

The Board of Education met in regular session Tuesday, January 13, 2015, at 6:00 p.m. in the Board Room at the Board of Education Office, 201 North Forest Avenue, Independence, Missouri.

Members Present: Mrs. Ann Franklin, President
Mrs. Denise Fears, Treasurer
Mr. Ken Johnston, Director
Dr. Matt Mallinson, Director
Mr. Greg Finke, Director
Mr. Blake Roberson, Director

Member Absent: Mrs. Jill Esry, Vice President

Also Present: Dr. Dale Herl, Superintendent
Dr. Dred Scott, Dr. Lance Stout, Dr. Brad MacLaughlin, Dr. Linda Gray-Smith, Mrs. Sherry Potter, Mrs. Cindy Grant, Mr. Robert Burkey, Mrs. Nancy Lewis, The Examiner, INEA, PTA, interested patrons and staff, and Mrs. Annette Miller.

The meeting was called to order by the President, Mrs. Ann Franklin, and minutes of the meeting were recorded by the secretary, Mrs. Annette Miller. Mrs. Franklin welcomed those in attendance.

Dr. Herl, on behalf of the Independence School District, recognized the Board of Education Officers and Directors and presented each one with a framed certificate. The Missouri School Boards Association has designated January as School Board recognition. He expressed appreciation for the limitless number of hours that they contribute as School Board members to guide and support the School District.

Matt Mallinson made the motion to approve the January 13, 2015 Agenda as presented. The motion was seconded by Greg Finke and unanimously approved by the Board of Education.

There were no patrons or staff that wished to address the Board of Education in open session.

Dr. Herl asked Don Coffman, American Field Service (AFS) representative, to address the Board of Education. Mr. Coffman expressed appreciation for the opportunity to present the 14 AFS students for the 2014-2015 school year. He said that AFS is an outstanding program that recognizes students from different countries and appreciates the Board's and the District's support that is provided for the students. Only 12 of the 14 students were in attendance and two of these students will be returning to their homeland this week. The students were: Josi Gruenberg from Germany, Gregor Gsell from Germany, Luca Ellena from Switzerland, Sandra Hartmann from Switzerland, Merete Urke from Norway, Dana Dittberner from Germany, Giovanna Gattini from Chile, Veronika Saarela from Finland, Hellen Krueger from Germany, Sand Wongchai from Thailand, JJ Punakaputra from Thailand, Nathalie Runge from Denmark, Andrea Sosa from Paraguay, and Matteo Longo from Italy. Mr. Coffman presented the Board of Education and School District with the 2014 top AFS School Award presented to Truman High School for their strong commitment to enhancing global education in various ways. Truman and William Chrisman High Schools have hosted over 300 students from 35 different countries. He said that administrators, teachers, and parents have opened their homes to these students and this program. Mr. Coffman recognized Leroy Brown (former Truman High School principal) and Sue Ridings (retired teacher) for their work and support of the AFS Program for a number of years. He again expressed appreciation to the Board of Education for their support in increasing international learning in our schools and community through the AFS Program. Dr. Herl shared that his wife's (Becky) family had sponsored an AFS student from Sweden and Becky was one of her bridesmaids and they are now the Godparents to her AFS friend's twins.

Dr. Herl explained that the List of Bills is light because of the District being closed for the Winter Holidays. He reviewed additional consent agenda items pertaining to recommendations to let bids for a Performance Management Contract which will include HVAC upgrades at Jim Bridger Middle School and Procter Elementary School and upgrades to Lights and Sound in the Auditoriums at Van Horn High School, Truman High School, and William Chrisman High School; request for Proposals for Legal Services for the Independence School District; approval of Head Start/Early Head Start PY02 Budgets; and approval of Head Start PY02 ERSEA Procedures/Outreach and Recruitment Plan.

Blake Roberson made the motion, second by Ken Johnston, to approve the January 13, 2015 Consent Agenda as printed.

1. Minutes – December 9, 2014
 2. Approval of January 13, 2015 List of Bills totaling \$8,057,255.65
 3. Personnel Recommendation #12
 - A. Request to Assume Retirement Status of Certificated Staff Effective End of the 2014-2015 School Year.
 1. Donna Furman, Special Education/Blackburn Elementary School
 - B. Employment of Certificated Staff for 2nd Semester of the 2014-2015 School Year.
 1. Kathryn Dowden, Full Time Substitute
 2. Dawn Lancaster, Speech Language Pathologist
 - C. Employment of Certificated Staff for the 2015-2016 School Year.
 1. Aleyamma George, Science-Physics Teacher
 2. Lalu George, Math Teacher
 3. Jeffrey Meyers, Physical Education Teacher
 4. Tiffany Jarnagin, Special Education Teacher
 4. Approval to Let Bids for a Performance Management Contract which will include HVAC Upgrades at Jim Bridger Middle School and Procter Elementary School and Upgrades to Lights and Sound in the Auditoriums at Van Horn High School, Truman High School, and William Chrisman High School.
 5. Approval to Request Proposals for Legal Services for the Independence School District.
 6. Approval of Head Start/Early Head Start PY02 Budgets.
 7. Approval of Head Start PY02 ERSEA Procedures/Outreach and Recruitment Plan.
- The motion was unanimously approved by the Board of Education.

Items on the Agenda under New Business included information for the Board of Education's consideration.

Dr. Herl reported that formative assessments are given three (3) times a year. Administrators have reviewed the Winter assessment information to determine if there are gaps between instruction and the curriculum that is being taught. He was very happy to say the students' improvements were off the charts. The focus in the classrooms continues to be that of growing kids academically. The District conducted a late start last week for the first time and it went well. Attendance went up 10% on the late start day. A ceremony will be held on Thursday, January 15, when the District will officially be inducted into the Ford Next Generation Learning Academies Program. District teachers have done a great deal of work on this process. The Administration is very excited about the opportunities the Ford NGL Academies will provide students. Dr. MacLaughlin and Nancy Lewis have been instrumental in bringing the District to this point and he thanked them for all of their hard work and commitment.

Dr. Herl reviewed information on the proposal for construction management services for locker room remodel at William Chrisman High School athletic field. He said the Administration was recommending acceptance of the bid from Nabholz Construction Company.

Denise Fears made the motion that the Board of Education accepts the construction management proposal of 5-5.25% overhead and profit fees from Nabholz Construction for the locker room remodel services at the William Chrisman High School athletic field. The motion was seconded by Matt Mallinson and approved unanimously by the Board of Education.

Dr. Herl stated the bid for construction management services for bleacher and stadium renovations at Truman High School is very similar to the William Chrisman High School bid for construction management services. He said the Administration is also recommending Nabholz Construction Company for this bid.

The motion was made by Blake Roberson, second by Matt Mallinson, that the Board of Education approves Nabholz Construction Company as construction manager for bleacher and stadium renovations at Truman High School. The motion was unanimously approved by the Board of Education.

Dr. Herl explained that the law office tenant has asked to increase their office space at Central Office and bids were let for construction management services for this project. The Administration is recommending approving the bid of JE Dunn Construction Company as they did the original work at the Ennovation Center and also for the law office tenant area.

Ken Johnston made the motion that the Board of Education approves JE Dunn Construction Company as construction manager for the law office expansion at the Ennovation Center. The motion was seconded by Greg Finke and unanimously approved by the Board of Education.

The District's Transportation Department operates 161 buses and has a 15 year fleet replacement cycle. Bids were let and received for the replacement of eight buses. It is the Administration's recommendation to accept the bid from Central States Bus Sales to replace eight buses that have reached their life cycle for a total of \$769,560.

A motion was made by Denise Fears, second by Blake Roberson, that the Board of Education authorizes the Superintendent, or his designee, to purchase from Central States Bus Sales eight – 71 passenger, Type C, conventional bus vehicles to be purchased and delivered to the Independence School District Transportation Department no later than June 30, 2015 in the amount of \$96,195.00 per bus for a total of \$769,560.00. The motion was unanimously approved by the Board of Education.

Dr. Herl reviewed the bid for Phase 1 of bleacher replacement at Truman High School. The Administration's recommendation is to accept the bid from Outdoor Aluminum, Inc. for a total of \$564,500.00.

Blake Roberson made the motion that the Board of Education approves the bid from Outdoor Aluminum, Inc. for Phase 1 Bleacher replacement at Truman High School for a cost of \$564,500.00. The motion was seconded by Denise Fears and unanimously approved by the Board of Education.

Dr. MacLaughlin presented information on the Course Changes and *Program of Studies* for the 2015-2016 school year. He thanked Dr. Herl, the Independence Chamber of Commerce, and the Ford Next Generation Learning Academies for their support in providing additional opportunities for students to become better prepared for their career/college future. He stated that hundreds of dedicated teachers have put these course changes together which will assist students in developing their four year high school program. The secondary schools will transition to an eight (8) period day but keep the same length of school day. This will allow for lower class sizes by offering additional class time. Businesses are being asked what does the work force look like and how can the District better prepare students. Dr. Herl said that the District wants to provide students the opportunity to attain an Associate's Degree as well as their high school diploma upon graduation.

The motion was made by Matt Mallinson, second by Blake Roberson, that the Board of Education approves the District's 2015-2016 *Program of Studies* document, which outlines the course changes for the 2015-2016 school year. The motion was unanimously approved by the Board of Education.

The Board of Education Policy Committee and Dr. Herl have met and reviewed necessary changes to the Board of Education Policies in order to stay compliant with education laws and procedures. The recommendation is to make changes/additions to the following Board Policies: 2770, 4650, and 7210. Policy changes require two readings.

A motion was made Greg Finke, second by Denise Fears, that the Board of Education approves this as the first reading of changes and additions to Board of Education Policies 2770, 4650, and 7210 as presented. The motion was unanimously approved by the Board of Education. (Pages 10870-10879)

Dr. Herl reviewed the proposed 2015-2016 School Year Calendar and explained that it is very similar to the current calendar with a few minor changes.

Blake Roberson made the motion that the Board of Education approves the 2015-2016 School District Calendar as presented. The motion was seconded by Ken Johnston and unanimously approved by the Board of Education. (Page 10880)

Dr. Herl stated that Missouri School Districts are required to have annual audits. The District received an unqualified opinion on the financial statements which means the District has a very clean audit for 2013-2014.

A motion was made by Denise Fears, second by Blake Roberson, that the Board of Education approves the School District's 2013-2014 school year audit as presented. The motion was unanimously approved by the Board of Education.

There being no further information to come before the Board, Blake Roberson made the motion, second by Greg Finke, to adjourn the meeting and go into executive session for legal, personnel, and real estate issues at 7:14 p.m. The motion was approved as follows:

Ayes: Ann Franklin	Absent: Jill Esry
Denise Fears	
Ken Johnston	
Matt Mallinson	

STUDENTS**Policy 2770****Student Welfare****Seclusion and Restraint****Purpose**

It is the purpose of this policy to:

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

Definitions:

“Authorized School Personnel” means school personnel who have received annual training in:

- De-escalation practices,
- Appropriate use of physical restraint,
- Professionally-accepted practices in physical management and use of restraints,
- Methods to explain the use of restraint to the student who is to be restrained and to the individual’s family,
- Appropriate use of isolation,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

“Assistive technology device” means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.

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“Aversive behavioral interventions” means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. The term does not include such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

“Behavior Intervention Plan (BIP)” sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

“Chemical restraint” means the administration of a drug or medication to manage a student’s behavior that is *not* a standard treatment and dosage for the student’s medical condition.

“Emergency situation” is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

“Functional Behavior Assessment” a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

“IEP” means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

“Isolation” means the confinement of a student alone in an enclosed space room without the use of locking hardware. Isolation also includes the confinement of a student alone in a room with a staff engaged locking system where the student is constantly attended and supervised by district employees through a window or other viewing device, but only in accordance with a student’s IEP, Section 504 plan, or other agreed-upon plan to address a student’s behavior. Isolation does not include supervised in-school suspension, detention or timeout/time away used as disciplinary consequences in accordance with the district’s student discipline code.

“Law enforcement officer” means any public servant having both the power and duty to make arrests for violations of the laws of this state.

“Locking hardware” means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

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“Mechanical restraint” means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement of or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

“Physical escort” means the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

“Physical restraint” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

“School personnel” means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

“Seclusion” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware. . Seclusion does not include situations where a student is alone in a locked room if the student is constantly attended and supervised by district employees through a window or other viewing device.

“Section 504 Plan” means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

“Time out” means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

Use of Restrictive Behavioral Interventions:

- **Time-Out**

Nothing in this policy is intended to prohibit the use of time-out as defined in this section.

- **Seclusion**

Seclusion as defined in this policy is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.

- **Isolation**

Isolation, as defined in this policy, may only be used by authorized school personnel, as defined in this policy:

- After de-escalating procedures have failed;
- In an emergency situation as defined in this section; or
- As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by District personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

- **Physical Restraint**

Physical restraint shall only be used in one of the three circumstances below:

- In an emergency situation as defined in this policy;
- When less restrictive measures have not effectively de-escalated the situation; or

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- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon-plan to address a student's behavior.

Physical restraint shall:

- Only be used by authorized school personnel as defined in this policy.
- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of the physical restraint;
- Use no more than the degree of force necessary to protect the student or other persons from imminent physical harm [or to protect property];
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use only methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of an emergency situation.

Physical restraints should never be used as a form of punishment or for the convenience of school personnel.

- **Mechanical Restraint**

Mechanical restraint shall only be used as specified in a student's IEP, Section 504 plan, or other parentally agreed-upon plan to address a student's behavior with two exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations.
- Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

- **Chemical Restraint**

Chemical restraints shall never be used by school personnel.

Aversive interventions that compromise health and safety shall never be used by school personnel.

Communication and Training

- **School Personnel Meeting**

Following any situation involving the use of seclusion, isolation or restraint, as defined in this

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policy, a meeting shall occur as soon as possible but no later than two (2) school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

- **Parental Notification**

Except as otherwise specified in a student's IEP, Section 504 plan or other parentally agreed-upon plan to address the student's behaviors:

- Following a situation involving the use of seclusion, isolation or restraint, the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident, unless circumstances render it unreasonable or impossible to notify the parent or guardian by the end of the day in which case the parent or guardian shall be notified through verbal or electronic means of the incident no later than noon of the next day.
- The parent or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:
 - Date, time of day, location, duration, and description of the incident and de-escalation interventions.
 - Event(s) that led up to the incident.
 - Nature and extent of any injury to the student.
 - Name of a school employee the parent or guardian can contact regarding the incident, and contact information for that employee.

- **Staff Training**

School districts shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

Students with Disabilities

The foregoing policy applies to all students. However, if the IEP or multi-disciplinary team determines that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan unless otherwise provided for in this policy. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior intervention plan must be developed, which indicates a plan to eliminate the use of the restraint, isolation or aversive behavior intervention over time.

Policy 2770**Page 7****Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions**

Districts shall maintain records documenting the use of seclusion, isolation, and restraint showing each of the following: when they were used, reason for use, duration of use, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP, Section 504 plan, Behavior Intervention Plan (BIP) or other personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

Applicability of this Policy

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

REV. 1/15

PERSONNEL SERVICES**Policy 4650**
(Regulation 4650)**Performance Evaluation****Communication with Students by Electronic Media**

Employee personal communication with students in all forms including oral and nonverbal ~~shall~~ must be professional and respectful and consistent with Board policy. All communications between ~~teachers~~ employees and students ~~should~~ must be consistent with a teacher-student relationship. Communication shall be deemed to be inappropriate if such communication is sexual in nature, is sexually suggestive, suggests romantic activity with student or students, occurs at an inappropriate time or place, or is otherwise inconsistent with Board policy. Violation of this provision will result in disciplinary action up to and including dismissal.

Communications between employees and students will be primarily direct, oral or written in nature. Employees are strictly prohibited from engaging in Private Electronic Communications with students, as defined in Regulation 4650. As specified in Regulation 4650, the term "Private Electronic Communications" includes communicating with students on social networks, websites, or webpages that are not accessible to the public, e-mailing with students, and texting students. This prohibition does not preclude Private Electronic Communications between employees and their siblings and children who may be district students.

The district will provide official electronic media which may be utilized by teachers and coaches for communication with students for dissemination of school related information (i.e., homework, practice schedules, supplemental instructional material) and for collaborative tasks.

FACILITIES DEVELOPMENT**Policy 7210****Facilities Construction****Construction Contracts, Bidding and Awards**

All facilities construction projects which exceed an expenditure of \$15,000 shall be advertised once a week for two consecutive weeks in a newspaper of general circulation located in the city or county in which the District is located. In addition to the city or county newspaper, the District may also advertise in business, trade or minority newspapers. Competitive bids shall be solicited according to state law only after the plans and specifications have been approved by the Board of Education. In order to protect the Board of Education, each bidder may be required to submit, with his bid, a bidder's bond in an amount determined by the estimated cost of the project

The construction contract shall be awarded to the best bidder whose bid is in accordance with the Board approved plans and specifications and has provided the required security. The Board reserves the right to waive any informalities in, or reject any or all bids or any part of any bid. No bid for the construction, alteration, or repair of any building shall be accepted if it does not conform to the Board approved plans and specifications.

Whenever two or more proposals or bids of equal amount are the lowest proposals submitted by reasonable bidders pursuant to the advertisement of bids, the Board of Education may award the contract to any one of the bidders as determined by exercise of discretion.

The contractor shall receive monthly payments for the work completed, less a percentage to be determined to ensure completion. The contractor may be required to submit a performance bond and a material and labor bond to the satisfaction of the Board. The final payment shall be made only after acceptance of the project by the Board of Education and completion of the items to be corrected. Lien waivers shall be provided by the contractor and his subcontractors and suppliers.

All pay requests by the contractor shall be approved by the architect prior to submission to the Board of Education for payment.

If a change order is submitted to the architect, approval by the superintendent or designee is required prior to the performance of the work specified in the change order. The change order submitted to the architect must provide the follows:

- a detailed description of the change proposed
- the reason for the change
- the original amount contracted
- the amount related to the change proposed
- the total amount of the proposed change is approved

In the event that the change amounts to \$15,000 or more or 5% of the total originally contracted amount, whichever is greater, Board approval is required prior to performance of the work

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described in the change order.

The superintendent/designee or Board must also determine, with respect to any⁶ change order submitted and on a case-by-case basis, whether the change proposed warrants rebidding of the project. The following factors must be weighed in order to make a rebidding determination:

1. The increase or decrease in cost related to the change, as compared to the total original amount contracted;
2. Whether the scope of the contract is deemed to have substantially changed due to the change order;
3. Whether the additional work proposed under the change order is sufficiently distinct from the original scope of the project;
4. The location of the work for the proposed change;
5. The time required in order to rebid the project;
6. The deadline for completion of the project and circumstances related thereto; or
7. The cost associated with rebidding the project as compared to the cost associated with approval of the change order.

Change orders which must be submitted to the Board for approval due to the proposed cost of the change pursuant to this policy shall be accompanied by Superintendent's recommendation regarding the necessity for rebidding based on these factors.

If it is determined that the change order should be approved without rebidding, either by the superintendent/designee or by the Board, the approval must be signed and transmitted to the contractor prior to performance. Once the work has been performed, the invoice for the work must be attached to the next pay application submitted to the district and processed normally, unless a contract specifically dictates to the contrary.

INDEPENDENCE PUBLIC SCHOOLS 2015-16 SCHOOL CALENDAR

JULY 2015					AUGUST 2015					SEPTEMBER 2015					OCTOBER 2015								
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
		1	2	3	3	4	5				1	2	3	4				1	2				
6	7	8	9	10			12	13	14		8	9	10	11	5	6	7	8	9				
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16				
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23				
27	28	29	30	31	31						29	30											
Student Attendance - 14 Teacher Contract - 18					Student Attendance - 20 Teacher Contract - 21					Student Attendance - 21 Teacher Contract - 22													
NOVEMBER 2015					DECEMBER 2015					JANUARY 2016					FEBRUARY 2016								
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
	3	4	5	6		1	2	3	4				6	7	8	1	2	3	4	5			
9	10	11	12	13	7	8	9	10	11				11	12	13	14	15		8	9	10	11	12
16	17	18	19	20	14	15	16	17	18	19	20	21	22	23									
23	24				21	22				25	26	27	28	29	22	23	24	25	26				
30															29								
Student Attendance - 17 Teacher Contract - 18					Student Attendance - 16 Teacher Contract - 16 <small>End of First Semester, Dec. 22</small>					Student Attendance - 17 Teacher Contract - 19					Student Attendance - 19 Teacher Contract - 20								
MARCH 2016					APRIL 2016					MAY 2016					JUNE 2016								
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
	1	2	3	4						2	3	4	5	6			1	2	3				
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10				
	15	16	17	18	11	12	13	14	15	16	17	18**	19**	20**	13	14	15	16	17				
21	22	23	24	25	18	19	20	21	22	23**	24**	25**	26**	27	20	21	22	23	24				
					25	26	27	28	29	30	31				27	28	29	30					
Student Attendance - 17 Teacher Contract - 19					Student Attendance - 20 Teacher Contract - 20					Student Attendance - 12 Teacher Contract - 12 <small>Anticipated Final Student Attendance Day, May 17, 2016</small>					<u>Summer School</u> TBA								

Non-Student Attendance/Non-Contract

Non-Student Attendance/Contract Day

Non-Student Attendance/Professional Development

Parent Conference Week

First/Last Day of School

ELEMENTARY/SECONDARY

First Quarter	41
Second Quarter	47
Third Quarter	44
Fourth Quarter	41
	173

TEACHER CONTRACT DAYS

First Quarter	46
Second Quarter	49
Third Quarter	48
Fourth Quarter	42
	185

***All Attendance and contract days that are postponed due to inclement weather will be added to the calendar.*

*(** are protected as potential attendance and contract days and will be used first as makeup days in the case of adverse weather)*

*(*** are protected as potential attendance and contract days and will be used after ** days)*

Student Evaluation Schedule

First Quarter (Grades K-8)	August 12, 2015 through October 9, 2015
End of First Semester	December 22, 2015
Third Quarter (Grades K-8)	January 6, 2016-March 11, 2016
End of Second Semester	May 17, 2016

Greg Finke
Blake Roberson

C. Annette Miller

Secretary

Ann Franklin

President

The Board of Education met in special session Monday, January 26, 2015, at 7:30 a.m. in the Board Room at the Board of Education Office, 201 North Forest Avenue, Independence, Missouri.

Members Present: Mrs. Ann Franklin, President
Mrs. Jill Esry, Vice President
Mrs. Denise Fears, Treasurer
Mr. Ken Johnston, Director
Dr. Matt Mallinson, Director
Mr. Blake Roberson, Director

Members Absent: Mr. Greg Finke, Director

Also Present: Dr. Dale Herl, Superintendent
Dr. Dred Scott, Dr. Lance Stout, Dr. Linda Gray-Smith, Mrs. Molly Johnson, interested patrons and staff, and Mrs. Annette Miller.

The meeting was called to order by the President, Mrs. Ann Franklin, and minutes of the meeting were recorded by the secretary, Mrs. Annette Miller.

Ken Johnston made the motion to approve the January 26, 2015 Agenda as printed. The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Dr. Herl explained that the School District has lost over \$100 million in revenue since 2008 due to drops in property valuations and the yearly assessments continue to decline. The District's enrollment is near 14,400 students which is 1,300 more students since 2009 and this is a good problem to have. But with more students and less staff, classroom sizes have increased. The Administration has been good stewards with the District's funds by stretching them to provide quality educational programs for all students. Without additional operating funds though, class sizes are going to continue to grow. Currently, the School District's operating levy is the lowest in the metro area. The Administration is recommending increasing the Operating Levy by \$.24 – from \$4.43 to \$4.67 per \$100 assessed valuation. This issue would need to be placed on the ballot for voter approval and the next opportunity is the April 7, 2015 election. The District's last tax levy increase was in 2003. Funds generated from this levy increase would primarily be focused on student classrooms and staff with some being used for technology and maintenance issues.

Blake Roberson made the motion that the Board of Education approves the following Resolution to be placed on the April 7, 2015 Election Ballot:

Shall the school board of The School District of the City of Independence, Missouri, be authorized to increase the operating tax levy ceiling of the District to \$4.6700 per one hundred dollars of assessed valuation to fund capital improvements, including HVAC upgrades and roof replacements throughout District facilities, and funding staffing and related expenditures necessary to reduce the student-teacher ratio throughout the District?

If this proposition is approved, the adjusted operating levy of the District will increase by \$0.24 from \$4.4300 currently to \$4.6700 per one hundred dollars of assessed valuation.

The motion was seconded by Denise Fears and unanimously approved by the Board of Education.

There being no further business to come before the Board of Education, the motion was made by Blake Roberson, second by Jill Esry, at 7:40 a.m. to adjourn the meeting and go into executive session for personnel issues. The motion was approved as follows:

Ayes: Ann Franklin
Jill Esry
Denise Fears
Ken Johnston
Matt Mallinson
Blake Roberson

Absent: Greg Finke


Secretary


President