC	2,200.00	500.00
0000162236	NEW DAY COUNSELING	GU AUG/SEPT SVC		500.00
0000162236	NEW DAY COUNSELING	GU AUG/SEPT SVC		600.00
0000162236	NEW DAY COUNSELING	GU AUG/SEPT SVC		600.00
0000162237	PITNEY BOWES BANK INC	OM POSTAGE	900.00	900.00
0000162238	PITNEY BOWES GLOBAL	COM POSTAGE METER	501.78	501.78
0000162239	RICOH USA INC	COPIER USAGE	1,896.07	14.47
0000162239	RICOH USA INC	COPIER USAGE		109.59
0000162239	RICOH USA INC	COPIER USAGE		13.29
0000162239	RICOH USA INC	COPIER USAGE		249.36
0000162239	RICOH USA INC	COPIER USAGE		405.29
0000162239	RICOH USA INC	COPIER USAGE		598.83
0000162239	RICOH USA INC	COPIER USAGE		505.24
0000162240	SHO-ME TECHNOLOGIES	PT/EA TECH SVC	150.00	100.00
0000162240	SHO-ME TECHNOLOGIES	PT/EA TECH SVC		50.00
0000162241	TAHER INC - BIN #13509	FD CONTR SVC	53,240.94	53,240.94
0000162242	WALMART	MV SUPPLY	991.72	130.72

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162242	WALMART	MV/BT SUPPLY		91.19
0000162242	WALMART	MV/BT SUPPLY		86.20
0000162242	WALMART	MV/BT SUPPLY		201.12
0000162242	WALMART	MV/BT SUPPLY		91.19
0000162242	WALMART	MV/BT SUPPLY		202.12
0000162242	WALMART	MV/BT SUPPLY		189.18
0000162243	MISSOURI FCCLA	FCCLA INDUSTRY IMMER	560.00	480.00
0000162243	MISSOURI FCCLA	FCCLA INDUSTRY IMMERSION		80.00
0000162244	AMAZON CAPITAL SERVI	HS STEM SUPPLY	18,691.59	15.98
0000162244	AMAZON CAPITAL SERVI	HS STEM SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS STUCO SUPPLY		1,190.22
0000162244	AMAZON CAPITAL SERVI	EC SE MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	EC SE MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	EC SE MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	EC SE MV SUPPLY		8.70
0000162244	AMAZON CAPITAL SERVI	EC SE MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	EC SE MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	VO AG 50/50 GRANT		3,839.96
0000162244	AMAZON CAPITAL SERVI	VO AG 50/50 GRANT		1,343.90
0000162244	AMAZON CAPITAL SERVI	VO FACS SUPPLY		109.99
0000162244	AMAZON CAPITAL SERVI	VO FACS SUPPLY		127.49
0000162244	AMAZON CAPITAL SERVI	VO FACS SUPPLY		149.99
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		13.73
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		20.85
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		7.98
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		37.98
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		9.39
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		24.94
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		12.49
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		32.64
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		20.99
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		5.79
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		33.75
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		14.97
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0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		12.65
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		17.82

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
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0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		14.33
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		39.95
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		19.99
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		11.50
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		33.80
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		11.34
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	YEARBOOK SUPPLY		200.59
0000162244	AMAZON CAPITAL SERVI	BTS FAIR SUPPLY		36.08
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		174.99
0000162244	AMAZON CAPITAL SERVI	FD SUPPLY		306.77
0000162244	AMAZON CAPITAL SERVI	SECURITY SUPPLY		499.95
0000162244	AMAZON CAPITAL SERVI	SECURITY SUPPLY		31.47
0000162244	AMAZON CAPITAL SERVI	BT SECURITY SUPPLY		93.00
0000162244	AMAZON CAPITAL SERVI	SECURITY SUPPLY		114.00
0000162244	AMAZON CAPITAL SERVI	EA SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	EA SUPPLY		9.49
0000162244	AMAZON CAPITAL SERVI	EA SUPPLY		188.62
0000162244	AMAZON CAPITAL SERVI	EA SUPPLY		174.57
0000162244	AMAZON CAPITAL SERVI	EA SUPPLY		141.00
0000162244	AMAZON CAPITAL SERVI	EA SUPPLY		60.04
0000162244	AMAZON CAPITAL SERVI	EA SUPPLY		7.98
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		418.60
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		39.59
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		15.49
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0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		79.98
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		12.64
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		79.98
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		39.98
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		64.66
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		27.46
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		33.99
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		43.71
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		52.89

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
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0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		28.69
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		15.99
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		63.99
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		7.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		87.60
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		33.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		11.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		14.88
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		20.89
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		23.45
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0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		17.07
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		15.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		18.49
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		21.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		7.95
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		4.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		279.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		225.78
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		1,669.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		50.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		122.32
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		31.98
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		12.26
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
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0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		40.47
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		73.77
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		174.58
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		608.08
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		60.24
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		95.94
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		45.95
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		19.25
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0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		49.95
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0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		74.97
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		5.99
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		116.10
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		27.98
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		35.14
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
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0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		7.59
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
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0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		15.99
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		28.98
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		32.68
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		27.97
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		7.32
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		9.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		24.83
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		8.90
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		615.25

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		79.98
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		26.95
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		14.98
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		4.57
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		4.78
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		7.94
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		22.75
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		19.75
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		96.26
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		217.22
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		61.70
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		18.99
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		91.40
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		31.99
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		38.79
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		59.82
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		26.18
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		38.49
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		198.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		537.49
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		17.45
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		5.49
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		5.82
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		4.68
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		15.15
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		37.99
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		9.45
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	HS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		33.50
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		50.97

[illegible]

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	NU MS SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	MS SUPPLY		49.96
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		20.89
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		3.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		7.96
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		6.98
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		27.56
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		4.04
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		12.34
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		7.93
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		2.90

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		11.89
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		20.99
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		8.49
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		5.97
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		6.43
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		7.32
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		21.98
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		8.98
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		6.88
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		13.41
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		15.36
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		21.68
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		8.99
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		7.49
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		10.98
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		19.96
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		0.00
0000162244	AMAZON CAPITAL SERVI	BT SUPPLY		14.20
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		4.37
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		37.86
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		6.50
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		8.40
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		47.30
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		147.60
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		26.44
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		18.72
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		14.58
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		6.31
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		3.27
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		69.29
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		20.99
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		9.00
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		13.96
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		31.84
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		63.96
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		27.20
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		14.26
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		12.77
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		8.69
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		5.59
0000162244	AMAZON CAPITAL SERVI	MV SUPPLY		7.90

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		6.99
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		9.97
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		16.14
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		3.99
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		32.75
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		20.98
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		137.98
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		50.12
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		39.39
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		5.86
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		6.99
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		24.68
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		49.46
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		3.09
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		9.88
0000162244	AMAZON CAPITAL SERV	MV SUPPLY		9.99
0000162287	TROTTER MERRI BETH	OT SEPT SERVICES	9,013.12	1,808.00
0000162287	TROTTER MERRI BETH	OT SEPT SERVICES		696.32
0000162287	TROTTER MERRI BETH	OT SEPT SERVICES		707.20
0000162287	TROTTER MERRI BETH	OT SEPT SERVICES		5,801.60
0000162288	ACADEMIC THERAPY PUE	LB HS BOOKS	274.40	274.40
0000162289	ADVANTAGE NURSING S	ISE HS PR NURSE	602.00	602.00
0000162290	APPLE MARKET	MS SUPPLY	1,375.22	39.35
0000162290	APPLE MARKET	FD COFFEE		41.96
0000162290	APPLE MARKET	PAR INV SUPPLY		96.00
0000162290	APPLE MARKET	HS FB OFFICIAL SUPPLY		8.99
0000162290	APPLE MARKET	FACS SUPPLY		89.93
0000162290	APPLE MARKET	HS FB ELEM CAMP SUPPLY		24.60
0000162290	APPLE MARKET	MS CONCESSION SUPPLY		297.22
0000162290	APPLE MARKET	MS CONCESSION SUPPLY		14.36
0000162290	APPLE MARKET	MS BACKPACK SUPPLY		60.59
0000162290	APPLE MARKET	MS SUPPLY		48.29
0000162290	APPLE MARKET	FFA SUPPLY		199.22
0000162290	APPLE MARKET	2026 CONCESSIONS		11.94
0000162290	APPLE MARKET	2026 CONCESSIONS		7.19
0000162290	APPLE MARKET	2026 CONCESSIONS		3.98
0000162290	APPLE MARKET	2026 CONCESSIONS		2.59
0000162290	APPLE MARKET	2026 CONCESSIONS		29.03
0000162290	APPLE MARKET	2026 CONCESSIONS		96.65
0000162290	APPLE MARKET	2026 CONCESSIONS		116.36
0000162290	APPLE MARKET	2026 CONCESSIONS		7.96
0000162290	APPLE MARKET	2026 CONCESSIONS		88.11
0000162290	APPLE MARKET	2026 CONCESSIONS		28.08
0000162290	APPLE MARKET	2026 CONCESSIONS		62.82
0000162291	BAYADA HOME HEALTH	ISE PR NURSE	2,977.50	2,340.00

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162291	BAYADA HOME HEALTH	SE PR NURSE		637.50
0000162292	BOWEN WILL	PD PRESENTATION	7,500.00	3,375.00
0000162292	BOWEN WILL	PD PRESENTATION		4,125.00
0000162292	BOWEN WILL	PD PRESENTATION		0.00
0000162292	BOWEN WILL	PD PRESENTATION		0.00
0000162293	BSN SPORTS LLC	HS GB SUPPLY	4,391.87	630.00
0000162293	BSN SPORTS LLC	HS GB SUPPLY		720.00
0000162293	BSN SPORTS LLC	HS GB SUPPLY		73.80
0000162293	BSN SPORTS LLC	HS FB CLUB SUPPLY		168.00
0000162293	BSN SPORTS LLC	HS FB CLUB SUPPLY		10.08
0000162293	BSN SPORTS LLC	HS FB CLUB SUPPLY		1,177.50
0000162293	BSN SPORTS LLC	HS FB CLUB SUPPLY		41.69
0000162293	BSN SPORTS LLC	HS GOLF SUPPLY		168.00
0000162293	BSN SPORTS LLC	HS GOLF SUPPLY		42.00
0000162293	BSN SPORTS LLC	HS GOLF SUPPLY		12.60
0000162293	BSN SPORTS LLC	MS BB SUPPLY		1,260.00
0000162293	BSN SPORTS LLC	MS BB SUPPLY		88.20
0000162294	BYRNE ENTERPRISES INC	HS FB SHORTS	1,580.15	740.30
0000162294	BYRNE ENTERPRISES INC	HS FB CHEER SHIRTS		698.10
0000162294	BYRNE ENTERPRISES INC	HS FB CHEER SHIRTS		141.75
0000162295	CARPENTER CHRIS	HS FB OFFICIAL	140.00	140.00
0000162296	CARTER JO ANN	HS VB OFFICIAL	145.00	120.00
0000162296	CARTER JO ANN	HS VB OFFICIAL		25.00
0000162297	CATTELL LARRY	OM WATER SAMPLE	500.00	500.00
0000162298	DENTON AUSTIN	HS VB OFFICIAL	136.00	120.00
0000162298	DENTON AUSTIN	HS VB OFFICIAL		16.00
0000162299	DURKEE DANNY	MS FB OFFICIAL	185.00	25.00
0000162299	DURKEE DANNY	MS FB OFFICIAL		160.00
0000162300	EARLS BRAXTON	HS FB OFFICIAL	140.00	115.00
0000162300	EARLS BRAXTON	HS FB OFFICIAL		25.00
0000162301	EARLS TAFTON	MS FB OFFICIAL	160.00	160.00
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY	847.84	32.23
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		30.00
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		54.18
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		54.38
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		64.94
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		65.42
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		34.89
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		33.92
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		19.76
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		11.80
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		4.99
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		11.41
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		9.98
0000162302	ERNIE WILLIAMSON MU\$	HS BAND SUPPLY		51.18

Check #	Vendor Name	Invoice Description	Check Amount	Line Amount
0000162302	ERNIE WILLIAMSON MU	HS BAND SUPPLY		18.00
0000162302	ERNIE WILLIAMSON MU	HS BAND SUPPLY		78.76
0000162302	ERNIE WILLIAMSON MU	HS BAND SUPPLY		57.75
0000162302	ERNIE WILLIAMSON MU	HS BAND SUPPLY		57.75
0000162302	ERNIE WILLIAMSON MU	HS BAND SUPPLY		48.00
0000162302	ERNIE WILLIAMSON MU	HS BAND SUPPLY		48.00
0000162302	ERNIE WILLIAMSON MU	HS BAND SUPPLY		60.50
0000162303	GODFATHERS PIZZA EXPI	HS SUPPLY	99.93	99.93
0000162304	GRUBBS DAVID	HS FB OFFICIAL	253.00	140.00
0000162304	GRUBBS DAVID	HS FB OFFICIAL		113.00
0000162305	HAYNES JEREMY	HS VB OFFICIAL	250.00	10.00
0000162305	HAYNES JEREMY	HS VB OFFICIAL		240.00
0000162306	HOLLOWAY DISTRIBUTIN	2026 CONCESSIONS	1,704.91	255.90
0000162306	HOLLOWAY DISTRIBUTIN	2026 CONCESSIONS		560.73
0000162306	HOLLOWAY DISTRIBUTIN	MS CONCESSIONS		888.28
0000162307	HOWELL COUNTY NEWS	BE ADV FAPE NOTICE	122.50	73.50
0000162307	HOWELL COUNTY NEWS	BE ADV IDEA MEETING		21.00
0000162307	HOWELL COUNTY NEWS	BE ADV TITLE MEETING		28.00
0000162308	HUNTER DEREK	HS FB OFFICIAL	95.00	95.00
0000162309	HURST GARY	HS FB OFFICIAL	140.00	140.00
0000162310	HURTT LUKE	HS VB OFFICIAL	296.00	240.00
0000162310	HURTT LUKE	HS VB OFFICIAL		56.00
0000162311	JENNINGS WADE	HS FB OFFICIAL	140.00	140.00
0000162312	LOOK AT THAT ENGRAV	MS VB PLAQUES	87.00	50.00
0000162312	LOOK AT THAT ENGRAV	MS VB PLAQUES		26.00
0000162312	LOOK AT THAT ENGRAV	MS VB PLAQUES		11.00
0000162313	LYDIA HAYES, M.S. CCC-S	S/L SEPT SERVICES	3,441.63	1,147.21
0000162313	LYDIA HAYES, M.S. CCC-S	S/L SEPT SERVICES		1,147.21
0000162313	LYDIA HAYES, M.S. CCC-S	S/L SEPT SERVICES		1,147.21
0000162314	MILLSPAUGH JIM	HS FB OFFICIAL	210.00	210.00
0000162315	MOASBO	MOASBO MEMBERSHIP	150.00	150.00
0000162316	MONTYS OUTDOORS	BETTER TOGETHER SHIRT	960.00	960.00
0000162317	MSBA	BE FILING WEBINAR	100.00	100.00
0000162318	MV-BT BETTER TOGETHE	STAFF SHIRTS	3,000.00	3,000.00
0000162319	MV-BT CLASS OF 27	HOSP VOUCHERS	200.00	200.00
0000162320	MV-BT ENTREPRENEUR (	PEP CLUB BIG HEADS	872.50	60.00
0000162320	MV-BT ENTREPRENEUR (	YEARBOOK PRESS PASS		42.00
0000162320	MV-BT ENTREPRENEUR (	YEARBOOK SHIRTS		345.00
0000162320	MV-BT ENTREPRENEUR (	BETA CLUB SHIRTS		125.00
0000162320	MV-BT ENTREPRENEUR (	TEACHER/STAFF OF MONTH SIGNS		53.13
0000162320	MV-BT ENTREPRENEUR (	TEACHER/STAFF OF MONTH SIGNS		53.13
0000162320	MV-BT ENTREPRENEUR (	TEACHER/STAFF OF MONTH SIGNS		53.13
0000162320	MV-BT ENTREPRENEUR (	TEACHER/STAFF OF MONTH SIGNS		53.11
0000162320	MV-BT ENTREPRENEUR (	STADIUM SEAT TICKETS		88.00
0000162321	MV-BT FFA	INTERACT CLUB MUMS	40.00	40.00

Check #	Vendor Name	Invoice Description	Check Amoun	Line Amount
0000162322	NATIONAL BETA CLUB	JR BETA DUES	1,392.00	1,392.00
0000162323	NATIONAL FFA ORG.	FFA JACKETS	151.00	85.00
0000162323	NATIONAL FFA ORG.	FFA JACKET		66.00
0000162324	OZARK MARKETING	BE ADV PUBLIC NOTICE	70.00	70.00
0000162325	PHOENIX HOME CARE &	SE BT PR NURSE	1,109.60	1,109.60
0000162326	REDICK, JASON	HS FB OFFICIAL	240.00	140.00
0000162326	REDICK, JASON	HS FB OFFICIAL		100.00
0000162327	REESE BRIAN	HS FB OFFICIAL	200.00	40.00
0000162327	REESE BRIAN	HS FB OFFICIAL		160.00
0000162328	REESE JACOB	HS FB OFFICIAL	95.00	95.00
0000162329	RESEARCH TO PRACTICE	S/L SEPT SERVICES	13,680.00	12,740.00
0000162329	RESEARCH TO PRACTICE	S/L SEPT SERVICES		940.00
0000162330	SCHARBROUGH FRED	HS FB OFFICIAL	140.00	140.00
0000162331	SCOTT CLAYTON	HS FB TRAVEL		140.00
0000162332	SCOTT MARK	HS FB OFFICIAL		140.00
0000162333	SHOCKLEY KATIE	MS VB OFFICIAL	120.00	120.00
0000162334	SOUTHERN MISSOURI TE	STUDENT TUITION	66,697.34	66,697.34
0000162335	SPRAGG MICHAEL	HS FB OFFICIAL	140.00	45.00
0000162335	SPRAGG MICHAEL	HS FB OFFICIAL		95.00
0000162336	SUMMERSVILLE BEACON	BE ADV LP GAS	206.80	108.80
0000162336	SUMMERSVILLE BEACON	BE ADV WOOD CHIP BID		98.00
0000162337	THOMPSON COACH	SR TRIP BUS DEPOSIT	3,375.00	3,375.00
0000162337	THOMPSON COACH	SR TRIP BUS DEPOSIT		0.00
0000162338	TNT WIFI	ATH COMPLEX WIFI	100.00	100.00
0000162339	UNIVERSITY OF MO	PD MS CONF	40.00	15.00
0000162339	UNIVERSITY OF MO	PD MS CONF		0.00
0000162339	UNIVERSITY OF MO	PD MS CONF		25.00
0000162340	WALKER JR, WILL	HS FB OFFICIAL	140.00	140.00
0000162341	WEST PLAINS R-VII SCHO	HS VB TOURN ENTRY	250.00	250.00
0000162342	WOODS ALLEN	MS VB OFFICIAL	136.00	80.00
0000162342	WOODS ALLEN	MS VB OFFICIAL		56.00
			275,145.89	275,145.89

MOUNTAIN VIEW-BIRCH TREE R-III SCHOOL DISTRICT

MONTHLY FINANCIAL REPORT

MONTH ENDING SEPTEMBER 2025

FUND	OPENING BALANCE	RECEIPTS	TRANSFER RECEIPTS	EXPENDITURES	TRANSFER EXPENDITURES	CLOSING BALANCE
INCIDENTAL	\$ 7,342,605.59	\$ 323,079.13		\$ (376,874.05)		\$ 7,288,810.67
TEACHERS	\$ 313,939.98	\$ 514,778.90		\$ (94,033.30)		\$ 734,685.58
DEBT SERVICE						
CAPITAL PROJ	\$ 2,657,580.49	\$ 48,929.56		\$ (20,900.00)		\$ 2,685,610.05
TOTAL	\$ 10,314,126.06	\$ 886,787.59		\$ (491,807.35)		\$ 10,709,106.30

PREVIOUS YEAR	\$ 9,677,892.29	\$ 890,878.93	\$ (573,602.23)	\$ 9,995,168.99
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DEPOSITS

SIMMONS BANK OF MV	\$ 3,349,167.52
ALTON BANK	\$ 7,336,490.09
ALTON BANK SENIOR	\$ 82,852.75
TOTAL	\$ 10,768,510.36
PREVIOUS YEAR	\$ 10,060,516.46

RECONCILIATION

BANK BALANCE	\$ 10,768,510.36
OUTSTANDING CHECKS	\$ (59,404.06)
OUTSTANDING DEPOSITS	
ENDING BALANCE	\$ 10,709,106.30



**Gift of
Life**

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913.851.1947
gift donor.org

In 2018 a law was passed allowing us to present to school boards in Missouri regarding learnlifesavers.com. This free unbiased online 30-minute teacher guided lesson about organ, eye, and tissue donation will educate high school students about donation so they can make an informed decision. There are over 500 school districts in Missouri therefore this is a very tall order to present to every school board in person. I have recorded a five-minute presentation about learnlifesavers.com. Please share the recorded presentation as well as the supporting materials with your school board, so they can vote at the next board meeting regarding the implementation of learnlifesavers.com.

This free 30-minute teacher guided lesson (learnlifesavers.com) educates high school students about the question "Do you want to be a donor?" when they apply for a driver's license. Learnlifesavers.com may be used in high school health, science, bundled with the CPR mandate, or wherever the school board feels it would fit best within their school district.

After the board votes at the next meeting, please complete the attached Letter of Participation form and email the form to me. Attached is a list of schools in Missouri that have implemented learnlifesavers.com; as well as Commonly Asked Questions which you may find helpful. Once I have received your Letter of Participation form I will update our records regarding your decision.

Superintendents are decision makers. If you feel that sharing the recorded presentation to your school board is not necessary, you personally can make the decision to implement learnlifesavers.com without a vote from your school board. Just complete the Letter of Participation form and email it to me.

Gift of Life has been educating high school students about organ, eye, and tissue donation within the Kansas City area for over 20 years. It simply is not feasible to provide in-person guest speakers for every high school in the state. We do want all students across the great state of Missouri to have an opportunity to be educated about organ, eye, and tissue donation.

My contact information is below. I am happy to assist you with questions or concerns. Thank you for implementing learnlifesavers.com so your high school students can make an informed decision about organ, eye, and tissue donation ...together we can save one life at a time.

Best Regards,

Kim Bowen Harbur
Gift of Life Co-Founder & Director of Education
P 913.851.1947 | E kim@gift donor.org

Learnlifesavers.com

Free | Unbiased | 30-Minute | Teacher Self-Guided Lesson

Commonly Asked Questions

What should a teacher say to a concerned parent?

The goal is to encourage students to have an honest conversation with their loved ones regarding their feelings about organ donation. Students are not encouraged to become organ donors. This is a free, unbiased teacher self-guided lesson, and students are allowed to opt-out.

Are the students too young for this subject; what is the target age group?

Gift of Life takes its age cues from the state. Students in Missouri are asked by the state their wishes regarding donation at the age of fifteen when receiving their driving permit and then again at the age of sixteen when receiving their driver's license. This program was launched to educate all Missouri high school students about organ, eye and tissue donation.

What are the questions regarding donation asked at the DMV?

Additional information can be found in the Missouri Driver Guide available online at dor.mo.gov/driver-license/guide/

What topics do students need to discuss with their loved ones regarding organ donation?

Once students are educated about organ, eye and tissue donation, they can have discussions with the adults in their lives about their thoughts and decisions on the topic. This thirty-minute teacher self-guided lesson is intended to assist the students in having that conversation, because the conversation matters.

How does learnlifesavers.com align with Missouri Learning Standards?

Missouri Department of Elementary and Secondary Education was a partner with Gift of Life in the development of learnlifesavers.com. This can be implemented in health, science, driver's education, ethics or in any class subject that best serves the school district.

If students are interested in how to register to be a donor, do you provide them with this information?

Our goal is to encourage students to talk with their family members, and they are encouraged to share their thoughts and decisions with their loved ones. There are additional resources available with the lesson plan and students and their families can learn more together by visiting DonateLifeMissouri.org.



They Said YES!

Please consider joining the following Missouri school districts or high schools that have embraced the importance of educating their students about organ, eye, and tissue donation:

Adair Co. R-I	Fairfax R-III	Lexington R-V	North Andrew Co. R-VI
Adair Co. R-II	Fort Osage R-I	Liberty 53	Norborne R-VIII
Adrian R-III	Francis-Howell North High School	Liberty High (St. Louis)	North Callaway Co. R-I
Albany R-III	Fulton 58	Lincoln Prep High School	North Daviess R-III
Alton R-IV	Gainesville R-V	Lincoln R-II	North Harrison R-III
Appleton City R-II	Gasconade Co. R-II	Lindbergh High School	North Kansas City 74
Archie R-V	Grain Valley R-V	Logan-Rogersville High School	Northeast Nodaway R-V
Ava R-I	Grandview C-4	Lone Jack C-6	North Nodaway R-VI
Blue Springs R-IV	Green City R-I	Louisiana R-II	Northwest Vernon Co. R-I
Bosworth R-V	Green Ridge R-VIII	Macks Creek R-V	Northland CAPS
Bowling Green R-I	Hale R-I	Macon R-IV	North Point High School
Braymer C-4	Hallsville R-IV	Madison C-3	Northwestern R-I
Bronaugh R-VII	Hamilton R-II	Malta Bend R-V	Notre Dame De Sion High School
Buchanan Co. R-IV	Hardin-Central C-2	Marceline R-V	Oak Grove R-VI
Butler R-V	Harrisonville R-IX	Maries Co. R-I	Odessa R-VII
Cameron R-I	Henry Co. R-I	Marion Co. R-II	Osborn R-0
Canton R-V	Hermitage R-V	Marquette High School	Palmyra R-I
Cardinal Ritter College	Herdon Career Center	Marshfield R-I	Paris R-II
Preparatory High School	Hickory Co. R-I (Skyline)	Maryville R-II	Park Hill School District
Carl Junction R-I	Holden R-III	McKinley High School	Parkway C-2
Carrollton R-VII	Hume R-VIII	Meadville R-IV	Pattonville High School
Central R-II	Iberia R-V	Metro Academic and Classical High School	Pettis Co. R-V
Chilhowee R-IV	Independence 30	Miami R-I	Pleasant Hope R-VI
Chillicothe R-II	Kearney R-I	Mid-Buchanan Co. R-V	Pike Lincoln County Technical Center
Clark Co. R-I	Keytesville R-III	Midway R-I	Platte Co. R-III
Clinton	Kingsville R-I	Millan C-2	Pleasant Hill R-III
Clinton R-III	Kirksville R-III	Miller Co. R-III	Potosi R-III
Cole Camp R-I	Kirkwood High School	Montgomery Co. R-II	Princeton R-V
Cole County R-V	Lafayette County C-1	Mound City R-II	Putnam Co. R-I
Concordia R-II	La Monte R-IV	Naylor R-II	Ralls Co. R-II
Craig R-III	Lakeland R-III	N.E. Randolph Co. R-IV	Raymore-Peculiar R-II
Craig R-III	Lawson R-XIV	New Haven	Raytown C-2
Crest Ridge	Lee's Summit R-VII	Newburg R-II	
East Carter Co. R-II	Lesterville R-IV	Newtown - Harris R-III	
El Dorado Springs R-II	Lewis and Clark Career Center	Nodaway-Holt R-VII	
Eldon R-I	Lewis Co. C-1		
Elsberry R-II	Lexington La-Ray Tech. Center		
Eminence R-I			
Eureka High School			

Rich Hill R-IV	Stoutland R-II
Richland R-IV	Sullivan
Ridgeway R-V	Summersville R-II
Rockhurst High School	Summit Tech. Academy
Rock Port R-I	Sumner High School
Rockwood Summit High School	Sweet Springs R-VII
Rolla 31	Thayer R-II
Rosati Kain High School	Timberland High School
Ruskin High School	Tine-Avalon RII
Salisbury R-IV	Troy Buchanan High School
Santa Fe R-X	Union R-XI
Savannah R-III	Union Star R-II
Schuyler Co. R-I	University Academy
Scott City HS	Ursuline High School
Scotland Co. R-I	Van Buren R-I
Seckman High School	Van-Far R-I
Sedalia 200	Vashon High School
Sheldon R-VIII	Vianney High School
Shelby County R-IV	Warsaw R-IX
Sherwood Cass R-VIII	Warrenton High School
Smithville R-II	Waynesville R-VI
South Harrison Co. R-I	Weaubleau R-III
South Holt Co. R-I	Webster Groves High School
Southeast High School	Wellington Napoleon R-IX
South Tech High School	Wellsville-Middletown R-I
St. Cecilia High Academy	West Platte Co. R-II
High School	Wheatland R-II
St. Clair R-XIII	Willard R-I
St. Elizabeth R-IV	Windsor C-1
Stewartsville C-2	Winston R-VI
St. Louis CAPS	Worth County R-III
St. Teresa's Academy	Wright City R-II
Stanberry R-II	
Stockton R-I	

Learn Life Savers

The Gift of Organ, Eye and Tissue Donation

LearnLifeSavers.com

This free online thirty-minute teacher-guided lesson was launched to educate all Missouri high school students about organ, eye, and tissue donation. This educational tool helps students make an informed decision regarding donation when they apply for a driver's license. Students are encouraged to discuss donation with their family, so they can make the decision that is right for them.

To view this online lesson please visit learnlifesavers.com.

Missouri Statute 170.311 RSMo

1. If a state or nationally recognized program or organization that provide unbiased information on organ, eye and tissue donation requests to present information on organ, eye and tissue donation to a school board or governing board of a charter school, the school board or governing board shall allow a presentation to be given, and shall allot no less than thirty-minutes for the presentation. School boards and governing boards shall then consider the information presented and make a decision on whether to present such information to students and parents in the district or charter school and the manner in which such information shall be presented.
2. No student shall be required to participate in any instruction relating to information about organ, eye and tissue donation if the student has any sincerely held religious or emotional belief which is contrary to such instruction.

Learn Life Savers was developed by:

Gift of Life, Inc. in partnership with the Missouri Organ Donation Advisory Committee, Department of Elementary & Secondary Education, Department of Health and Senior Services, Mid-America Transplant, Midwest Transplant, Missouri Kidney Program, Missouri School Boards' Association.



6405 Metcalf Avenue Suite 109 | Overland Park KS 66202
P 913.851.1947 | Kim Harbur | kim@giftdonor.org



Learn Life Savers

TO: Kim Harbur
kim@giftdonor.org | 913.851.1947
6405 Metcalf Avenue, Suite 109
Overland Park, KS 66202

Dear Kim,

The _____ School District appreciates the information about the Learn Life Savers® program. The school board voted on _____ (date).

Please mark one:

☐ In favor of providing the Learn Life Savers lesson plan (learnlifesavers.com) in our district's high school beginning this school year _____. The class subject will be (health, science etc.) _____.

☐ Not in favor of implementing Learn Life Savers (learnlifesavers.com).

If the board voted "not in favor", please explain why.

Sincerely,

Superintendent Signature

Date



6405 Metcalf Avenue | Suite 109 | Overland Park KS 66202 | P 913.851.1947 | giftdonor.org

2025-2026 Professional Development
Budget Plan
Amount we are required to spend this year: \$66,000

District-Wide Professional Development Opportunities

- August 4 and 5, 2025: Better Together New Teacher Event: Two-day Professional Development for First-Year Staff
- August 11 and 12, 2025: New Teacher Orientation/iReady Training/Central Office Training
- August 13, 2025: Back to School All Teacher Meeting
- August 14, 2025: Individual Building Back to School Meetings
- October 20, 2025: Parent Teacher Conferences District-Wide
- November 10, 2025: Professional Development District-Wide
- February 2, 2026: Professional Development District-Wide: Better Together Community Event

Professional Development Opportunities Provided by Staff at MVBT

- Better Together Professional Development Event: The district will host a districtwide professional development event on November 10, featuring keynote and breakout sessions with Will Bowen, author of *A Complaint Free World*.
This event supports the district's CSIP focus on creating a positive and productive learning environment by encouraging a culture of gratitude, collaboration, and proactive problem-solving among staff
 - All Certified and Support Staff will be attending this conference.
 - Event Goals:
 - Inspire staff to adopt a positive mindset that enhances teamwork, communication, and overall school climate.
 - Provide practical strategies for reducing negativity and promoting solution-focused approaches in the workplace.
 - Strengthen the connection between staff well-being and student success, aligning with the district's goals for improved instruction and engagement.
- At Mountain View-Birch Tree R3, Pop Up PD offers an excellent way for staff who attend outside professional development to share what they've learned with their colleagues. These sessions, held after school or on Mondays, provide a platform for teachers to learn from each other. It reinforces the idea that we learn best from our peers—sharing fresh insights and practical tips that can enhance teaching practices across the district. This peer-to-peer learning model keeps professional development engaging and relevant.
 - Low effort, High Impact Reader Writer Notebooks
 - Create Your Own Classroom Website with Google Slides
 - John Antonetti's Cube of Cognitive Strategies
- First-Year Teacher Professional Development: All first-year teachers in the Mountain View Birch Tree School District will participate in monthly professional development opportunities provided by district staff. These sessions are designed to support the

transition into the profession by focusing on instructional best practices, classroom management, communication, and district expectations.

Budget Plan for MVBT

The majority of funding for the Mountain View Birch Tree Professional Development Budget Plan will focus on individual professional development for staff. This initiative aims to ensure that all staff members have access to professional development opportunities tailored to their individual growth plans, which are aligned with the district's Comprehensive School Improvement Plan (CSIP).

- Key Elements of the Budget Plan:

- November 10 Professional Development Event Budget:

- Event Budget:

- Keynote Speaker and Breakout Presenter: Will Bowen: \$15,000; Travel, room, board: \$1500

- Will's fee includes conference materials comprised of 24 printed copies of his #1 International Bestselling book as well as Will's G.R.I.P.E. ebook, and official Complaint Free challenge bracelets for all participants.

- Breakout Sessions provided by community members and staff: \$500 supplies

- Lunch provided by district: Approximately \$1100

- Beginning Teacher Assistance Program:

- First Year Teachers: We have ten new staff members attending BTAP A. This program costs \$150 per teacher, plus subs for the dates they are absent if school is in session.
 - Second Year teachers: We have nine second year teachers attending BTAP B. This program costs \$100 per teacher, plus subs for the dates they are absent if school is in session.
 - We provide a school vehicle for each session.
 - BTAP A and B will potentially costs \$8300.

- Individualized Growth Plans:

- Each staff member's professional development opportunities will be based on their personalized growth plans/needs.
 - These growth plans will reflect areas identified for improvement or enhancement in alignment with the district's CSIP goals.
 - Cost of conference, travel and food, and subs will vary with each PD opportunity.

- Focus on Strategic Goals:

- As outlined in the CSIP, professional development will be directly tied to key areas such as improving student achievement, classroom management, and technology integration.
 - Staff will choose workshops, conferences, or certifications that support these areas.

- Currently, each building has a focus for the year.
 - MVE/BTE: Quality math PD
 - LMS: Quality literacy PD
 - LHS: College and Career Readiness PD
- Cost of conference, travel and food, and subs will vary with each PD opportunity.
- Flexible Fund Allocation:
 - The budget will allow for flexible funding allocations based on the specific professional development needs of different departments or individuals.
 - This ensures that teachers, administrators, and support staff can access training that directly supports their role in the school system.
- Accountability and Monitoring:
 - A system is in place to track the effectiveness of professional development, ensuring that the training improves classroom practices and student outcomes.
 - Staff must demonstrate how their development aligns with their growth plans and the broader district goals.
- Collaboration and Sharing:
 - Pop Up PD: Pop Up PD offers an excellent way for staff who attend outside professional development to share what they've learned with their colleagues. Presenters and participants are offered career ladder compensation. Occasionally, there are minor costs for supplies.

Budget Accountability

Missouri law requires Mountain View Birch Tree (MVBT) to spend at least 1% of the district's budget on professional development. To ensure this requirement is met efficiently and responsibly, a tracking and monitoring system will be established involving the PD Director, District Accountant, and Superintendent.

- Superintendent's Oversight:
 - The Superintendent will receive regular reports from the PD Director and District Accountant, ensuring that all professional development initiatives align with district-wide priorities and stay within the budget.
 - The Superintendent will ensure accountability, making final decisions on larger-scale or high-cost professional development opportunities.
- District Accountant's Role:
 - The District Accountant will monitor the financial side of the professional development budget, tracking expenditures to ensure the district meets the 1% requirement.
 - This will involve regular updates on the budget, detailing how much has been spent and how much remains for the fiscal year.

■ PD Director's Role:

- The PD Director will oversee and manage all professional development requests, ensuring they align with staff growth plans and the district's Comprehensive School Improvement Plan (CSIP).
- The director will maintain a detailed record of all professional development activities, including the cost, participants, and alignment with district goals.

Mtn View-Birch Tree R-III
Board Policy Manual

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

Status: DRAFT

Original Adopted Date: 11/16/2023

25D UPDATE EXPLANATION

House Bill 145 (2025) amended § 610.026, RSMo., to make it clear that school districts and other public governmental bodies can indeed require advance payment of fees for providing records in response to a Sunshine Law request. Districts can also seek clarification of a Sunshine Law request before responding. Failure to pay the fees or respond to a request for clarification can result in formal withdrawal of the request for records.

MSBA updated this procedure to align it with the new provisions of the Sunshine Law.

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 duplication 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 duplication 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).
5. When the district requires payment of fees, the district will notify the requester of the amount and that failure to pay the fees within 90 days of the notice will result in the request being considered withdrawn. If the required fees exceed \$1,000, the requester will be given 150 days from the notice to pay the fees, or the request will be considered withdrawn. A request will not be withdrawn if a lawsuit has been filed against the district regarding the records that are the subject of the request.
6. If the requester makes the same or a substantially similar request for public records within six months after the expiration of the applicable withdrawal period, and no fee was remitted for the original request, the district may require advance payment of the same fees from the original expired request in addition to any allowable fees necessary to fulfill the subsequent request.

Request for Clarification

When the custodian of records does not understand the request for records, they will ask the requester for clarification of the request. The district will notify the requester that the request will be considered withdrawn if the requester fails to respond within 90 days of the request for clarification. If the fee for processing the records requested is greater than \$1,000, the requester will have 150 days to respond to the request for clarification.

If the requester submits the same or a substantially similar request for public records within six months after the expiration of the applicable withdrawal period and did not respond to the request for clarification, the district may request advance payment of the same fees from the original expired request in addition to any allowable fees necessary to fulfill the subsequent request.

These withdrawal provisions shall not apply if a lawsuit has been filed against the district regarding the records that are the subject of the request.

Policy EHBD: ARTIFICIAL INTELLIGENCE USE

Status: DRAFT

Original Adopted Date: 06/20/2024

25D UPDATE EXPLANATION

MSBA revised this policy for clarity and relevance because the explosion of Artificial Intelligence (AI) technology continues to change how it is used in the school environment.

The prior version of this policy required that at least one professional in the district stay "up to speed" on AI developments. Since then, MSBA has remained engaged with stakeholders in this field as the number of applications for AI has grown. The changes to this policy focus on "generative AI," a subset of artificial intelligence that uses sophisticated data models to generate text, images, videos, or other forms of data. These models learn the underlying patterns and structures of their training data and use them to produce new data based on user input, which often comes in the form of natural language prompts.

The proliferation of AI products seeks to bring the utility of generative AI into many new categories and ways in which districts use information technology. An AI "use case" is a specific situation or problem where artificial intelligence can be applied to solve the problem, improve efficiency, or create value. We anticipate that districts will have concerns about how to manage the utility of AI tools they choose to use while balancing security and privacy obligations and concerns.

It is important for all persons involved in selecting and using these types of resources to consider privacy and security in a setting where generative AI is increasingly prevalent. The professionals making use of confidential information for instructional, student support, analytical, and other related purposes may not necessarily overlap with district professionals charged with data governance, privacy, security, and emerging issues. MSBA has therefore updated this policy to provide for as many "AI coordinator" designees as needed to serve as a resource for those making product selections and engaging in product use.

There are AI-using systems and products that do a better job of maintaining privacy and confidentiality than others, including the availability of custom "closed" AI systems. A resource person versed in these issues should be included in product selection and, where necessary, in training on and/or controlling how products are used. MSBA recommends that an AI coordinator assist in vetting instructional technology products.

Vetting data governance, cybersecurity, and the like remain important considerations, but the "team" selecting technology products would vary by function. However, an AI coordinator remains a valuable part of evaluating and deploying such products.

The prevalence of generative AI across many functions makes it difficult to list and define a single AI "code of conduct" or similar freestanding policy. Techniques and tools exist to aid educators in crafting instruction to be "AI proof" or to be "AI embedded" in ways that maintain focus on the human aspects of teaching and learning. In all these different ways that districts may employ generative AI, an "AI Use Plan" remains valuable for specific classes of use or specific products. However, each such plan will, by its nature, be unique.

We encourage districts to become and remain aware of the quickly evolving uses of generative AI as a good foundation for selecting and deploying generative AI in all contexts that suit the district.

This policy and other district policies and procedures addressing artificial intelligence (AI) apply to student and employee AI use of district technology resources (as defined in policy EHB and including district-provided login credentials) regardless of whether the use occurs on district property, at district activities, or off campus when a nexus can be drawn to the educational environment.

This policy and other district AI policies and procedures also apply to free AI resources.

Students and employees may be disciplined, and employees may be terminated, for AI use that violates this policy or any related policy or procedure.

Definitions

The following definitions will apply to all district policies and procedures that relate to artificial intelligence:

Artificial Intelligence (AI) – Any hardware or software capable of adapting its output or performance by applying probabilistic algorithms to input. For the purposes of this policy, any product or service that contains or uses AI, is marketed as AI, or is marketed as using or containing any kind of AI will also be defined as AI when the AI component is used.

Confidential Data/Information – Information that the district is prohibited by law, policy, or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) about students and employees, student and employee medical information, student education records, and information about any student's individualized education program (IEP) or Section 504 plan.

Critical Data/Information – Information that is essential to district operations and that must be securely maintained to avoid disruption to district operations.

Generative AI – A type of AI whose primary purpose is to accept input, process the input through probabilistic algorithms, and use the result to generate new output that resembles human-made intellectual or creative work, such as writing or art. Large language models (chatbots) are an example of generative AI. Generative AI is divided into three categories:

1. **Student-Facing Generative AI** – The class of resources and uses of generative AI with or by students in student instruction where personally identifiable student information is or reasonably could be entered into the AI application, tool, or system.
2. **Confidential Generative AI** – The class of resources and uses of generative AI for the noninstructional purposes of applying generative AI to confidential data/information to produce new narratives, recommendations, predictions, communication drafts, and the like based on the confidential information supplied.
3. **Operational Generative AI** – Resources and uses of generative AI for narratives, recommendations, predictions, communication drafts, and the like based on nonconfidential data inputs.

AI Coordinator(s) and AI Use Plans for Generative AI

The superintendent will designate at least one district AI coordinator who will have chief responsibility for regulating, monitoring, and adjusting AI use in the district and developing the district's AI Use Plan to monitor advancements, risks, and best practices in the field of generative AI relevant to the district, especially including data privacy and security of the district and all affected persons. The AI coordinator(s) will also serve as a professional resource and advisor for the district on these topics. The AI coordinator(s) may consult with experts or others outside the district but may share critical or confidential data only under appropriate confidentiality or nondisclosure agreements. The board encourages employees, students, parents/guardians, and community members to provide input to the AI coordinator on the district's AI Use Plan.

The AI Use Plan will provide a detailed set of rules for acceptable AI use in the district that may be regularly updated as new issues emerge. In accordance with the definitions above:

1. The selection and implementation of student-facing generative AI resources and use cases is part of the district's instructional materials selection process (see policy IIA), and the principles of policy EHB will be incorporated into that process where appropriate. An AI coordinator will develop an AI Use Plan for student-facing generative AI to provide guidance to professionals making these selections. An AI coordinator may also serve as an advisor and resource throughout the selection process, particularly with new products and services being considered.
2. The appropriate AI coordinator will create one or more (as needed) AI Use Plan(s) for confidential generative AI and operational generative AI to serve as a detailed set of criteria for acceptable AI tool selection and use in the district (including privacy and cybersecurity) that may be regularly updated as new issues emerge.

The purpose of the each AI Use Plan is, in its context, to protect the safety and security of students, employees, and the district while allowing for appropriate educational and productive enhancements enabled by generative AI. AI may be used by employees and students only in accordance with the AI Use Plan.

The AI Use Plans and any actions or decisions made in accordance with them that affect AI use must prioritize the security of student, employee, and district data. The AI coordinator must be knowledgeable of the contents of Use Plans must direct a careful and informed consideration of the privacy policies of all AI any products and services

considered for use in the district, including any relevant changes to the policies. Any AI product used must comply with legal privacy requirements. The board encourages employees, students, parents/guardians, and community members to provide input to a district AI coordinator on the district's AI Use Plans.

If the district has an information security officer (ISO) who is not also the AI coordinator, the AI coordinators will coordinate with the ISO to maintain the integrity, privacy, and safety of the district's network(s), technology, and data.

Annual Review of AI Use

At least once per school year, the AI coordinator will review the district's AI use for safety, data privacy, appropriateness, and effectiveness and make appropriate changes. Employees and students may submit requests for new AI uses to the AI coordinator according to the procedures outlined in the AI Use Plan.

Notice to Parents/Guardians

The district will update parents/guardians at least annually with a summary of AI use in the district, including any significant changes to the AI Use Plans.

Training

The district will train all employees and students on the requirements of this policy, other district policies regarding data management and privacy, acceptable uses of AI, and AI prohibitions.

Administrative Procedure EHBD-AP(1): ARTIFICIAL INTELLIGENCE USE - (AI Use Plan)

Status: DRAFT

Original Adopted Date: 06/20/2024

25D UPDATE EXPLANATION

MSBA has updated this procedure in accordance with the changes made to policy EHBD. See the explanation on policy EHBD for more details. The changes to this procedure retain the basic framework for artificial intelligence (AI) management, especially generative AI, but districts may end up with as many custom "AI Use Plans" for their generative AI activities as they have products or families of products.

This procedure and other district policies and procedures addressing artificial intelligence (AI) apply to student and employee AI use of district technology resources (as defined in policy EHB and including district-provided login credentials) regardless of whether the use of AI occurs on district property, at district activities, or off campus when a nexus can be drawn to the educational environment.

This procedure and other district AI policies and procedures also apply to free AI resources. The superintendent designates the technology director as the district AI coordinator.

AI Use and Prohibitions

District students and employees must use AI responsibly and in accordance with this AI Use Plan. AI users are responsible for any harm caused by their AI use. District instructional staff will oversee student AI use in the classroom to monitor whether the use is safe, educational, and effective. District students and employees are strictly prohibited from engaging in the following uses of AI:

1. Using AI in a way that violates any district policy or applicable law;
2. Inputting into any AI any confidential or critical data, as defined in policy EHBD, or any other confidential information unless the AI coordinator has approved the use as safe, appropriate, and legal;
3. Using AI to violate the instructions or requirements of any assignment;
4. Representing AI-generated content as their own work;
5. Using AI to create or disseminate false information on matters or events of public importance;
6. Using AI to create any altered image or voice of any person without obtaining that person's permission;
7. Using AI to generate any material that is obscene or harmful to minors;
8. Using AI to harass, embarrass, defame, misinform, or otherwise harm any person;
9. Using AI to cause disruption to district operations, including instruction;
10. Using an AI product that is not permitted by the AI Use Plan; or
11. Using AI to negatively affect the district or in a way that causes harm.

The AI coordinator may intervene in or prohibit additional AI use that, in the AI coordinator's determination, poses unacceptable risk to the privacy or safety of any person. Students may be disciplined and employees may be disciplined or terminated for violating these prohibitions, including violations that occur off campus and create a nexus to the educational environment. When AI is involved in other misconduct, the principal or designee may view the use of AI as an aggravating factor that justifies stronger disciplinary consequences. Students and employees are strictly prohibited from using AI in a way that violates any district policy or applicable law. Students and employees may not input into any AI system or product any confidential or critical data, as defined in policy EHBD, or any other confidential information unless the district has approved the use of AI under its use plan for the product.

Reporting AI Concerns and Misuse

Individuals who have a concern about the safety or effectiveness of approved AI products should report the concern

to the AI coordinator, who will investigate the matter and take steps to resolve the concern.

Individuals who suspect AI misuse or are aware of AI use that is potentially harmful or otherwise violates the law or district policies or procedures must report the matter to the AI coordinator. The AI coordinator will notify the building administrator of the allegations and work with the administrator to investigate the alleged misuse or harm.

Approved AI Products

The AI coordinator will identify AI products and uses that align with the philosophy and strategy set by the board and that meet the criteria for AI use in the district as set out in this AI Use Plan. The AI coordinator will maintain a list of approved AI products and make the list available to employees and students.

New AI Products or Uses

District employees and students who wish to use an approved AI product for an unapproved use or who wish to use an unapproved AI product may submit a request to the AI coordinator. The request must: An AI coordinator must be involved in the selection and implementation of new AI products to ensure that the district is balancing these interests and concerns:

1. Clearly identify the AI product and use being requested;
2. Articulate the educational or productive purpose(s) for the new product or use of AI;
3. Include a copy of the product's data privacy policy and terms of use; and
4. Explain why the requester believes the requested use of the product would be safe. The district's support and systems integration capacity.

The AI coordinator will decide whether the request meets these requirements and whether the requested use is safe, appropriate, and legally compliant. The AI coordinator will promptly approve or deny all requests. If a request is denied, the AI coordinator will provide an explanation for the denial to the person who made the request.

AI Training

The AI coordinators will be responsible for providing ensuring that appropriate training resources and programming are provided to employees and students on the nature of AI; safe, appropriate use of AI; and compliance with district policies and procedures governing AI use.

Policy GCPA: REDUCTION IN PROFESSIONAL STAFF WORK FORCE

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 06/15/2000

25D UPDATE EXPLANATION

MSBA has revised this policy for clarity and to closely align it with the current law. Districts may not need to lay off staff, but they should become familiar with the statutes on reduction of the work force given the uncertainty of current and future financial conditions.

Please note that while there is law that allows districts to lay off teachers or put them on unrequested leave of absence, there is no similar law for other district employees.

MSBA discourages districts from entering into contracts with employees unless required by law to do so. School districts cannot simply walk out of a contract without consequences in most situations. Only the Teacher Tenure Act allows districts to avoid contract obligations to teachers—and even then, only due to school district reorganization, the district's financial condition, or a decrease in student enrollment.

(Instructional Personnel)

The board of education may place as many teachers on unrequested leave of absence as may be necessary due to a decrease in student enrollment, school district reorganization or the financial condition of the school district. The board of education shall be the sole judge that one or more of the above conditions exist. If it becomes necessary to reduce the number of certificated, professional staff members in the district through unrequested leaves of absence, the following philosophy will govern the reduction:

Because the school district exists for the students, and the main obligation of the board of education is to provide an education for the district's students, and not to provide employment, the board will, through procedures carried out by the administration, determine which employees can best serve the needs of the students.

The board of education is charged with governing an efficient, financially stable district that maintains adequate staffing to meet the district's long-term goals. If the district needs to reduce staffing, care will be taken to follow the law and provide notice to impacted employees. The district will consider all options, including not renewing employee contracts and not filling vacant positions, but depending on the district's needs, the board may take additional steps to reduce the district's work force.

Teachers

In accordance with law, and after considering the superintendent's recommendations, the board may place as many teachers on unrequested, unpaid leaves of absence as may be necessary due to school district reorganization, the financial condition of the school district, or a decrease in student enrollment. The board shall be the sole judge that one or more of the above conditions exist.

**Administrative Procedure GCPA-AP(1): REDUCTION IN PROFESSIONAL STAFF WORK
FORCE - (Instructional Personnel)**

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 01/13/2005

25D UPDATE EXPLANATION

MSBA has revised this procedure for clarity and to closely align it with the current law. Districts may not need to lay off staff, but they should become familiar with the statutes on reduction of the work force given the uncertainty of current and future financial conditions.

In placing teachers on unrequested leave, the district will use the following procedures:

1. The decision will be based on the district's need for the position, not the employee who occupies that position.
2. When positions in a particular grade level, discipline or program are being reduced, probationary (nontenured) employees will be placed on leave before permanent (tenured) employees. No permanent teacher shall be placed on leave of absence while probationary teachers are retained in positions for which a permanent teacher is qualified.
3. A probationary employee who occupies a position to be eliminated will be considered for reassignment to other positions staffed by other probationary employees within the employee's area of specialization (for which they are certificated). Determination of who will be placed on leave of absence without pay will be made on the basis of performance-based evaluations and seniority within the field of specialization; however, seniority shall not be controlling.
4. Permanent employees holding eliminated positions will be placed in other areas of specialization (for which they are certificated) provided that the areas in which they are certificated are occupied by probationary employees. Those probationary employees may then be considered for alternative placement as determined by the individual's certification or else be placed on leave of absence. If all positions for which the permanent employee is certificated are filled with other permanent employees, the decision of who will be placed on leave of absence without pay will be made on the basis of performance-based evaluations and seniority; however, seniority shall not be controlling within the field of specialization.
5. No salary or fringe benefits will be paid or sick leave granted during an employee's leave of absence, except as provided by law. However, the number of accrued sick leave days, salary placement and tenure status will not be impaired during the leave period.

If the district has an unrestricted combined ending fund balance of more than ten percent of current expenditures in its teachers' and incidental funds, and in the subsequent fiscal year the district, because of state appropriations, places a contracted teacher on leave of absence more than 40 days after the governor signs the elementary and secondary education appropriation bill, the district shall pay the affected teacher the greater of his or her salary for any days worked under the contract or a sum equal to \$3,000.

6. A teacher placed on leave of absence may engage in teaching or another occupation during the period of the leave of absence.
7. Any unrequested leave of absence without pay as implemented under these procedures shall continue for a period of not more than three years, unless extended by the board of education.

Due Process

If it becomes necessary for the board to place a certificated employee on leave of absence without pay, the employee shall be afforded due process as required by law, which may include the following:

1. A written statement that is reasonably adequate in expressing the reason(s) for placing the employee on leave of absence without pay.
2. A reasonably adequate description of the manner in which the initial decision was reached.

3. Information and data relied upon by the decision makers.
4. An opportunity to respond before the board of education.

Plan for Re-employment of Personnel Affected by Staff Reduction

In the re-employment of personnel affected by staff reductions through unrequested leaves of absence, the district shall be governed by the following procedures:

1. Permanent teachers shall be reinstated to the positions from which they have been given leaves of absence, or, if not available, to positions requiring like training and experience, or to other positions in the school district for which they are qualified by training and experience.
2. No appointment of new teachers shall be made while there are available teachers on unrequested leave of absence who are properly qualified to fill such vacancies.
3. These re-employment provisions shall not apply to probationary employees whose contracts are not renewed by the board of education. Nothing precludes the board of education from non-renewing a probationary teacher who is on leave of absence for reduction in force.

At times, the board of education may need to place teachers on unpaid, unrequested leaves of absence (involuntary leave) due to school district reorganization, the financial condition of the school district, or a decrease in student enrollment. The superintendent will use the following procedures to make involuntary leave recommendations to the board.

Involuntary Leaves

Involuntary leaves for tenured teachers will last no longer than three years unless extended by the board. Tenured teachers' re-employment rights will end after three years. Involuntary leaves for probationary teachers will last until the end of the contract they were under when placed on involuntary leave.

Teachers may engage in teaching or other employment during leaves of absence, and the leave of absence will not impair their tenure with this district.

Retention Decisions

The district will not place tenured teachers on involuntary leave while probationary teachers are retained in positions for which tenured teachers are qualified to teach.

The district shall retain tenured teachers on the basis of performance-based evaluations and seniority within the field of specialization, but seniority will not be the controlling factor.

The district will make decisions about the retention of probationary teachers based on the district's needs, as determined by the district.

The district will provide due process to teachers when required by law.

Salary and Benefits

Involuntary leaves of absence are unpaid. However, in situations where state funds are withheld or decreased or when there was a less-than-expected increase in state appropriations, state statute may require a payment to such teachers.

The district does not provide benefits to teachers placed on involuntary leave unless required by law.

Re-Employment

1. The district shall reinstate tenured teachers to the positions from which they were put on involuntary leave or, if such positions are not available, to positions requiring like training and experience or other positions in the district for which they are qualified by training and experience.

2. The district will not appoint new teachers while there are available teachers on involuntary leave who are properly qualified to fill such vacancies.
3. Teachers are responsible for ensuring that the district has their current contact information. If the district cannot contact teachers or they do not respond in a timely manner to an offer of re-employment or an inquiry regarding re-employment, the district will assume that the teacher is not interested in re-employment and has resigned from the district.

Policy IGBA-1: SPECIAL EDUCATION

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 10/24/2024

25D UPDATE EXPLANATION

MSBA has updated this policy to comply with Senate Bill 68 (2025), which allows students who are identified under the "Young Child with a Developmental Delay" (YCDD) category to continue under that identification until they are seven years old. MSBA has made a minor revision to this policy to clarify that the district will follow the law and the State Plan for Special Education.

It is difficult to identify young students for special education services. They do not read, have not spent much time in school, and some disabilities require more observation before identification. For that reason, school districts are allowed (but not required) to use the YCDD identification category. Students may qualify for special education and receive services under this category when educators are concerned that the student does have a disability, but the student does not clearly fit under the other categories for identification. However, the student cannot remain identified under YCDD for long because the district is responsible for seeking a more accurate diagnosis once the student has spent more time in school.

It is the policy of the board of education to provide a free and appropriate public education (FAPE) for students with disabilities who are in need of special education and related services in accordance with the Individuals with Disabilities Education Act (IDEA), the Missouri State Plan for Special Education (State Plan), the district's local compliance plan, and applicable state and federal laws.

Child Find

The district has an obligation to locate, identify, and evaluate children in the district between the ages of 3 and 21 who may need special education and related services, including children who are wards of the state, are homeless, or attend private schools located within the boundaries of the school district. Any individual who knows or believes that a student has a disability and is in need of accommodation or special education should contact the school's principal or the district's special education director immediately.

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

Evaluation and Identification

The special education director will arrange for district students and children who are not enrolled in the district but who may need special education services to be evaluated to determine their eligibility for special education services in accordance with the law and state and local plans.

Specific Learning Disabilities

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

Children Three to Five Years of Age

The district will identify for special education services children who are three to five years old and not yet eligible for kindergarten. To do so, the district will use the available identification categories included in the Missouri State Plan for Special Education (State Plan), including the category of "Young Child with a Developmental Delay" (YCDD). Every child who has been identified for special education services will remain eligible for special education services after becoming age-eligible for kindergarten. The district will comply with the requirements of the State Plan and state law regarding the use of YCDD.

Independent Evaluations

If a student is evaluated for special education services and the parents/guardians disagree with the evaluation, the parents/guardians may obtain an independent educational evaluation (IEE) at the district's expense, as allowed by the

IDEA. Applicable procedures, evaluator criteria, and location and cost limitations governing the IEE process are available through the district's special education director. The board delegates to the superintendent or designee the authority to make changes to these procedures, evaluator criteria, and cost guidelines. These items will adhere to rules published in the Missouri State Plan and in the local plan for compliance with the law.

Services for Students with Visual Impairments

As required by law, and unless the individualized education program (IEP) team determines that such instruction is not appropriate, each student who is blind or visually impaired will receive instruction in:

1. Braille reading and writing;
2. Assistive technology;
3. Expanded core curriculum; and
4. Orientation and mobility.

No student will be denied such instruction solely because the student has some remaining vision.

Students Placed in Private Schools by Their Parents/Guardians

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

In general, the district has no obligation to provide FAPE or special education and related services to individual students enrolled in a private school by their parents/guardians. The district will expend a proportionate amount of its IDEA Part B funds on the group of privately placed students as a whole, as required by law.

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

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

Extended School Year

Extended school year (ESY) services may be necessary to provide FAPE to a child with a disability FAPE pursuant to law. The IEP team will consider ESY services for all special education students eligible for services under the IDEA, but ESY services will be provided only if the student is found eligible in accordance with this policy.

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

1. The nature and severity of the student's disability.
2. The areas of learning crucial to the child's attainment of self-sufficiency and independence.
3. The student's progress.
4. The student's behavioral and physical needs.
5. Opportunities the student will have to practice skills outside the formal classroom setting without ESY services.
6. Availability of alternative resources.
7. Areas of the student's curriculum that need continuous attention.

8. Ability of the student's parents/guardians to provide educational structure.
9. Particular curricular or vocational needs of the student.
10. Opportunity for the student to interact with nondisabled children.

The length, nature, and type of ESY services will be determined by the IEP team and addressed in each student's IEP. If it is unreasonable to predict eligibility for ESY services at the time the IEP is developed, the IEP team will meet after sufficient time has passed for the team to make an informed decision about ESY services, but not later than the last calendar day of the regular school term.

Mediation

The board of education authorizes the special education director to legally bind the school district to a mediation agreement developed in accordance with the IDEA and Missouri law and further authorizes the special education director to contact an attorney for legal advice prior to making any decisions. In the absence of the special education director, the superintendent is authorized to perform the duties under this section.

Resolution

The board of education designates the special education director to represent the school district in resolution meetings and gives the special education director decision-making authority on behalf of the district. The special education director has the authority to sign and legally bind the district to a settlement agreement reached at the resolution meeting. In the absence of the special education director, the superintendent is authorized to perform the duties under this section. All other settlement agreements must be approved by the board.

Policy JEC-1: SCHOOL ADMISSIONS

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 06/20/2024

25D UPDATE EXPLANATION

Senate Bill 68 (2025) amended § 167.020, RSMo., and § 167.022, RSMo., to require districts to request additional education and discipline records to enroll a student. This includes records of any behavioral threat assessment and personal safety plan of the student if the student is currently subject to an active personal safety plan or has been subject to a personal safety plan in the previous 12 months. These changes are reflected in this update.

(K-12 Districts)

Persons seeking admission to the district and its instructional programs must satisfactorily meet all legal requirements to be enrolled. In addition, the district requests additional information from parents/guardians so that the district may better serve the student.

The district encourages parents/guardians to preregister their children in the spring prior to initial enrollment or register their children prior to the beginning of school so that the district can hire the appropriate staff and adequately prepare for the school year. In accordance with law, students enrolling in the district whose parents/guardians are transferring to Missouri under military orders will be allowed to register remotely without the parent/guardian or student being physically present.

Students who are homeless, in foster care, or are otherwise entitled to admission will be admitted in accordance with board policy and law.

Immunizations

Unless otherwise required by law or board policy, the district will not allow a student to attend school, including a district-sponsored preschool, daycare, or nursery school, until the district has satisfactory evidence on file demonstrating that the student has been immunized, that the immunization process has begun and satisfactory progress is being accomplished, or that the student is exempted from obtaining immunizations in accordance with law.

Residency or Eligibility to Enroll

For admission into the district, students must reside in the district or otherwise be entitled to enrollment in accordance with law and policy JECA.

Proof of Age

During the admission process, the district may require the parent/guardian to provide documentation of the student's age for the purpose of determining whether the student satisfies state entrance age requirements. Such documentation may include, but is not limited to, a birth certificate, immunization records, a baptism certificate, any government-issued identification, or an affidavit sworn by the parent/guardian in the presence of a district official.

Entrance Ages

In general, students between the ages of 5 and 21 years old who do not have a high school diploma may attend the district's K-12 program. Any senior qualifying for graduation at the end of the school semester and attaining age 21 during the course of the semester may complete that particular semester tuition free.

In accordance with law, students are eligible for admission to attend the Mountain View-Birch Tree R-III School District, and are eligible for admission to summer school the summer prior to entering kindergarten, if they:

1. Reach the age of five before August 1 of the school year in which they plan to enroll;
2. Have attended school, or the summer school prior to a kindergarten school term, in the St. Louis City School District or the Kansas City 33 School District, regardless of the age of the student; or

3. Are a child in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, who has successfully completed an accredited prekindergarten program or has attended an accredited kindergarten in another state, regardless of the age of the student.

Students who meet one of the entrance age requirements in this subsection and have previously attended a kindergarten program or otherwise demonstrate to the district's satisfaction that they are socially and academically ready to progress may be placed in a class, grade, or program that would best meet their educational needs, after consultation with their parents/guardians. Likewise, students who demonstrate that they are not socially or academically ready to enter kindergarten or the grade in which they would otherwise be placed may be placed in a preschool or other appropriate class or program offered by the district, after consultation with their parents/guardians.

Preschool and Prekindergarten Entrance Ages

In accordance with law, if the district maintains a preschool or prekindergarten program for which state aid is collected, children are eligible for admission to attend the preschool or prekindergarten program if they reach the age of three before August 1 of the school year in which they plan to enroll.

Special Education Entrance Ages

Federal law requires the district to provide special education services to qualifying resident students as well as qualifying nonresident students attending private schools located in the district who are between the ages of 3 and 21.

Requests for Student Records

Within two business days of enrolling a student, the school official employee enrolling the student shall request those records required by district policy for student transfer, including discipline records, from all schools previously attended by the student within the last 12 months. Such records shall also include records of any behavioral threat assessment and personal safety plan of the student if the student is currently subject to an active personal safety plan or has been subject to a personal safety plan in the previous 12 months.

Within 48 hours of enrolling a nonresident student placed in the district via foster homes, residential care facilities, or child-placing agencies pursuant to law, the school official employee enrolling the student shall request those records required by district policy for student transfer, including discipline records; and records of any behavioral threat assessment and personal safety plan of the student if the student is currently subject to an active personal safety plan or has been subject to a personal safety plan in the previous 12 months. The employee shall request records from all schools and facilities previously attended by the student; the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any entity involved with the placement of the student within the last 24 months.

The district will accept hand-carried or unofficial records for the purpose of enrolling a student transferring from another state who is in the household of an active duty member of the military, including some veterans who are deceased or injured as defined by law, but will request official records in accordance with this policy.

Statement of Prior Suspension, Expulsion, or Criminal Offense

The board of education requires the parent, guardian, or other person having control or charge of a child of school age to provide upon enrollment a signed statement indicating whether the student has been suspended or expelled from a public or private school in this state or any other state for an offense in violation of board policies. In addition, the person enrolling the student must affirm that the student has not been convicted of or charged with an act listed in the "Admission Restrictions" section of this policy. This registration document shall be maintained as a part of the student's scholastic record.

Students Suspended or Expelled from Another District

Without the superintendent's or designee's permission, no student may enroll in a school in the district during a suspension or expulsion from another in-state or out-of-state school district, including a private, charter, or parochial school or school district, if it is determined upon attempt to enroll that the student's conduct would have resulted in a suspension or expulsion in this district. The parent/guardian or student may request a conference with the superintendent or designee to consider whether the conduct of the student would have resulted in a suspension or

expulsion in this district. The superintendent or designee may make such suspension or expulsion from another district effective if it is determined that such conduct would have resulted in a suspension or expulsion in this district. If it is determined that such conduct would not have resulted in a suspension or expulsion in this district, the superintendent or designee shall not make such suspension or expulsion from another school or district effective. The superintendent or designee will consider whether the student has received the due process required by law before making any decision.

A remedial conference will be held in accordance with board policy prior to the enrollment of any student following a suspension or expulsion from another school for an act of school violence as defined in § 160.261.2, RSMo. The remedial conference will be held regardless of whether such act was committed at a public or private school in this state, provided that such act shall have resulted in the suspension or expulsion of such student in the case of a private school.

Admission Restrictions

In accordance with § 167.171, RSMo., students may not be readmitted or enrolled to a regular program of instruction in the school district if they have been convicted of or charged with an act that if committed by an adult would be one of the following:

1. First-degree murder under § 565.020, RSMo.
2. Second-degree murder under § 565.021, RSMo.
3. First-degree assault under § 565.050, RSMo.
4. Forcible rape, as it existed prior to August 28, 2013, or rape in the first degree under § 566.030, RSMo.
5. Forcible sodomy, as it existed prior to August 28, 2013, or sodomy in the first degree under § 566.060, RSMo.
6. Statutory rape under § 566.032, RSMo.
7. Statutory sodomy under § 566.062, RSMo.
8. Robbery in the first degree under § 569.020, RSMo., as it existed prior to January 1, 2017, or robbery in the first degree under § 570.023, RSMo.
9. Distribution of drugs to a minor under § 195.212, RSMo., as it existed prior to January 1, 2017, or delivery of a controlled substance under § 579.020, RSMo.
10. Arson in the first degree under § 569.040, RSMo.
11. Kidnapping, or kidnapping in the first degree, when classified as a class A felony under § 565.110, RSMo.

Nothing in this section shall prohibit the readmittance or enrollment of any student if a charge has been dismissed or when a student has been acquitted of any of the above acts. This section does not apply to a student with a disability, as identified under state eligibility criteria, who is convicted as a result of an action related to the student's disability. If the district maintains an alternative education program and the district determines that the placement is appropriate, a student subject to these admission restrictions may be admitted to such an alternative education program.

Social Security Numbers

The district will not require the disclosure of a Social Security number as a condition for registration purposes but may request that a parent/guardian provide a student's Social Security number if the district explains in writing how the district will use the information and that such disclosure is voluntary.

Documentation

The district seeks to provide a safe learning environment for students and will work with both parents/guardians to meet the student's educational needs. However, the district will not mediate disputes between parents/guardians or enforce or monitor visitation arrangements and parenting plans. The district may request court orders or

documentation of custody for the limited purpose of verifying who the legal parents/guardians are and who may have contact with the student.

Adult Learner Admissions

The district may provide education for adult learners who are not eligible under the district's K–12 program. Participating adults may be required to pay tuition and meet other district admissions criteria based on the program.

In accordance with law, individuals must undergo an ~~open records~~ ~~qualifying~~ criminal history background check through the Missouri Highway Patrol prior to enrollment when:

1. They are 18 or older and not counted by the district for purposes of average daily attendance; and
2. They are requesting to enroll in a course that takes place on district property, occurs during regular school hours, and includes students who are counted for the purposes of average daily attendance.

Individuals requesting enrollment must pay the background check fee. Adult students cannot be admitted to these courses if they have been convicted of any crime listed in § 168.071, RSMo.

Policy JECA-1: ELIGIBILITY TO ENROLL

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 06/20/2024

25D UPDATE EXPLANATION

MSBA has updated this policy to comply with Senate Bill 68 (2025), which modified § 167.151, RSMo. Districts may now allow the children of contractors or employees of contractors to enroll without paying tuition, so long as certain requirements are met. For example, the children of contracted bus drivers or food service workers may enroll if you adopt this policy. Districts may also continue to allow the children of regular employees to enroll. Here are a few things to consider in adopting the policy:

1. This enrollment option is voluntary. Districts are not required to allow the children of non-resident teachers, other employees, or contractors to enroll. If the board decides not to allow any nonresident employees or contractors to enroll their children, then completely delete item #2 under the "Enrollment at the Option of the District" section. If the district decides to allow this option for employees, but not for contractors, that change may be made as well.
2. To be eligible, existing law requires certificated staff to be working more than half time for the district. The new law requires contractors and other employees to work at least 20 paid hours per week for the district. This 20-hour requirement is new for regular employees. Please note that the district may modify this policy to allow only full-time employees or contractors to benefit. But by law, they must be working at least half-time or 20 paid hours a week for the district.
3. Under the new law, districts may require contractors or employees to work a minimum number of days (0-60 days) before their children become eligible for enrollment. MSBA has included a 60-day work requirement for contractors. However, we have omitted the work requirement for employees because for many years most districts have allowed the children of employees to enroll without meeting this requirement. That said, your district may add this requirement for employees, remove it for contractors, or adjust the number of days. The law does put a cap of 60 days on this requirement, however.
4. Students who are not residents in your district must still be residents of a Missouri school district for state aid purposes. School districts cannot receive state aid for students who do not live in the state of Missouri.
5. The law and this policy allow students to complete the current school year in the district if their parents' employment or contracted services with the district end or are terminated mid-year.

For a more in-depth discussion of this topic, see MSBA's guidance on Nonresident Children of Contractors and Regular Employees.

(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, 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.

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 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 reside in the District for reasons other than obtaining access to the District's schools and has a waiver of proof of residency on file.
3. The student will soon physically reside in the District 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 District, as defined in board policies and law, will be considered nonresidents.

Waiver of Proof of Residency

In cases where a student living in the District wishes to enroll, but the student does not live with a parent, military guardian, or court-appointed guardian in the District 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 District for reasons other than attending school in the District. 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 District. 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 District. If the board denies the waiver request, the student shall not be allowed to continue attending school in the District.

In instances where there is reason to suspect that admission of the student will create an immediate danger to the safety of other students and employees, 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 as participants in an interdistrict transfer program established under a court-ordered desegregation program (§ 167.020, RSMo.).
3. Are wards of the state and have been placed in a residential care facility within the District by state officials (§ 167.020, RSMo.).
4. Have been placed in a residential care facility within the District due to a mental illness or developmental disability (§ 167.020, RSMo.).

5. Have been placed in a residential care facility within the District by a juvenile court (§ 167.020, RSMo.).
6. Are assigned to the District by the commissioner of education due to an unusual or unreasonable transportation hardship (§ 167.121, RSMo.). The 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 District for reasons other than accessing the District's educational program (§ 167.020, RSMo.).
8. Have a permanent or temporary home in the District and are orphans, have only one parent 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 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. Have been placed by the Missouri Department of Mental Health, the Missouri Department of Social Services, or by court order in facilities or programs located within the District, even if their domicile is in another school district (§ 167.126, RSMo.). Tuition will be collected in accordance with policy DFI.
11. Have been placed in a psychiatric residential treatment facility under a physician's order because of a determination of medical necessity for a diagnosed mental illness, even if their domicile is in another school district (§ 167.126, RSMo.). Tuition will be collected in accordance with policy DFI.
12. 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 District or an adjoining county (§ 167.895, RSMo.). The unaccredited school district will pay tuition as required by law. The District is not responsible for providing transportation.
13. 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 District or an adjoining county (§ 167.131, RSMo.). The school district the student lives in will pay tuition as calculated by the District or the State Board in accordance with law. The District is not responsible for providing transportation. Before the District will enroll the student, the student must first enroll in the school district the student lives in and verify residency in that school district.
14. Are placed in the care of another person living in the District 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 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 District in accordance with law.
15. Were enrolled in the 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 District without payment of tuition (§ 160.2000, RSMo.).
16. Attend a private school within the District and are enrolled in the District for the limited purpose of special

education identification and the receipt of some special education services when available as mandated by federal special education law (§ 167.020, RSMo.).

17. Previously attended the District and have been placed in foster care in an adjacent school district (§ 167.019, RSMo.).
18. Are otherwise required by law to be enrolled and admitted.

Enrollment at the Option of the District

The board, in its discretion, may also allow students to enroll and attend under the following circumstances without going through the waiver process. Unless required by law, no student will be enrolled if the enrollment might result in overcrowding, disruption to the educational environment, or a financial hardship to the District.

1. The 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 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 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 District for the purpose of paying tuition or any other expenses for the operation of schools. The following nonresident students may enroll without paying tuition when the resident school district is in Missouri and is not otherwise liable for tuition (§§ 163.011, 167.151, 168.151 RSMo.):
 - The children of nonresident certificated employees who regularly teach more than one-half time for the district.
 - The children of other nonresident employees who regularly work 20 paid hours per week for the district.
 - The children of contractors or employees of contractors, as defined by law, who regularly work 20 paid hours per week providing services to or for the benefit of the district and have provided those services for at least 60 calendar days prior to enrollment.

Children of parents whose employment or contracted services end or are terminated may complete the school year before withdrawing.

3. The 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 District's schools upon payment of tuition if admission will not exceed the target class sizes and student-to-teacher ratios set by the board.
5. In accordance with law, the District may enroll nonresident students in its summer school program if there is room in the program to accommodate the students, and the students are not attending summer school in another school district (§ 167.227, RSMo.). The 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 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 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 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 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 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, in accordance with law and policy DFI.

Removal of Students Ineligible to Attend

The superintendent or designee will investigate any information the District receives indicating that a student is not a resident of the District or not otherwise entitled to attend the District 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 District and is not otherwise entitled to enroll in and attend the District in accordance with law and the District's policy, the District will notify the student's 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 District will formally remove the student from its rolls and notify the parents/guardians that the student may no longer attend school in the District.

Unless otherwise prohibited by law, the District may exclude students from the District'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 District.

Educational Larceny

It is a crime to provide the District 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 claims or attempts to fraudulently claim residency in the District.

Policy JFCA: STUDENT DRESS CODE

Status: DRAFT

Original Adopted Date: 07/17/2003 | Last Revised Date: 01/13/2005

25D UPDATE EXPLANATION

MSBA has updated this policy to align with updates to JFCA-AP1, which is also included in this update. MSBA does not recommend that the school board adopt a student dress code or insert the actual code in its policy manual. The superintendent and building administrators need to develop the details because they are the ones most familiar with each unique school setting, safety expectations, and current dress trends. Student dress codes also need to be flexible documents that the administrative staff can amend as needed. For that reason, this policy does not include an actual dress code but instead states the broad district goals and assigns the development of dress code guidelines to the superintendent or designee (see JFCA-AP1) and the development of building-level dress codes to building principals.

Please note that districts that require school uniforms may wish to customize this policy.

The board of education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests:

All dress code procedures will adhere to health and safety codes and comply with applicable law. Dress that materially disrupts the educational environment will be prohibited. No procedure will impose dress and grooming rules based on gender in violation of Title IX. District procedures will specifically define ambiguous terms, and examples will be provided when practicable. It is important for the district to provide an education environment that is safe and welcoming to all students and free from disruption. To further these goals, building principals will establish student dress codes for all grade levels that meet the district's goals and legal requirements. The superintendent or designee will establish dress code procedures to guide building principals in formulating building-level rules. The board authorizes the superintendent or designee to consult the district's attorney for guidance on legal issues.

Goals

The student dress code(s) must align with the district's goals, which include, but are not limited to:

1. Promoting health and safety;
2. Preventing student distraction and disruption to the learning environment;
3. Teaching students civility and tolerance of others;
4. Preparing students for the workplace and other places where dress is regulated;
5. Protecting students from drug and alcohol advertisements and vulgar, indecent, and obscene pictures and language.

Administrative Procedure JFCA-AP(1): STUDENT DRESS CODE

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 01/13/2005

25D UPDATE EXPLANATION

MSBA has revised this administrative procedure to provide districts and building-level administrators with guidance on student dress code issues. Building principals will develop dress codes for each school, and most districts keep these building-level dress codes in student handbooks. This procedure is not intended to be the dress code for the district. Instead, it is a vehicle for superintendents to provide district-level guidance to building administrators as they develop student dress codes for their buildings. This sample procedure provides building administrators with basic guidelines and ensures that the necessary topics are included in every student dress code.

If the district has only one building, the district might revise this procedure to include the actual dress code for the building.

MSBA has also updated this procedure to comply with Senate Bill 160 (2025), which created the "Missouri Creating a Respectful and Open World for Natural Hair Act," also known as the Missouri CROWN Act. This law prohibits educational institutions from discriminating against any person (student or employee) based on the person's hair texture or protective hairstyle if the hair texture or hairstyle is commonly associated with a particular racial group, ancestral origin, or ethnicity.

Examples of a protective hairstyle include, but are not limited to, those "that are designed to protect textured hair from damage so it may be worn in its natural state as braids, locks, twists, and afros." The law does specifically allow the district to require hair nets or coverings to secure hair for safety purposes.

School districts must balance dress expectations with the social and economic realities of the public that they serve. Each family might have a different idea of what constitutes appropriate dress. School districts need to keep students safe and prevent disruptions, but they also must adhere to the First Amendment requirements for individual freedom of expression and religious practices. It is essential that public schools remain welcoming to all members in the community. The intent of a dress code is not to exclude or shame students and families, but to teach tolerance and include students.

While this administrative procedure addresses legal issues, it is not required by law and is optional for the district to implement.

The board of education expects student dress and grooming to be neat, clean and in good taste so that each student may share in promoting a positive, healthy and safe atmosphere within the school district.

Student dress and grooming will be the responsibility of the individual and parents/guardians, within the following guidelines:

1. Dress and grooming will be clean and in keeping with health, sanitary and safety requirements.
2. All students must wear shoes, boots or other types of footwear.
3. Dress and grooming will not disrupt the educational environment.
4. Class activities that present a concern for student safety may require the student to adjust hair and/or clothing during the class period in the interest of maintaining safety standards.
5. Clothing advertising illegal controlled substances or that displays offensive or profane insignias or slogans shall not be permitted.
6. Hats or caps are not to be worn in the buildings.
7. Additional dress guidelines may be imposed upon students participating in certain extracurricular activities.

When, in the judgment of the principal, a student's appearance or mode of dress does not comply with the above criteria, the student may be required to make modifications. No employee or volunteer shall direct a student to remove an emblem, insignia or garment, including a religious emblem, insignia or garment, as long as it is worn in a

manner that does not promote disruptive behavior.

Additional requirements may be detailed in building handbooks. Each school administrator will develop and maintain a student dress code for their building that is reviewed annually, complies with board policy and law, and is approved by the superintendent or designee. The purpose of the student dress code is not to exclude students from school, but to help students and families understand district expectations.

Universal Dress Code Standards

While dress codes may vary between buildings and grade levels, all district dress codes must include the following:

1. Students must wear clothing that covers undergarments and private areas (buttocks, chest, and genitals) at all times.
2. Clothing, footwear, and accessories must allow students to participate in school activities without risk to health or safety.
3. Students may not wear dress, such as inappropriate footwear, that might damage district property.
4. Students must wear protective clothing and equipment when required by district staff.
5. Students may not wear clothing or accessories that:
 - Contain content that is obscene to minors, libelous, indecent, or vulgar;
 - Contain insulting or fighting words or threats of violence;
 - Are likely to cause a disruption to the educational environment;
 - Show or imply gang affiliation;
 - Include images or language that violate district rules on illegal discrimination or harassment; and
 - Disrupt the school environment, promote disruptive behavior, or infringe on the rights of others.

Hair and Grooming

In general, the district will not monitor student hairstyles or hair length or color as long as the hair does not disrupt the education environment, is worn in a manner that does not hide the eyes, and does not otherwise impede instruction.

Students may be directed to reposition hair away from their eyes, wear a hair net, or otherwise adjust their hair if necessary for instruction or for safety reasons.

Other Dress Code Considerations

1. Teachers may set reasonable, classroom-specific expectations, such as requiring safety gear, athletic shoes, or activewear.
2. It is a privilege, not a right, to participate in district extracurricular activities. Because students represent the district when participating in district activities, the district may impose greater dress restrictions on extracurricular participants.
3. District administrators may allow or require more casual or formal dress for certain school events, such as dances, theme days, or field trips.

Consequences

The district may require noncompliant students to make modifications so that they may remain in school. However, noncompliant students may face disciplinary consequences as determined by the appropriate administrator.

Students will not be disciplined for speech or dress that is protected by law, and the district will observe the following laws and exceptions when enforcing dress codes:

1. The district will not discipline students on the basis of messages or emblems on shirts and other garments that might be protected under the First Amendment.
2. Students and parents/guardians may request exemptions from specific dress code requirements for medical or religious reasons, as allowed by law.
3. In accordance with state law, employees and volunteers are prohibited from directing a student to remove an emblem, insignia, or garment, including a religious emblem, insignia, or garment, if it is worn in a manner that does not promote disruptive behavior.
4. As required by state law, the district will not prohibit students from wearing their hair in a hairstyle that is commonly associated with a particular race, ethnicity, or ancestral origin including, but not limited to, braids, locks, twists, and afros. The district may require students to use hair nets or coverings to secure their hair to meet safety regulations and class standards.

Principals are encouraged to contact the superintendent or designee first before taking action to enforce a dress code if there is a concern that the dress might be protected by law.

Resources

District counselors will provide parents/guardians and students with local resources to obtain appropriate clothes for the school environment.

Publication of Expectations

All principals will ensure that the student handbook for their building includes a student dress code and will publicize the district's expectations to parents/guardians and students.

Policy JFCJ: WEAPONS IN SCHOOL

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 04/12/2001

25D UPDATE EXPLANATION

MSBA has updated this policy to comply with Senate Bill 68 (2025), which requires school districts to regularly report to the Department of Elementary and Secondary Education all school safety incidents and credible school safety threats that involve a firearm, explosive, knife, or other weapon as defined in § 571.010, RSMo. (See § 160.664, RSMo.)

MSBA has also removed the provision about district storage of student firearms because districts are not required by law to provide storage, and many districts have removed this language.

MSBA made additional changes to better differentiate between weapons as defined and prohibited by the Missouri Safe Schools Act and those weapons that fall outside this Act. The Missouri Safe Schools Act requires districts to have a policy that states that students in possession of specific weapons will be suspended for at least one year or expelled. The superintendent may modify this consequence on a case-by-case basis, but the policy must state that expulsion or a one-year suspension is the consequence.

The district has more discretion to assign a consequence if the weapon does not fall under the definition of a weapon in the Missouri Safe Schools Act. For that reason, MSBA has separated out these weapons into the "Other Prohibited Weapons" section of the policy. Districts should look closely at this section to ensure that this language aligns with the district's current practices and the contents of any handbook. For instance, the Safe Schools Act prohibits pocketknives with a blade of four inches or less. MSBA's language in this policy prohibits all knives, even pocketknives. If your district allows students to bring a small pocketknife to school, this language will need to be modified. Weapons that fall into the "other" category include chemical mace and pepper spray, stun guns, paintball guns, and toys that are modified to look like real guns.

The board recognizes the importance of preserving a safe educational environment is essential for students, employees, and patrons of the district. In order to maintain the safety of the educational community, the district will strictly enforce the necessary disciplinary consequences resulting from the use or possession of weapons on school property. No student may possess a weapon on school property at any time, except as specifically authorized during a school-sponsored or school-sanctioned activity permitting weapons. The school district will provide secured storage of student firearms if necessary.

The district prohibits weapons on district property unless allowed by this policy or specifically authorized during a school-sponsored or school-sanctioned activity permitting weapons.

Definitions

School property is defined as: *School or District Property* – Property utilized, supervised, owned, rented, leased, or controlled by the school district including, but not limited to, school playgrounds, parking lots, and school buses transportation, and any property on which any school activity takes place.

Weapons Prohibited under the Missouri Safe Schools Act

A weapon is defined to mean one or more of the following: Missouri law prohibits students from possessing the following weapons on school property:

1. A firearm as defined in 18 U.S.C. § 921.
2. A blackjack, concealable firearm, firearm, firearm silencer, explosive weapon, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun, and switchblade knife, as these terms are defined in § 571.010, RSMo.
3. A dangerous weapon as defined in 18 U.S.C. § 930(g)(2).
4. All knives and any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.

5. Any object designed to look like or imitate a device as described in 1-4.

Pursuant to the Missouri Safe Schools Act and the federal Gun-Free Schools Act of 1994, any student who brings or possesses a weapon as defined in #1 or #2 above. Students who bring or possess these weapons on school property will be suspended from school for at least one calendar year or expelled, and the incident will be referred reported to the appropriate legal authorities law enforcement, as required by law. The superintendent may modify the suspension or expulsion may be modified on a case-by-case basis upon recommendation by the superintendent to the board of education. Students who are suspended under this provision may be educated in an alternative school.

Other Prohibited Weapons

Students who bring or possess weapons as defined in #3, #4 and #5 and not otherwise included in #1 and #2, will also be subject to suspension and/or expulsion from school and may be referred to the appropriate legal authorities. In addition to the weapons prohibited by state law as described above, the district also prohibits weapons that fall into one of the following categories:

1. A dangerous weapon as defined in 18 U.S.C. § 930(g)(2), which includes instruments that are used for or are readily capable of causing death or serious injury.
2. All knives, including all pocketknives.
3. Any other instrument or device used or designed to be used to threaten or assault, whether for attack or defense.
4. Any object designed to look like or imitate a weapon as defined in this policy unless specifically authorized by the principal for an educational purpose.
5. Ammunition or components of a prohibited weapon.

Students who bring or possess these weapons on school property will be disciplined in accordance with the relevant student discipline code. The district may report the incident to law enforcement when appropriate or required by law.

Students with disabilities who violate this policy will be disciplined in accordance with policy JGE. This policy will be submitted annually to the state Department of Elementary and Secondary Education along with a report indicating any suspensions or expulsions resulting from the possession or use of a firearm as defined in 18 U.S.C. § 921. The report will include the name of the school in which the incidents occurred, the number of students suspended or expelled and the types of weapons involved.

Reporting

The district will report all school safety incidents and credible school safety threats that involve a firearm, explosive, knife, or other weapon defined in § 571.010, RSMo., to the Department of Elementary and Secondary Education and will make other reports as required by law.

Policy JG: STUDENT DISCIPLINE

Status: DRAFT

Original Adopted Date: 12/16/1993 | Last Revised Date: 10/24/2024

25D UPDATE EXPLANATION

MSBA has updated this policy to comply with Senate Bill 68 (2025), which requires districts to prohibit zero-tolerance disciplinary policies in both name and in practice. This includes any practice of discipline that results in an automatic disciplinary consequence against a student without the discretion to modify such disciplinary consequences on a case-by-case basis, such as automatic detention, suspension, or expulsion or the automatic imposition of other disciplinary measures.

MSBA updated this policy to include the new requirements for student discipline. MSBA also encourages districts to review their handbooks to ensure that they include language indicating that zero-tolerance disciplinary practices are not allowed and that the administration can increase or decrease consequences depending on the circumstances.

It is essential that the district maintain a safe school environment and a climate that allows teachers to communicate effectively with all students in the class and allows all students in the class to learn. Discipline will be equitably applied and viewed as a learning opportunity with the ultimate goal of improving behavior, safety, and the school climate. The district seeks to minimize the unnecessary exclusion of students from classrooms and school and encourages the superintendent and district staff to exclude students only when necessary to maintain a safe and appropriate learning environment.

The superintendent or designee is authorized to contact the district's attorney for advice on the legality of district discipline or the discipline process. The board encourages the superintendent to recommend changes to board policy related to student discipline as needed.

Discipline Code

To assist district staff in maintaining the necessary education environment, the board of education has created a discipline code that addresses the consequences for students whose conduct is prejudicial to good order and discipline in the schools or impairs the morale or good conduct of other students.

The district's comprehensive written code of conduct includes, but is not limited to, this policy, JG-R1, JGA, JGB, JGD, JGE, JGF, and associated procedures. The district's comprehensive written code of conduct will be placed on the district's website, and a copy will be available in the superintendent's office during normal business hours. The district will distribute the code of conduct to all students, parents/guardians, and district staff at the beginning of each school year, which may be accomplished by directing them to the district's website. These policies, regulations, and procedures will apply to all students in attendance in the district's instructional and support programs as well as at district-sponsored activities.

Equity

All district staff are required to enforce district policies, regulations, and procedures in a manner that is consistent, developmentally appropriate, and equitable. The district prohibits the use of any zero-tolerance disciplinary policy, and district administrators retain the discretion to modify disciplinary consequences on a case-by-case basis. District staff administrators who increase or decrease the consequences for student misconduct based on individual circumstances must document the reasons for the variance. The superintendent or designee will regularly review district discipline data to determine whether district policies are being equitably enforced and, when necessary, make recommendations to the board for policy changes, training, or resources to further the district's goals for providing equitable education to all students.

Discipline for Off-Campus Misconduct

Students may be disciplined for misconduct that occurs off district grounds and outside a district activity when allowed by law including, but not limited to, the following situations:

1. The district's technology is used.
2. The student's conduct negatively impacts the education environment or there is a nexus to the education

environment and the conduct is not otherwise protected by law.

3. The student has been charged with, convicted of, or pled guilty to the commission of a felony in a court of general jurisdiction (not a juvenile court). The board may suspend such students after a hearing in accordance with law.
4. The student has been indicted on, charged with, or convicted of one of the specific crimes listed in § 167.171, RSMo. (see in policy JEC) or a petition has been filed or adjudicated in juvenile court involving one of the specific crimes listed in § 167.171, RSMo. The district shall exclude such students from school or from the general education environment after appropriate due process.
5. The student transfers to the district during a suspension or expulsion from another public school or a private or parochial school, and the district determines that the conduct would have resulted in a suspension or expulsion in this district. The district may honor a student's suspension or expulsion in such cases after providing appropriate due process when necessary.

Immediate Removal

The board authorizes the immediate removal of a student upon a finding by a principal or superintendent that the student poses a threat of harm to self or others, as evidenced by the prior conduct of such student. Any such removal will be subject to the appropriate due process procedures and in accordance with law.

Enforcement

Building principals are responsible for the development and enforcement of additional student conduct rules needed to maintain proper behavior in schools under their supervision. All such rules shall be consistent with board-adopted discipline policies and regulations.

Teachers have the authority and responsibility to make and enforce necessary rules for discipline in the classroom, subject to review by the building principal. The board expects each teacher to maintain a satisfactory standard of conduct in the classroom.

All district staff enforcing student discipline should seek to minimize, as much as possible, the amount of instructional time the student loses.

Training

All district employees shall annually receive instruction related to the specific contents of the district's comprehensive code of conduct and any interpretations necessary to implement its provisions including, but not limited to, confidentiality requirements and the approved methods for dealing with acts of school violence and disciplining students with disabilities.

Policy JGF: DISCIPLINE REPORTING AND RECORDS

Status: DRAFT

Original Adopted Date: 09/12/1996 | Last Revised Date: 02/16/2017

25D UPDATE EXPLANATION

MSBA has updated this policy for brevity and clarity and to comply with the following changes from Senate Bill 68 (2025):

Prosecutor Reporting to District: State statute now requires the prosecutor, along with law enforcement authorities, to notify school districts when students commit certain crimes. The law also requires the notice to be given within 24 hours, as opposed to five days.

Using Information: Previously, when law enforcement notified the district that a student had committed certain crimes, the law prohibited the district from using that information as the sole basis for not educating the student. State law now allows the Missouri Attorney General's office or the school district's attorney to use the information to exclude a student from education services "if there is a substantial likelihood of danger to the safety of pupils or employees of the school district." The information can also be used to move a student to an alternative school environment. (See § 167.115.3, RSMo.)

Agreement with Law Enforcement: For years, districts have been authorized to enter into agreements with law enforcement agencies to establish a process for reporting third-degree assaults. Missouri law now allows a written agreement on the process for reporting first-, second-, or third-degree assault, sexual assault, or deviate sexual assault.

State law also authorizes the district, rather than law enforcement, to report these criminal offenses to the Children's Division of the Department of Social Services if the student is younger than 11 years old. However, this provision applies to only some, not all, of the offenses that the district must report to law enforcement, which has complicated the agreement. See JGF-AF1 for more information.

DESE Reporting: Senate Bill 68 created a new requirement for districts to report to the Department of Elementary and Secondary Education (DESE) all school safety incidents and credible school safety threats that occur in district schools, including incidents of school shootings; other incidents involving firearms, explosives, knives, or other weapons; and similar threats. DESE is directed to create a process for reporting, maintaining, and regularly updating this information in a database. The aggregated information will be available to the public and reported to the Missouri Department of Public Safety.

In compliance with state law, the board of education establishes clear channels of communication between teachers, administrators, law enforcement officials, and other schools concerning acts of school violence and other behaviors that endanger the welfare or safety of students, staff, or patrons of the district. The purpose of this policy is to designate specific actions committed by students that must be reported to teachers, administrators, and/or law enforcement officials as well as those actions that must be documented in a student's discipline record.

Definitions

The following definitions and terms apply to this policy:

Act of School Violence/Violent Behavior – The exertion of physical force by a student with the intent to do serious physical injury to another person while on school property, including while on school transportation in service on behalf of the district or while involved in school activities.

Need to Know – Relates to school personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties.

School or District Property – Property utilized, supervised, owned, rented, leased, or controlled by the school district including, but not limited to, school playgrounds, parking lots, school transportation, and any property on which any school activity takes place.

Serious Physical Injury – Physical injury that creates a substantial risk of death or that causes serious disfigurement or protracted loss or impairment of any part of the body.

Serious Violation of District's Discipline Policy – One or more of the following acts if committed by a student enrolled in

the district:

1. Any act of school violence/violent behavior.
2. Any offense that occurs on district property, on district transportation, or at any district activity and that is required by law to be reported to law enforcement officials.
3. Any offense that results in an out-of-school suspension for more than ten school days.

Reporting to School Staff

School administrators shall report acts of school violence to all teachers at the attendance areas in which the involved students are educated and to other school district employees with a need to know the information to adequately supervise the students and to protect themselves or others. In addition, any portion of a student's individualized education program (IEP) that is related to demonstrated or potentially violent behavior shall be provided to any teachers and other district employees with a need to know the information.

The superintendent or designee will inform district employees with a need to know of any criminal act committed or allegedly committed by a student in the district that is reported to the district by a prosecutor, juvenile officer, or an employee of the Children's Division (CD) of the Department of Social Services, sheriff, chief of police, or other appropriate law enforcement entity, or an employee of the Children's Division (CD) of the Department of Social Services in accordance with state law. Such reports shall not be used as the sole basis for denying educational services to a student unless the district requests the Attorney General's Office or the district's attorney to seek a court injunction to exclude the student from education services, as allowed by law. This information may also be used to provide the student education services in an alternative environment.

Reporting to Administrators and Law Enforcement Officials

School administrators are required by law to report certain crimes to law enforcement. In an effort to support timely and accurate reporting, the board encourages all employees and agents of the district who have information about any criminal act, including the ones listed below, committed by a student on school property, to share that information with their supervisors. All employees and agents are required to immediately notify a principal or other administrator. The board expects employees to share information regarding serious criminal acts, and employees must report criminal acts when required by law and board policy.

Any crime listed in this section, or any act committed by a student that if committed by an adult would be a crime listed in this section, that is committed on school property, on any school transportation or at any school activity must be reported immediately by the appropriate school administrator to the appropriate law enforcement entity. The following criminal acts are subject to this reporting requirement:

1. First- or second-degree murder under §§ 565.020, .021, RSMo.
2. Voluntary manslaughter under § 565.023, RSMo.
3. Involuntary manslaughter in the first or second degree under §§ 565.024, .027, RSMo.
4. First- or second-degree kidnapping under §§ 565.110, .120, RSMo.
5. First-, second- or third-degree assault under §§ 565.050, .052, .054, RSMo.*
6. Rape in the first or second degree under §§ 566.030, .031, RSMo.
7. Sodomy in the first or second degree under §§ 566.060, .061, RSMo.
8. Burglary in the first or second degree under §§ 569.160, .170, RSMo.
9. Robbery in the first degree under § 570.023, RSMo.
10. Possession of a weapon under chapter 571, RSMo., 18 U.S.C. § 921
11. Manufacture of a controlled substance under § 579.055, RSMo.

12. Possession of a controlled substance as defined in § 195.010, RSMo.
13. Delivery of a controlled substance under § 579.020, RSMo.
14. Arson in the first degree under § 569.040, RSMo.
15. Property damage in the first degree under § 569.100, RSMo.
16. First-, second- or third-degree child molestation under §§ 566.067, .068, .069, RSMo.
17. Sexual misconduct involving a child pursuant to under § 566.083, RSMo.
18. Sexual abuse in the first degree pursuant to under § 566.100, RSMo.
19. First-degree harassment under § 565.090, RSMo.
20. First-degree stalking under § 565.225, RSMo.
21. Deviate sexual assault under § 167.117, RSMo.

* Immediate reporting of third-degree assault under § 565.054, RSMo., may not be required if an agreement with law enforcement exists.

If the district is aware that a student who is suspended for more than ten days or expelled is under court jurisdiction, the superintendent shall notify the appropriate division of the juvenile or family court of the suspension or expulsion.

All employees shall immediately report to the principal any incident that constitutes a crime, including any incident in which a person is believed to have committed an act that if committed by an adult would be first-, second- or third-degree assault, rape in the second degree or sodomy in the second degree against a student or school employee, while on school property, school transportation or at school activities. Employees shall also inform the principal if a student is discovered to possess a controlled substance or weapon in violation of the district's policy. The principal shall immediately report these listed offenses to the appropriate law enforcement entity and the superintendent. However, if the district has entered into an agreement with law enforcement regarding the reporting of third-degree assaults, the district will report third-degree assaults to law enforcement in accordance with that agreement.

School districts may report or disclose education records to law enforcement entities and juvenile justice authorities if the disclosure concerns the law enforcement entity's or juvenile justice authority's ability to effectively serve, prior to adjudication, the student whose records are released. The officials and authorities to whom such information is disclosed must comply with applicable restrictions set forth in state and federal law.

Reporting Third-Degree Assault Agreement with Law Enforcement

The superintendent is authorized to enter into and the appropriate local law enforcement entity may develop a written agreement with the appropriate law enforcement agency outlining the procedure for reporting student criminal behavior that occurs on school property, any incident in which a student is believed to have committed an act that if committed by an adult would be third-degree assault. If such an agreement exists in the district, the principal shall report third-degree assaults to the appropriate local law enforcement entity in accordance with the agreement. The agreement will authorize the district to report the criminal offense to the CD instead of to law enforcement, if the student is under 11 years of age, when allowed by law.

Reporting to DESE

The district will regularly report to the Department of Elementary and Secondary Education (DESE) all school safety incidents and credible school safety threats that occur at each attendance center, as required by law, and will make other reports as required by law.

Student Discipline Records

The board of education directs the superintendent or designee to compile and maintain records of any serious violation of the district's discipline policy for each student enrolled in the district, and make such records available to all district employees with a need to know, and in accordance with state law, the district shall also provide such records, within five days of receiving a request, to any school district in which the student

subsequently attempts to enroll within five business days of receiving the request, in accordance with state law. If a student is placed in another school by the CD, the records will be transferred to the new school within two business days after notification by the CD. Personally identifiable student records will only be released or destroyed only in accordance with state and federal law.

Pursuant to Department of Secondary and Elementary Education (DESE) data reporting requirements, the district shall report rates and durations of, and reasons for, student suspensions of ten days or longer and expulsions.

Confidentiality

Any information received by a school district employee relating to the conduct of a student shall be received in confidence and used for the limited purpose of assuring that good order and discipline are maintained in the schools.

Liability

Teachers and authorized district personnel, including volunteers selected with reasonable care by the district, shall not be civilly liable when acting in accordance with the board's policies, including the board's discipline policies, or when reporting acts of school violence or threatened acts of school violence to the appropriate supervisor or other person, pursuant to law and district policy.

Policy JHDE : BEHAVIORAL THREAT ASSESSMENT

Status: DRAFT

Original Adopted Date: Pending

25D UPDATE EXPLANATION

MSBA has updated the language of this policy to align with changes to the law made by Senate Bill 68 (2025). In addition, MSBA has amended the title of this policy to Behavioral "Threat" Assessment because that term is more common and familiar to districts.

Behavioral threat assessments sometimes result in a personal safety plan—an agreement between the parent/guardian and the district that stipulates rules for attendance at the school, provides benchmarks that allow for the student to be released from the personal safety plan over time, and provides immediate access to a trusted adult for the student with the personal safety plan. See § 167.020, RSMo.

If a student was enrolled in your district within the last year and is currently subject to an active personal safety plan or has been subject to a personal safety plan within the last year, then your district needs to share records of any behavioral threat assessment and personal safety plan of that student with the enrolling district upon request. See § 167.022, RSMo.

EDITOR's NOTE: MSBA initially offered this policy in 2022, but your district chose not to adopt it. This policy is still optional, but MSBA is offering it for your consideration again. Behavioral threat assessments have become more common in schools and are highly recommended as a method of identifying and addressing safety concerns with students. The transfer of behavioral threat assessment records between districts is now required by law and MSBA is updating this policy to address this new requirement.

Obviously, if your district does not conduct behavioral threat assessments, then this policy is not relevant. That said, MSBA's Center for Education Safety (CES) recommends this practice, and we encourage your district to consider it. For more information, please contact CES at ces@mosba.org.

To further the goal of school safety, and in accordance with the Missouri School Improvement Program, the Mountain View-Birch Tree R-III School District has established a system for reporting and addressing threats of violence or physical harm to self or others and other behaviors that are indicative of potential threats. All statements (written or verbal), actions or gestures that threaten the safety of any person at any district facility will be taken seriously regardless of intent.

All district employees, volunteers, and contractors are required to report any expressed threat(s) or behavior(s) that might represent a danger to district students or staff or indicate a potential for self-harm. Nothing in this policy shall preclude district personnel from acting immediately to address an imminent threat before notifying the superintendent or designee of any individual who poses a threat of violence or physical harm to self or others.

Definitions

Behavioral Threat Assessment – Records associated with an evaluation of a student who has shown or demonstrated:

1. Homicidal or suicidal ideation;
2. Planning for an attack on a school, other students, faculty, staff, or administrators; or
3. Behavior that puts students, faculty, staff, or administrators at risk for harm.

Personal Safety Plan – An agreement, based upon the findings of the behavioral threat assessment records, between the school and the student's parents/guardians, or between the school and the student if the student is emancipated or an unaccompanied youth as defined in § 210.121, RSMo., that:

1. Stipulates rules for attendance at the school;
2. Provides benchmarks that allow for the student to be released from the personal safety plan over time; and
3. Provides immediate access to a trusted adult for the student with the personal safety plan.

Behavioral Risk Threat Assessment Team

The superintendent or designee shall establish one or more behavioral risk threat assessment teams (Team or Teams) in accordance with this policy. Each Team should include persons with expertise in counseling, instruction, school administration, and law enforcement. One Team may serve more than one school in the district. Teams will utilize best practices in developing strategies for identifying and addressing potential threats to district students or staff.

Each Team will:

1. Receive professional training in the behavioral risk threat assessment (also known as threat assessment) model the district uses.
2. Train and provide guidance to students and staff on recognizing threatening behavior or other behavior that might represent a danger to district students or staff or indicate a potential for self-harm.
3. Identify and designate members of the school community to whom threatening behaviors should be reported.
4. Be responsible for and implement behavioral threat assessments and intervention protocols, including personal safety plans, for individuals whose behavior might pose a threat to the safety of district students or staff. Unless it is not feasible to do so, all Team members will be involved in the assessment and intervention. Intervention methods may include alternative delivery of educational services when allowed by law.
5. Provide information on community resources, such as drug treatment, health services, mental health services, and other needed services.

Teams will meet regularly to ensure that students are appropriately assessed and, if needed, referred to services. However, if there is an imminent threat to school or district safety, the superintendent or designee will convene an emergency threat assessment meeting to address the imminent threat. After an incident, Teams will conduct an after-action debriefing to identify possible improvements to the assessment process.

Students may be subject to disciplinary action and referral to law enforcement in accordance with board policy and state law and regardless of the actions any Team takes.

Student Record Disclosure

The Team may share personally identifiable student records and information from those records only in accordance with state and federal law and policy JO. The members of a Team are designated "school officials" for the purposes of the Family Educational Rights and Privacy Act and policy JO when performing the Team's work, as in this policy, and may share student records and information from those records in accordance with law.

When another school requests records to enroll a student, the Mountain View-Birch Tree R-III School District will provide records of any behavioral threat assessments and personal safety plans of the student if the student is currently subject to an active personal safety plan or has been subject to a personal safety plan in the previous 12 months. The district will respond to a request for such records within five business days of receiving the request.

Policy JHDF: SUICIDE AWARENESS AND PREVENTION

Status: DRAFT

Original Adopted Date: 03/15/2018 | Last Revised Date: 01/23/2025

25D UPDATE EXPLANATION

MSBA has updated this policy to reflect changes in the law made by Senate Bill 68 (2025), which defines "behavioral threat assessment" to include records associated with an evaluation of a student who has shown or demonstrated suicidal ideation. Sometimes this assessment results in a personal safety plan—an agreement between the parent/guardian and the district that stipulates rules for attendance at the school, provides benchmarks that allow for the student to be released from the personal safety plan over time, and provides immediate access to a trusted adult for the student with the personal safety plan. See § 167.020, RSMo.

When this assessment results in a personal safety plan, that plan and behavioral threat assessment may need to be shared with another district if the student in question is seeking to enroll in another district and that district has requested student records. If a student was enrolled in your district within the last year and is currently subject to an active personal safety plan or has been subject to a personal safety plan within the last year, then your district needs to share records of any behavioral threat assessment and personal safety plan of that student with the enrolling district upon request. See § 167.022, RSMo.

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 outlines key protocols and procedures the district will use to raise awareness of suicide and the steps that can be taken to prevent it. 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 them 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 suicide 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. CRT members are designated "school officials" for the purposes of the Family Educational Rights and Privacy Act (FERPA) and policy JO when performing the CRT's work as provided in this policy.

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 will receive training and coaching in using this tool to assist in making determinations as to whether a student may be at risk of suicide and the appropriate response. Any such determination shall be made by multiple team members. If the district has a behavioral risk threat 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. 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, the CRT member, administrator, or designee will take the following steps:

1. If the student cannot be located or leaves after being located, contact the parent/guardian to explain the district's concern.
2. If the student has been located, 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, appropriate members of the CRT will meet with the student and the student's parents/guardians to discuss support and safety systems, available resources, coping skills, and collaborative ways to support the student, including the development of a personal safety plan.

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. 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 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 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, appropriate CRT members will meet with the student and 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 educational 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.

The district may need to share a student's behavioral threat assessment or personal safety plan with other districts where that student attempts to enroll as required by law and policy JHDE.

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 CRT member will follow up with 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, 2025, identification cards issued to students in grades 7–12 shall include the three-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline, 988, and the nonemergency phone number of the local police department. Cards 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; ~~and~~
6. ~~Review and monitor the student's personal safety plan(s).~~

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 JHG: REPORTING AND INVESTIGATING CHILD ABUSE AND NEGLECT

Status: DRAFT

Original Adopted Date: 03/07/1994 | Last Revised Date: 10/19/2023

25D UPDATE EXPLANATION

MSBA has updated this policy to comply with House Bill 737 (2025), which updated the definition of neglect in § 210.110, RSMo.

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

Employees failing to follow the directives of this policy or state or federal law will be subject to discipline including, but not limited to, termination, and may be subject to criminal prosecution. Board members who fail to follow this policy and applicable law may be subject to adverse action by the board and criminal prosecution.

Definitions

Abuse – Any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody, and control or by any other person, except that discipline, including spanking, shall not be construed as abuse if administered in accordance with law, shall not be construed as abuse a reasonable manner. Physical injury, sexual abuse, and emotional abuse are defined by the Children's Division (CD) of the Department of Social Services in 13 C.S.R. 35-31.010.

Child – Any person under 18 years of age.

Mandated Reporter – Employees, officials, school board members, and others with care, custody, and control of children in the district.

Neglect – The failure to provide, by those responsible for the care, custody and control of the child, the proper or necessary support, education as required by law, nutrition, or medical, surgical, or any other care necessary for the child's well-being, except that neglect shall not be found by virtue of the sole fact that a person allows a child to engage in independent activities without adult supervision including, but not limited to, traveling to or from school or nearby locations by bicycle or on foot, playing outdoors, or remaining at home for a reasonable period of time, provided such activities are appropriate based on the child's age, maturity, and physical and mental abilities and provided the lack of adult supervision does not constitute conduct that is so grossly negligent as to endanger the health or safety of the child.

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.

Those Responsible for the Care, Custody, and Control of the Child – Includes, but is not limited to, any person exercising supervision over a child for any part of a 24-hour day and school personnel, contractors, and volunteers who establish a relationship with a student through the school or through school-related activities, even if the alleged abuse or neglect occurred outside school hours or off school grounds.

Public School District Liaison

The superintendent shall designate a specific person or persons to serve as the public school district liaison(s) and forward that information to the local division office of the CD. The liaison(s) shall develop protocols in conjunction with the chief investigator of the local division office to ensure information regarding the status of a child abuse or neglect investigation is shared with appropriate school personnel.

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

Training

For Board Members

Board members will participate in training on identifying signs of sexual abuse in children and danger signals of abusive relationships between children and adults as required by law.

For Employees

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

1. Provide current and reliable information on identifying signs of sexual abuse in children and danger signals of potentially abusive relationships between children and adults.
2. Emphasize how to establish an atmosphere of trust so that students feel that their school has concerned adults with whom they feel comfortable discussing matters related to abuse.
3. Emphasize that all mandatory reporters shall, upon finding reasonable cause, directly and immediately report suspected child abuse or neglect. These reports must be made even if the person suspected of abusing the child is another mandated reporter, such as another school employee.
4. Emphasize that no supervisor or administrator may impede or inhibit any reporting under state law.
5. Emphasize that no person making a report in accordance with law shall be subject to any sanction, including any adverse employment action, for making such a report.

For Students

In accordance with policy IGAEB, the district will provide trauma-informed, developmentally appropriate training to students in grades 6–12 on identifying and reporting sexual abuse.

Reporting Child Abuse and Neglect

The board of education requires mandated reporters to comply with the state child abuse and neglect laws. Mandated reporters acting in their official capacities who know or have reasonable cause to suspect that a child has been subjected to abuse or neglect or is being subjected to conditions or circumstances that would reasonably result in abuse or neglect must directly and immediately make a report to the CD, including any report of excessive absences that may indicate educational neglect. No internal investigation shall be initiated until such a report has been made.

Mandated reporters who make such reports to the CD must notify the school principal or designee that a report has been made. The principal or designee will notify the superintendent or designee and the district liaison(s) about the report. The school principal or designee may also notify law enforcement or the juvenile office when appropriate. Mandated reporters who have reason to believe that a victim of abuse or neglect is a resident of another state or was injured as a result of an act that occurred in another state may make a report to the child protection agency with the authority to receive such reports, pursuant to law, in the other state in addition to notifying the Missouri CD pursuant to this policy.

Reporting requirements are individual, and no supervisor or administrator may impede or inhibit any reporting under this section. Employees who make a report in accordance with law shall not be subject to any sanction, including any adverse employment action, for making such a report. Further, the superintendent and other district administrators shall ensure that employees mandated by law to make a report have immediate and unrestricted access to the communication technology necessary to make an immediate report. Employees shall also be temporarily relieved of other work duties for the time required to make a mandated report.

Investigating Child Abuse and Neglect

The CD investigates reports of child abuse and neglect.

When the CD receives a child abuse report alleging that an employee of the district has abused a student, the CD will notify the superintendent (or the president of the school board in situations concerning the superintendent).

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

Information from the Children's Division

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

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

Immunity

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

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

MVE/BTE OCTOBER SCHOOL BOARD REPORT

ADMINISTRATOR(S): Jester/Marriott/Shockley

MVE CURRENT ENROLLMENT: 409
Attendance % for September: 95%
BTE CURRENT ENROLLMENT: 190
Attendance %for September:
94.6%

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
- Modeling leadership and maintaining high expectations
- Met as an administrator team

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- Reviewing classroom schedules to make sure we are not wasting instructional time.
- Frequent classroom visits.
- Teachers are attending PD for classroom management and LETRS training

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

- Snackle box refill was 10/3
- Lift Crew in both buildings working on different activities.
- Meal/snacks for P/T Conferences

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

- Grade levels met and discussed academic and behavior struggles
- Tutoring has started in both buildings
- Pacing guides are all being followed and everyone is where they need to be.
- P/T Conferences

Focusing on Equity and Access (CSIP Goal 5)

- SOAR Matrix- reminders on behaviors
- Eagle Coins/Bucks
- First shopping was a success!
- Behavior/behavior/behavior!!!
- HIGH EXPECTATIONS for staff and students!

CALENDAR

October:

2-3: Grade level meetings
8: Leadership team meeting
10: End of 1st Quarter
16: Report Cards go home
17: ½ day, Homecoming!
20: P/T Conferences
20-24: MVE Book Fair
31: Fall Festival @ MVE 4:30-6:30

OCTOBER BOARD REPORT

ADMINISTRATOR(S): Tammy Heiney and Justin Johnson

CURRENT ENROLLMENT: 259
September Attendance: 95.89%

Focusing on Leadership (CSIP Goal 1)

- Mr. Johnson and Mrs. Heiney attended the SCA principals' meeting in Thayer. It is always great to network with other administrators.
- Mrs. Coen is providing a Pop-Up PD session on creating a class website for student use.
- We have regular leadership, PACS(principal, assistant principal, counselor, and SRO), and EECs (Eagle Educator Circles) meetings. Every staff member is part of a team!
- Mrs. Holden and Mrs. Heiney attended a CLSD conference at the Lake of the Ozarks.
- Justin went to MLDS Year 2 meeting on Oct. 20.

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- Our building-wide SMART goal focuses on productive struggle. Mrs. Heiney has been providing PD during EECs on productive struggle, scaffolding questions for rigor, and a plethora of questioning techniques.
- We have an organized schedule for walkthroughs. It is amazing to be in our classrooms! LMS staff members are working diligently to educate our students with rigorous lessons. The LMS staff has a growth mindset!

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

- We had a great night of Eagle Tailgating at the LMS football game.
- Each staff member has a goal in their growth plan focusing on communication with parents. We know this is so important, and we hope our parents see that we believe we are *better together!*
- LMS has three amazing monthly sponsors. Working with community businesses to promote a positive school culture is important, and we have been blessed! Connolly Insurance sponsors Jr.Beta and our iReady incentives, American Family sponsors our student of the month, and Champs Fitness sponsors our attendance incentives. We are so thankful for their sponsorship!
- October 2 was National Smarties Day! We provided Smarties to all students and staff.
- We celebrated our maintenance and custodial crew.
- Our Lift Crew held a Chili Cook-Off, and Central Office were the judges.
- We had a Water Balloon Palooza for participation in our fall fundraiser!
- Teachers filled their snackle boxes! This is always a fun time.

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

- We continue to embed literacy lessons into all core classes with the help of Mrs. Holden. All teachers are literacy teachers!
- We had our first walkthrough with our CLSD consultant. She has suggested more text dependent questions, so we are working on this. Our Literacy Team attended an overnight meeting and brought back amazing information!
- We continue to provide Eagle Time which is a 32-minute period a day focusing on their personal path in iReady Math or Reading. This is a non-negotiable, and as a team, we have expectations and goals for this period.

Focusing on Equity and Access (CSIP Goal 5)

- Our students are offered many opportunities to get involved at LMS. As a building, we have expanded student clubs/activities over the past three years. With an active Pep Club, Jr. Beta, Chess Club, Youth Alive, Study and Serve, Hoops and Homework, STUCO, Band, Choir, and JAG program, we are seeing the fruits of giving each student a place to feel comfortable and grow!
- We have a system at LMS called Flourishing and Focused Fridays (Triple F). The Triple F task team led by Mr. Johnson put in a lot of work each time to provide an exciting event. During this time, students who are flourishing in classes get to join in a lot of fun (including karaoke, Gaga ball, ax-throwing, racing remote control cars, food, art, etc!) while those who need assistance getting caught up with missing assignments receive the help they need to have a clean start for the next two weeks. It is never a negative experience! Students know what they need to do to flourish and understand the next Triple F is around the corner! Flight Checks are before Triple F. Students were able to choose their Flight Check captain (staff member). They meet and complete a Flight Check form that goes home for parent signature which has all of their grades and goals for the next two weeks. This came to fruition through discussion in last year's EECs.

September
Attendance
LMS Total: 95.89%
8th Grade: 95.14%
7th Grade: 95.12%
6th Grade: 97.30%

CALENDAR

October 23 : 6th Grade Parent Night
October 24: Grizzlies are coming at lunch!
November 4: Encore/Elective Parent Night: Chili Cook-off! You don't want to miss this!
November 10: PD Event: Will Bowen
November 11: Veterans Day Celebration
November 16-18: Federal Programs Conference for Mrs. Heiney
November 18: Popcorn Bar Parent Night

SEPTEMBER BOARD REPORT

ADMINISTRATOR: John Daniels

CURRENT ENROLLMENT: 351
Attendance: 93.83%

Focusing on Leadership (CSIP Goal 1)

- Teacher Certifications.
- Being visible and available.
- Completing as many tasks before/after school as possible to free up time for faculty and students..
-

Focusing on Effective Teaching and Learning (CSIP Goal 2)

- Teachers' curriculum staying focused on learning throughout the year. Keeping pacing guides up-to-date.
- College/Career Readiness
2 busloads of students to votech Ag/FFA, Business, FACS, Ed Rising all growing.

Focusing on Collaborative Climate and Culture (CSIP Goal 3)

- "Sunshine Committee" helps keep staff motivated and provide thoughtful gifts/incentives throughout the year for faculty.
- Debbie Shockley - Supporting students and faculty to make sure they have everything they need to teach and/or learn.
- Care to Learn - seerving students in need
- Care Team - Meet monthly about students struggling either personally or academically

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.
- Teacher taking info from EOC tests to help guide their instruction.

Focusing on Equity and Access (CSIP Goal 5)

- Makeup/Tutoring hours on Mondays. These days will also be used for study and/or intervention sessions throughout the year.
- "Eagle Time Mtg" every other Friday.
- Working on 180 day Followup of last years seniors.

CALENDAR

Oct. 24 Football vs Houston
Oct. 25 Hopefully District VB Championship
Oct. 31 District Football Begins
Nov. 1 Cross Country Districts
Nov. 7 Red Carpet Day @ W.P.
Nov. 10 Professional Development for
Liberty Staff @ LHS



Athletics Board Report: 10/17/2025

- Cross Country race here on Tuesday 10-21.
- Volleyball district starts 10-21 in Mountain Grove if we win we will host the sectional on 10-30.
- Football district football will begin on Halloween, we should host the first 2 rounds for sure. Week 1 we will have normal admission, we will have some candy, our gate workers can give out and let kids 10 and under in costume in for free.
- We will host a girls basketball jamboree on Nov 18
- A very exciting basketball season is coming up. Several new opponents and attendees to our shootouts. Believe Academy Charter school here on 12-12. Liberty Tourney, RUSH will replace Eminence, Jan 9 girls V Timberland out of St Louis as part of the Legends shootout, Sat Jan 10.. 6 games. Jan 31 boys will play Russellville out of mid Missouri here. Feb 7th another shootout girls v Chadwick boys V Dixon, several other games that day.