

July 2025 MCPSA Model Policies Updates

Questions Doc

Get the Lead Out of School Drinking Water Act Model Policy [required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Beginning in the 2023-2024 school year **and every subsequent school year**, the School shall provide drinking water with a lead concentration level below five parts per billion in sufficient amounts to meet the drinking water needs of all students and staff.
2. On or before January 1, 2024, the School shall:
 - a. Conduct an inventory of all drinking water outlets and all outlets that are used for dispensing water for cooking or cleaning cooking and eating utensils;
 - b. **Develop a plan for testing every water outlet inventoried under paragraph (a) above and make such plan available to the public;** and
 - c. Provide general information on the health effects of lead contamination and additional informational resources for employees and parents if information is requested.
3. Before August 1, 2024, or the first day on which students will be present, the School shall:
 - a. Conduct testing for lead by first-draw and follow-up flush samples of a random sampling of at least twenty-five percent of remediated drinking water outlets until all remediated sources have been tested as recommended by the 2018 version of the United States Environmental Protection Agency's Training, Testing, and Taking Action program. Such testing shall be conducted and results analyzed by an entity approved by the Department of Health and Senior Services;

- b. Make all test results and any lead remediation plans available on the school's website within two weeks after receiving test results; and
 - c. Remove and replace any drinking water coolers or drinking water outlets that the United States Environmental Protection Agency has determined are not lead-free under the federal Lead Contamination Act of 1988, as amended. The School is not required to replace drinking water outlets or water coolers that tested under the testing requirements in the United States Environmental Protection Agency's Training, Testing, and Taking Action program and have been determined to be dispensing drinking water with a lead concentration less than five parts per billion.
- 4. If testing indicates the water source is causing the contamination and until such time remediation is complete, the School shall:
 - a. Install a filter at each point at which the water supply enters the School;
 - b. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion; or
 - c. Provide purified water at each water outlet inventories in Section 2(a) above.
- 5. If testing indicates that the internal building piping is causing the contamination and until such time remediation is complete, the School shall:
 - a. Install a filter at each point at which the water supply enters the School; or
 - b. Install a filter that reduces lead in drinking water on each water outlet inventoried in Section 2(a) above to ensure lead concentrations are below five parts per billion.
- 6. Any pipe, solder, fitting, or fixture replaced as part of remediation shall be lead free, as such term is defined in 40 CFR 143.12, as amended.
- 7. If test results show lead concentration that exceeds five parts per billion, the School shall provide written notification to staff within seven business days of receiving such test result. The written notification shall include:

- a. The test results and a summary that explains the results;
 - b. A description of remedial steps taken; and
 - c. A description of general health effects of lead contamination and community specific resources.
8. If test results show lead concentration that exceeds five parts per billion, the School shall also provide bottled water if there is not enough water to meet the drinking water needs of students, teachers, and staff.
9. The School shall test for lead annually, however, if the School tests and does not find a drinking water source with a lead concentration above 5 parts per billion, the School is only required to test every five years.

Comprehensive Emergency Operations Plan Policy

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. The School shall adopt a comprehensive emergency operations plan to address:
 - a. School safety, crises, and emergency operations;

- b. Prevention, preparation, operations, and follow-up;
 - c. Collaboration with local law enforcement, providers of fire protection services, and emergency management; and
 - d. Consideration of supporting mental health needs of all involved in a crisis.
2. The emergency operations plan shall be shared with local law enforcement, providers of fire protection services, and emergency management.
 3. A physical security site assessment shall be conducted annually.
 4. The Department of Elementary and Secondary Education will publish standards for emergency operations plans and annual physical security site assessment. The School will review and adopt such standards to the extent such standards meet the needs of the School.

CARDIAC EMERGENCY RESPONSE MODEL POLICY¹ [required]

The Governing Board of School] adopts the following policy effective on that date that the policy is adopted by the Board.

This policy provides direction and detailed guidance for responding to a sudden cardiac arrest (“SCA”) through a Cardiac Emergency Response Plan (“CERP”). This plan

¹ *NOTE*: Please consider reviewing further resources and best practices at <https://projectadam.com/Heart-safe-schools>.

outlines Cardiac Emergency Response Teams (“CERTs”), AED maintenance and locations, CERP protocol and related staff training/certification.

SECTION 1. Developing a Cardiac Emergency Response Team (CERT)

- 1) Designate one person as the Cardiac Emergency Response Team Coordinator who oversees CPR-AED program activities, training, education, and evaluation.
- 2) Appoint at least 10% of staff to participate in the CERT.
- 3) All individuals on CERT should have current CPR/AED training from a nationally recognized organization.
- 4) Designate individuals to promptly call 9-1-1 and direct EMS to the location

SECTION 2. Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

- 1) Minimum recommended number of AEDs for [SCHOOL] include inside the building and outside the building:
 - a) *Inside the building* – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
 - b) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.
- 2) Regularly check and maintain each AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity including periods of time where the building or location will not be used for long periods of time, such as summer months when school is not in session or community locations only opened at certain times of the year.

- 3) CERT coordinator should set up a process for verifying and tracking equipment readiness and maintenance.
- 4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads. Consider storing other medical equipment with the AED or kit such as Naloxone and Epinephrine autoinjector.
- 5) AEDs should not be locked in an office. It should be stored in a location that is always easily and quickly accessible.
- 6) AEDs shall be accessible for responding to a cardiac emergency during day and night activities (e.g., sports activities) and after-hours activities (e.g., after-school activities) in accordance with this CERP.
- 7) Each AED should have one set of AED pads with the device.
- 8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
- 9) Remove warning "for professional use only" on AED cabinets as AEDs provide instructions for use.
- 10) Locations of the AEDs are to be listed in the CERP Protocol with Building Location Information, AED locations, and Maps.

SECTION 3. Communication of CERP Protocol

- 1) The CERP Protocol should be posted in places such as (but not limited to):
 - a) In each classroom, cafeteria, restroom, health room, break room and in all offices or other occupied spaces.
 - b) Adjacent to each AED.
 - c) Adjacent to each public telephone.

- d) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - e) At other strategic locations, including outdoor physical education and athletic venues and facilities.
 - f) Attached to all portable AEDs.
- 2) The CERP protocol should be distributed to:
- a) All staff and administrators at the start of each year (or school year), with updates distributed as made. In workplace and recreation centers, the CERP protocol should be made available annually and when updates are made.
 - b) All staff should be educated on the CERP protocol in their school yearly.
 - c) All staff should be educated on recognizing the signs of a cardiac emergency that is or may become a SCA, how to activate a response, location of AEDs, and ideally have an introduction to at least hands-only CPR and AED use.
 - d) New staff members should receive the CERP protocol in their orientation materials.

SECTION 4. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- 1) Staff training
- a) The CERT team and at least ten percent of the staff staff should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training shall be renewed at least every two years.
 - b) The school or organization should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.
 - c) Training may be traditional classroom, on-line, or blended instruction but should include cognitive learning, hands-on practice, and testing.
 - d) All staff and appropriate volunteers, regardless of if they are a CERT member, should receive annual training on SCA and understand how to

recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

- e) Include as many other people as possible (staff, faculty, coaches, volunteers, students, parents, etc.) who can receive additional CPR/AED education and awareness of the plan.

SECTION 5. Local Emergency Medical Services (EMS) Integration with the School Plan

- 1) Provide a copy of this Cardiac Emergency Response Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local EMS.
- 2) The development and implementation of the CERP shall be coordinated with the local EMS Agency, organization safety officials, on-site first responders, administrators, organizational leadership, athletic trainers, school nurses, and other members of the school or community medical team.
- 3) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

SECTION 6. Conduct Practice Drills

- 1) Please refer to the ‘Cardiac Emergency Drills’ section on the [Project ADAM website](#) for more information.
- 2) Cardiac Emergency Response Drills are an essential component of this Plan. The [SCHOOL] should perform at least one successful drill each year (two or more are recommended) with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. One drill may include a tabletop exercise with all the staff and CERP members present.

SECTION 7. Annual Review and Evaluation of the Plan

- 1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:
 - a) A *post-event review* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
- 2) Post-event documentation and action shall include the following:
 - a) A contact list of individuals to be notified in case of a cardiac emergency.
 - b) Determine the procedures for the release of information regarding cardiac emergencies.
 - c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - d) The identification of the person(s) who responded to the emergency.
 - e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - f) An evaluation of whether the CERP and CERP Protocol was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the CERP and CERP Protocol and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

- g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors and/or other local resources.
- h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
- i) A determination, **at least annually**, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.
- j) After an actual emergency event occurs, you may need assistance in **downloading and storing information from the AED to aid in the patient's continued medical care.**
- k) If the AED is taken with the patient or is removed from its cabinet, please place a sign about where the next closest one is located until there is an AED put back in the cabinet. Consider having a process or checklist for AEDs that have been used to verify all parts have been checked and replaced.

SECTION 8. Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

- 1) Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.
- 2) The Protocol for responding to a cardiac emergency should be posted and readily accessible to anyone.

STOP THE BLEED ACT MODEL POLICY [required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

Before the end of the 2025-2026 school year, [SCHOOL] shall adopt the traumatic blood loss protocol developed by the Department of Elementary and Secondary Education. Upon adoption of this protocol, [SCHOOL] shall **post the protocol on its website.**

SCHOOL SAFETY COORDINATOR MODEL POLICY [required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. [SCHOOL] shall designate a primary and secondary school safety coordinator.
Such coordinators shall have a thorough knowledge of all federal, state, and local school violence prevention programs and resources available to students, teachers, or staff in the school.
2. The school safety coordinators and other designated personnel, as necessary, shall complete the following, within one year of being designated as coordinators:
 - a. The Federal Emergency Management Administration's IS-100.C: Introduction to the Incident Command System, ICS 100, or its successor course and The Federal Emergency Management Administration's IS-200: Basic Incident Command System for Initial Response, ICS-200, or its successor course; or
 - b. The Incident Command System for Schools course provided by the Missouri School Boards' Association's Center for Education Safety, or its successor course created by CES to replace the ICS for Schools course.

ANTI-INTRUDER LOCK MODEL POLICY² [required]

² *NOTE: This policy is only required subject to appropriation by the General Assembly. Except that, any door installed after August 28, 2029 shall be equipped with an anti-intruder door lock.

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. Definitions

- a. "Anti-intruder door lock", a mechanical or 4 electronic door-locking mechanism on an interior door that is designed to keep an intruder from entering an interior room that shall:
 - i. Be capable of
 - 1. Locking from inside or outside the room;
 - 2. Unlocking from outside the room with a key or other approved means; and
 - 3. Locking or unlocking from inside the room without the use of a key or special knowledge or effort; and
 - ii. Control access to the room
- b. "Exterior door or entryway", any location of normal ingress and egress into or out of a school building
- c. "Interior door", an egress door from a classroom, office, or other occupied room that provides access to the interior of a building
- d. "Master key box", an exterior secure master key box that meets the standards prescribed under Underwriters Laboratories Standard 1037 for use by fire protection and law enforcement.

2. Each interior door of the school shall be equipped with an anti-intruder lock.

3. The school may be equipped with one or more master key boxes to contain the necessary keys and access tools for fire protection and law enforcement agencies to gain access to exterior or interior doors or entryways, including those equipped with an anti-intruder lock.

4. Before or in conjunction with installing such anti-intruder locks, [SCHOOL] shall develop and implement school building access policies or practices that control access to individual classrooms, if such policies have not been implemented.

ELECTRONIC COMMUNICATION DEVICE MODEL POLICY[required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. No student may display or use an electronic personal communications device from the beginning of the school day until the end of the school day, including, but not limited to, instructional time, meal time, breaks, time between classes, and during study halls.
2. Notwithstanding the general prohibition, a student may display and use an electronic personal communications device only when such display and use is necessary to comply with:
 - a. An individualized education program (“IEP”);
 - b. A 504 plan
 - c. An individualized emergency health care plan or individualized health care plan;
 - d. The Americans with Disabilities Act;
 - e. The federal Civil Rights Act of 1964; or
 - f. The federal Equal Educational Opportunities Act of 1974 regarding English language learners.
3. Notwithstanding the general prohibition, a student may use a device as follows:
 - a. In the case of an emergency. An emergency means a serious, unexpected, and dangerous situation, including, but not limited to: active fire, active tornado or earthquake, active shooter, evacuation of school grounds, medical emergency, or other serious, unexpected, and dangerous situation that requires immediate action and is otherwise identified in the school’s policies as an emergency; or
 - b. When directed to use such device for an educational purpose with authorization as directed by established school policy.
4. [Insert reasonable disciplinary action based on your school’s disciplinary policy. For example, a student shall receive a write-up for each time an electronic personal communications device is displayed in violation of this policy. After three write-ups a student will receive detention.]
5. This policy shall be published on the school’s website upon its adoption.

**STUDENT ENROLLMENT BEHAVIORAL THREAT ASSESSMENTS AND
PERSONAL SAFETY PLANS MODEL POLICY [required]**

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. If applicable, prior to enrolling a student, the school shall request, from any such student's prior local educational agency, records of any behavioral threat assessments and personal safety plans for 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 twelve months.
2. For purposes of this policy, the following terms mean:
 - a. "Behavioral threat assessment", records associated with an evaluation of a student who has shown or demonstrated: (a) Homicidal or suicidal ideation; (b) Planning an attack on a school, other students, faculty, staff, or administration; or (c) Behavior that puts students, faculty, staff, or administration at risk for harm;
 - b. "Personal safety plan", an agreement based upon the findings of the behavioral threat assessment record between the school and the students' parents or guardians, or between the school and the student if the student is emancipated or an unaccompanied youth as defined in section 210.121, that: (a) Stipulates rules for attendance at the school; (b) Provides benchmarks that allow for the student to be released from the personal safety plan over time; and (c) Provides immediate access to a trusted adult for the student with the personal safety plan.

ZERO TOLERANCE DISCIPLINARY MODEL POLICY [required]

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

[SCHOOL] shall not implement, utilize, or otherwise any zero-tolerance disciplinary policy or practice of discipline that results in an automatic disciplinary consequence against a pupil without the discretion to modify such disciplinary consequence on a case-by-case basis, such as automatic detention, suspension, or expulsion or the automatic imposition of other disciplinary measures.

**ACTIVE SHOOTER TRAINING AND DRILLS MODEL POLICY [required]
[revised]**

The Board of _____[School] adopts the following policy effective on the date that the policy is adopted by the Board.

SECTION 1. TEACHER AND EMPLOYEE TRAINING

At the discretion of school administration, the school may include in its teacher and school employee training a component on how to properly respond to students who provide them with information about a threatening situation and how to address situations in which there is a potentially dangerous or armed intruder in the school. Training may also include information and techniques on how to address situations where an active shooter is present in the school or on school property.

The administration may conduct the training on an annual basis. If no formal training has previously occurred, the length of the training may be eight hours. The length of annual continuing training may be four hours.

SECTION 2. SIMULATED ACTIVE SHOOTER AND INTRUDER RESPONSE REQUIRED

All school personnel shall participate in a simulated active shooter and intruder response drill conducted and led by law enforcement professionals. Each drill may include an explanation of its purpose and a safety briefing. The training shall require each participant to know and understand how to respond in the event of an actual emergency on school property or at a school event. The drill may include:

- (1) Allowing school personnel to respond to the simulated emergency in whatever way they have been trained or informed; and
- (2) Allowing school personnel to attempt and implement new methods of responding to the simulated emergency based upon previously used unsuccessful methods of response.

All instructors for the program shall be certified by the department of public safety's peace officers standards training commission.

SECTION 3.

The school shall foster an environment in which students feel comfortable sharing information they have regarding a potentially threatening or dangerous situation with a responsible adult.

**ACTIVITY AND EVENT PARTICIPATION OF NON-STUDENTS MODEL
POLICY [required]**

The Governing Board of _____[School] adopts the following policy effective on that date that the policy is adopted by the Board.

1. A student who is receiving instruction at a Family Paced Education (“FPE”) school, home school, or virtual school as a full-time equivalent student shall be allowed the opportunity to try-out for (if applicable) or to participate in any event or activity offered by [charter school] in accordance with the following conditions:

- a. The student provides proof of residency within the boundaries of the school district within which [charter school] sits;
- b. If participating in athletics, documentation of a physical, including details on any underlying conditions relevant to such participation;
- c. The student shall adhere to the same behavior, responsibility, performance, and code of conduct standards directly related to the event or activity as those students enrolled in [charter school]; and
- d. The student shall fulfill the same financial requirements as those required of students enrolled in [charter school].

2. If such student requests to participate in a fine arts activity, such student shall be required to participate in and complete any integral components of instruction provided during a course held during the school day, if applicable.

3. If such student requests to participate in a career or technical student organization, such student shall be required to participate in any applied learning and

engagement which are integral components of instructions for an approved career and technical education program in Missouri, if applicable.

4. If such student requests to participate in an integrated cocurricular activity, such student shall be required to participate in any appropriate coursework and preparation of the related activities during the school day, if applicable.

5. If a student whose academic performance or disciplinary status would preclude such student from eligibility to participate in any extracurricular event or activity at [charter school] disenrolls from [charter school] in order to receive instruction at an FPE school, home school, or virtual school as a full-time equivalent student, such student shall not be eligible to participate in any event or activity at [charter school] for twelve months from the date of disenrollment.

6. Any records created or retained pursuant to this policy shall not be disclosed unless required by federal or state law.

7. For purposes of this policy, the following terms mean:

a. Athletics, “any interscholastic athletic games, contests, programs, activities, exhibitions, or other similar competitions for students;

b. “Event or activity”, athletics, fine arts activities, integrated cocurricular activities, or other extracurricular occurrences directly related to such athletics, fine arts activities, or integrated cocurricular activities that are sponsored, organized, or provided for students by [charter school];

c. “FPE school”, a school, whether incorporated or unincorporated that: (1) has its primary purpose the provision of private or religious-based instruction; enrolls children between the ages of seven years and the compulsory attendance age for the school district in which the FPE school is located, of which no more than four are unrelated by affinity or consanguinity in the third degree; does not charge or receive consideration in the form of tuition, fees, or other remuneration in a genuine and fair exchange for provision of instruction; and may enroll children who participate in the Missouri Empowerment Scholarships Account Program;

d. “Full-time equivalent”, a student who is enrolled in the instructional equivalent of six credits per regular term;

e. “Home school”, a school, whether incorporated or unincorporated that: (1) has its primary purpose the provision of private or religious-based instruction; enrolls children between the ages of seven years and the compulsory attendance age for the school district in which the home school is located, of which no more than four are unrelated by affinity or consanguinity in the third degree; does not charge or receive consideration in the form of tuition, fees, or other remuneration in a genuine and fair exchange for provision of instruction; does not enroll children who participate in the Missouri Empowerment Scholarships Account Program; and is not an FPE school;

f. “Integrated cocurricular activities”, activities that are outside of the regular school curriculum but complement and supplement such curriculum.