**1012.2 HIRING GUIDELINES FOR ADMINISTRATIVE POSITIONS-** all language struck

**1016 VOLUNTARY TRANSFER AND INVOLUNTARY REASSIGNMENT**

**~~Involuntary Reassignment of Administrators~~**

~~The assignment of an administrator to a building or department will be determined by the needs of the district and the qualifications and experience of the administrator. All administrators shall be subject to transfer or change of assignment as the Superintendent and Board of Education may deem necessary. The needs of both the entering and exiting building/unit will receive equal consideration in the decision to transfer or change the assignment of an administrator. However, the final decision will be made in the best interest of the district by the Superintendent and approved by the Board of Education. Whenever it is determined that an administrator reassignment is necessary, the administrator being reassigned shall be notified privately by the Superintendent and Assistant Superintendent of Human Resources. The Superintendent and Assistant Superintendent of Human Resources will explain the reasons for the reassignment and will attempt to answer any questions and provide information relative to the assignment. A written notice of reassignment shall include the building location, assignment, and starting date.~~

**1123 TAX-DEFERRED ANNUITIES-** all language struck and new language added to CBA

**1133 ILLNESS IN IMMEDIATE FAMILY**

Allowance also may be made for the ~~serious~~ illness of a member in the immediate family of a staff member, when such illness ~~is of a nature serious enough to~~ requires ~~daily medical~~ care for an individual who cannot be left unattended. For this policy, a member of the immediate family is defined as spouse, mother, mother-in-law, father, father-in-law, daughter, daughter-in-law, son, son-in-law or other relative or dependent living in the staff member’s home. **The Assistant Superintendent of Human Resource Services may grant** ~~F~~further allowance and consideration ~~may be made~~ for members of the immediate family not living in the employee’s home when the illness **or other medical need of the immediate family member requires that they not be left unattended** ~~is of a critical nature~~. (Explanation – Deducted from Accumulated Compensable Leave).

**1137 PERSONAL ABSENCE**

In special instances not otherwise covered under compensable leave as stated above, an employee may be granted leave up to three contract days per year for personal absences at the discretion of his/her principal or unit administrator. Except in cases of emergencies, employees shall give their principal or unit administrator five school days notice of their intent to use personal leave via the electronic form provided by the Human Resources Department. The principal or unit administrator should respond to the request by the next school day. Unused personal days will accrue as compensable sick leave days.

A personal leave day shall not be taken **during Orientation Week or** immediately before or after Thanksgiving Break, Winter Break, Spring Break, **or on a full-day professional development day** ~~or during Orientation Week~~. However, if the day before or after a holiday is a teacher workday, employees may be granted leave. Approval of exceptions may only be granted by the Assistant Superintendent of Human Resource Services or, if unavailable, an administrator designee after receipt of a written request with the reason for the absence submitted no less than four weeks prior to the absence. If the employee is not eligible for the personal leave day without being docked, due to the vacation or holiday block, then the employee shall be docked for that one day that is ineligible.

Sometimes an employee may have unusual circumstances that require compensable leave which is not covered by the above Personal Absence policy. Normally, such circumstances would include a trial or legal hearing involving the employee or the employee’s immediate family.

Personal leave will not be approved for recreational purposes.

Compensable leave will be granted upon documented need and approval of the Assistant Superintendent of Human Resources after the employee has exhausted the regular personal days. An employee may grieve a decision under the guidelines established in Policy 1152.

**2025-AT-RISK STUDENTS**

**The goal of the Ferguson-Florissant R-II School District is to ensure that all high school graduates are college- or career-ready. In furtherance of that goal, the superintendent or designee will implement K-12 programs designed to identify students who are not performing to their potential and assist those students in graduating with their peers with the skills and knowledge necessary to be successful in college or a career upon graduation.**

**If a student is receiving special education services, the student's individualized education program (IEP) team may explicitly waive or exempt the student from any part of this policy.**

**Identification of Ninth-Grade Students at Risk**

**In accordance with law, the building-level administrator or designee will identify all current ninth-grade students and all students who transfer to the district after ninth grade who are at risk of not being ready for college-level work or entry-level career positions. The identification will be made based on the following information:**

**1.The student's performance on the Missouri Assessment Program (MAP) test in eighth grade in ELA and mathematics. The district may also consider the results of other assessments in ELA and mathematics. If the student transferred from another state or country, the district will consider the student's performance on comparable assessments taken in the other state or country.**

**2.The number of district students taking remedial courses at the college level as reported by the Department of Higher Education.**

**3.The student's attendance rate.**

**In addition, this information may be relevant:**

**4.The number of credits the student has earned toward graduation at the end of the first semester of high school and at the end of the student's first year of high school.**

**5.Student behavior and discipline.**

**Once a student is identified as at risk, the district will provide appropriate academic and career counseling to attempt to provide the student with opportunities to graduate on time and college- or career-ready.**

**2036 EVALUATION OF STUDENTS (changes only to this section)**

**Appeal Process**

The principal will, within 20 working days of the written request, review the petition and, if warranted, consult with knowledgeable school personnel, listen to parental statements, and evidence supporting the petition, and arrange a meeting with the petitioner and the appropriate school personnel including the teacher in the case of a challenged grade. After listening to statements and evidence concerning the petition, the principal will communicate a decision to the petitioner and the appropriate school personnel, including the teacher in the case of a challenged grade. ~~If a challenged grade is changed, the teacher's name will be removed, upon that teacher's request, from the grade in question.~~

**If a change to a student’s grade is requested by an administrator, the teacher shall be notified and given an opportunity to discuss the proposed change. If after the discussion there is not agreement about the grade change, the teacher may appeal the change to the appropriate Area Assistant Superintendent. If the challenged grade is changed, the teacher may include a position statement regarding their disagreement of the grade change. This statement shall be included in the teacher’s personnel file.**

**2063 STUDENT GUIDANCE AND COUNSELING (entire current policy struck)**

**Definitions**

**Counselor- For the purposes of this policy, a counselor is a school counselor as defined by the Department of Elementary and Secondary Education (DESE).**

**Guidance Advisory Committee (GAC)- A committee composed of at least one counselor from each grade level, a principal, teachers and others as determined by the superintendent.**

**General**

**In support of the district's efforts to improve student achievement, the Board requires full implementation of the Missouri Comprehensive School Counseling Program and will adhere to all of its standards. The program shall be implemented in each attendance area and is considered an integral part of each school's educational program. Guidance program objectives will be aligned with the district's Comprehensive School Improvement Plan (CSIP) and student performance data. The program shall be implemented by certified school counselors with the support of district staff, students and external organizations and agencies.**

**Guidance Curriculum**

**Counselors will implement a Board-approved written guidance curriculum that promotes students' academic, career and personal/social development. The Board will provide resources and support activities for implementation of the guidance curriculum. The guidance curriculum will be systematically reviewed and revised, and modifications to the guidance curriculum will be based on student data, school data and needs-assessment data collected at least every three years.**

**Academic and Career Counseling**

**School counselors will work with students prior to their ninth‑grade year to identify college and career goals and create a plan of study that includes courses and experiences designed to assist students with meeting those goals. The plan will include, but is not necessarily limited to, requirements for graduation; career or postsecondary goals and coursework or a program of study related to those goals, which shall include relevant opportunities that the district may not directly offer; grade‑appropriate and career‑related experiences as outlined in the grade‑level expectations of the Missouri Comprehensive School Counseling Program; and student assessments, interest inventories or academic results needed to develop, review and revise the plan of study, which shall include relevant assessments, inventories or academic results that the district may not offer.**

**School counselors will continue to work with students throughout high school to evaluate and, if necessary, amend the plan in order to facilitate on-time graduation of college- or career-ready students.**

**Students identified as at risk of not graduating from high school college- or career-ready will receive additional support in accordance with law and policy 2025- At-Risk Students.**

**If a student is receiving special education services, the student's IEP team may explicitly waive or exempt the student from the provisions of this section.**

**Responsive Services**

**Responsive services are referrals and other actions taken by the district in response to the immediate needs and concerns of a particular student or identified needs and concerns of groups of students. The purpose of the responsive services component of the comprehensive guidance program is to work with students whose personal circumstances, concerns or problems are interfering or threatening to interfere with their academic, career or personal/social development. Responsive services will be implemented through individual counseling, small group counseling, consultation and referral.**

**Referrals shall be made in accordance with district procedures. The superintendent, or designee, will develop procedures for staff to use to identify students who may need a referral for assistance beyond that regularly provided by the counseling staff. All staff members who, in the course of their duties, have contact with students on a regular basis will receive annual training on the~~se~~ procedures which apply to their job description.**

**In the event of a pandemic or other emergency, school counseling staff will assist students with personal and emotional issues.**

**System Support**

**The Board recognizes system support as a crucial component in the full implementation of a comprehensive guidance program. System support of the comprehensive guidance program includes administration and management activities that support the program. The Board directs the administration to implement activities that support the guidance program, such as program management, fair-share responsibilities, professional development, staff-community relations, consultation, committee participation, community outreach, and research and development.**

**Program Goals**

**The district will strive to meet the program goals in each of the following areas:**

**1. Personal/Social Development**

**Assist students in gaining an understanding of self as an individual and as a member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.**

**Provide students with a solid foundation for interacting with others in ways that respect**

**individual and group differences.**

**Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.**

**2. Academic Development**

**Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.**

**Teach students skills to aid them as they transition between grade levels or schools.**

**Focus on developing and monitoring personal education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful personal plans of study.**

**3. Career Development**

**Enable students to apply career exploration and planning skills in the achievement of life**

**career goals.**

**Educate students about where and how to obtain information about the world of work and postsecondary training and education.**

**Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.**

**Confidentiality**

**It is necessary for counselors to build trusting relationships with students and district staff; however, counselors are not permitted to promise students complete confidentiality. Counselors may at times be required to disclose information to parents/guardians, report child abuse or neglect, convey to district staff information necessary to better serve a student, or report to supervisors as appropriate.**

**Care should be taken in explaining to students, in a developmentally appropriate manner, the limits of confidentiality. Notice of the limits of confidentiality may be made by a variety of methods including classroom lessons, student handbooks, the district website and guidance counseling brochures in addition to oral notification of individual students.**

**District counselors have the responsibility to protect the confidentiality of student records and only release information in accordance with state and federal law and Board policy. Information transmitted or stored electronically must maintain the same level of confidentiality as traditional paper records. Care shall be taken to send sensitive information by a means that protects student identity.**

**Guidance Advisory Committee and Evaluation**

**The GAC will systematically review the district's comprehensive guidance program, including the guidance curriculum. The comprehensive guidance program will be systematically evaluated through the development and use of a comprehensive evaluation plan. The comprehensive evaluation plan will minimally assess the impact of the comprehensive guidance program on the Missouri School Improvement Plan (MSIP) performance standards and other relevant criteria including, but not limited to, attendance, grades and behaviors.**

**3069 Suicide Awareness and Prevention**

**Purpose statement**

**Suicide is a leading cause of death among youth in Missouri and is a public health concern impacting all Missouri citizens. Ferguson-Florissant School District is committed to maintaining a safe environment to protect the health, safety and welfare of students.**

**This policy will outline key protocol and procedures in educating employees and students on the actions and resources necessary to prevent suicide and to promote student well-being. This policy is being adopted pursuant to Section 170.048, RSMo.**

**The district will address suicide awareness and prevention through the following components:**

* **Crisis Response Team (CRT)**
* **Crisis response procedures**
* **Procedures for parent involvement**
* **Community resources available to students, parents, patrons and employees**
* **Responding to suicidal behavior or death by suicide in the school community**
* **Suicide prevention and response protocol education for staff**
* **Suicide prevention education for students**
* **Publication of policy**

**Crisis Response Team**

**The district will include suicide awareness and prevention in already established district or building crisis response teams. Crisis Response Team members will include administrators, counselors and the school social workers, and may also include school nurses, school resource officers, teachers and/or community resources as appropriate. The Crisis Response Team will be responsible for implementation of crisis response procedures.**

**The district will adopt an evidence based/informed tool for assessing suicide risk. The crisis response team, the building administrator, or his/her designee will receive annual training and coaching in using this tool to collect and document student suicidal behaviors and safety planning strategies.**

**Crisis Response Procedures**

**Employees are required to share with the CRT and administrators or their designees any information that may be relevant in determining whether a student is at risk of suicide, is having a suicide crisis or is otherwise at risk of harm. Employees are prohibited from promising students that information shared by the student will be kept secret when the information is relevant to the student's safety or the safety of another person.**

**Release of a student's individually identifiable education records will be made in accordance with the Family Educational Rights and Privacy Act (FERPA). In accordance with FERPA, information contained in a student's education records may be revealed at any time to the student's parents/guardians and school personnel who have a legitimate interest in the information. Education records may be shared with other appropriate persons when necessary to protect the health or safety of the student or others.**

**If a student suicide behavior is made known to any school employee and a member of the crisis response team, the building administrator or his/her designee is not available, the employee will notify the student’s parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building designee or principal.**

**Procedures for Parent Involvement**

**A member of the crisis response team, the building administrator or his/her designee shall reach out to the parents/guardians of a student identified as being at risk of suicide to consult with them about the risk assessment of their student, to make them aware of community resources, and to discuss how to best support the student’s mental well-being and safety.**

**If the parent refuses to cooperate or if there is any doubt regarding the student’s safety, local mental service providers and/or law enforcement may need to be engaged, and a report may need to be made to the Child Abuse and Neglect Hotline.**

**Contact with a parent concerning risk of suicide will be documented in writing.**

**School and Community Resources**

**The district will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families. Copies of or links to resources will be available to all students and families on the district's website and in all district schools.**

**A school counselor or a CRT member will periodically follow up with students and parents/guardians of students who have been identified as being at risk of suicide or who have had a suicide crisis to offer additional assistance.**

**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.**

**Suicide Prevention and Response Protocol Education for Staff**

**All district employees will receive information annually 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.**

**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.**

**Publication of Policy**

**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.**

**APPENDIX W– Hiring Procedures for Administrators (This procedure is in effect for the 2016-2017 school year.)-** all language struck

**Administration/Ferguson-Florissant NEA Committee Agreement**

A Standard-based Grading and Reporting committee for grades Kindergarten through Fifth grade will be convened by FFSD administration. The committee will consist of administrators and teachers from these grades including one member from each grade appointed by the president of the Association.

The committee’s tasks are to create:

* Grading Scales
* Report Card Descriptors
* Grading Scale Indicators for Grade-level Assessed Standards
* Tentative Professional Development Outline
* Standards-based Grading Parent Education Document

The goal of the committee will be to complete these tasks for presentation to the Curriculum Advisory Committee for a first read in February 2019, a CAC vote in March 2019, and presentation to the Board of Education for approval in April 2019.

**Administration/Ferguson-Florissant NEA Committee Agreement**

An Extra Pay salary schedule committee will be convened. The committee will consist of three FFSD administrators and three members appointed by the president of the Association. One committee member from both parties will serve as co-chairpersons of this committee.

While the base committee listed above will remain throughout the process, additional persons agreed upon by both co-chairpersons may be invited to participate during the discussion of their specific discipline.

The committee’s tasks are to:

* Gather and evaluate information about workload and requirements of each extra pay position
* Use information to create an equitable extra pay salary schedule based on the Step 1 Scale 1 salary of the Teachers Salary Schedule

The goal of the committee will be to complete these tasks for presentation to Negotiations teams in February 2019 and to the Board of Education for approval in March 2019.

**Administration/Ferguson-Florissant NEA Committee Agreement**

An FFSD Policy Book Reorganization committee will be convened. The committee will consist of the co-chairs of both Negotiations teams, but may seek assistance from other members of their respective teams as necessary.

The committee’s tasks are to:

* Reorganize the Policy Book to provide more clarity
* Remove redundant portions of the Policy Book no longer needed due to the adoption of the Collective Bargaining Agreement.
* Designate policies no longer under the purview of the Negotiations process.

The goal of the committee will be to complete these tasks by July 31, 2018. The work of this committee will go before the Board of Education for approval at the August 2018 meeting.