

BOARD OF EDUCATION  
The School District of Independence

The Board of Education met in regular session Tuesday, October 8, 2013, 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  
Dr. Matt Mallinson, Vice President  
Mrs. Jill Esry, Treasurer  
Mrs. Jana Waits, Director  
Mr. Ken Johnston, Director  
Mrs. Denise Fears, Director  
Mr. Greg Finke, Director

Also Present: Dr. Dale Herl, Superintendent  
Dr. Dred Scott, Dr. Lance Stout, Dr. Brad MacLaughlin, Dr. Beth Savidge,  
Dr. Linda Gray Smith, Mrs. Cindy Grant, Mr. Blake Zachary, Mrs. Sherry  
Potter, Mr. Bob Robinson, Mrs. Nancy Lewis, 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 recognized several college students and also students from Mrs. Angie Zarillo's Truman High School Leadership class.

Greg Finke made the motion to approve the October 8, 2013 Agenda as presented. The motion was seconded by Jana Waits and unanimously approved by the Board of Education.

Dr. Herl introduced Mrs. Brandi Prunte, Truman High School French teacher. Mrs. Prunte shared information on the French Immersion Program, a student exchange program. She provided an overview and introduced Ms. Katie Owens, William Chrisman High School French teacher and students that participated in the program. She explained that it is a two year program: one year District students travel to France and stay with host families and the next year French students come to Independence and stay with our host families. Chateaubriande - SanJoseph-private school. Mrs. Ann Sunderland, retired French teacher from Truman High School, started the program in the 1994-95 school year. The program does not cost the District any money as it is funded through the participating high schools. Ten exchanges have been held over the past 19 years. Mrs. Sunderland said this program has served as a model for other districts that wish to start a student exchange program. Mrs. Prunte, Ms. Owens, and Mrs. Sunderland thanked the Board for allowing them and the students to present this evening.

Mr. Gene Hoppe, 16508 Crackerneck Road, Independence, MO, addressed the Board of Education. He stated that had heard some very favorable comments and he hopes that this 'good faith' will be used when negotiation talks take place. Three of the comments included: Opening Day was very refreshing this year; YouthFriends Program is now the Inspire Program and the whole atmosphere is different compared to the last number of years; and that the school year is going great. He stated that the new administrative team is top-notch. Mr. Hoppe requested information on the residence located at 1717 S. Speck Road. He asked if it is being rented, has it been rented in the past, what the rent total is, and has it been rented to an employee or relative of an employee?

Dr. Herl stated that bills totaling \$6,680,708.11 was a touch higher due to purchasing materials/supplies for additional classrooms based on the increase in enrollment.

Ken Johnston made the motion to approve the October 8, 2013 Consent Agenda as printed.

1. Minutes of September 10, 2013
2. Approval of October 8, 2013 List of Bills totaling \$6,680,708.11
3. Personnel Recommendation #8
  - A. Employment of Certificated Staff for the 2013-2014 School Year
    1. Jennifer Schopfer, Kindergarten Teacher

The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Dr. Herl said the District is starting the 2014 Summer School planning process. The School District will no longer use Edison Learning to run the program. The Summer School Coordinator position has been posted. The program will focus on a Reading/Math Academy for Tier 3 students who are two or three grade levels below their peers.

Dr. Stout shared information on the progress of the Middle School Realignment and that a communication plan will be going out soon in order to keep staff, parents, and students informed of the proposed changes. The Board was pleased to hear about the Middle School Realignment communication that allows preparation time for everyone.

Dr. Herl discussed the possibility of students transferring from the Kansas City, Missouri School District based on their Unaccredited status. The Commissioner is recommending to the State Board of Education that this classification not be changed even though KCMO School District scored at the Provisionally Accredited level for the 2012-2013 school year. This will have a great impact on area school districts. Following the case that will be heard before the Supreme Court, it may be 30-90 days before a ruling is given. Student transfers from unaccredited school districts will have a great deal of effect on other school districts not only in the metro area but throughout the state. Dr. Herl reported that the School District's enrollment is up another 50 students for a total of 14,127 students. The District has hired six additional teachers since the school year started and have another two positions posted. The District's Free/Reduced numbers are at 64% for this year.

Several new Business Items were presented for the Board of Education's consideration.

Dr. Herl stated that the majority of changes made to Board of Education Policies and Regulations are due to State and Federal regulation mandates

Jana Waits made the motion that the Board of Education approves this as the second and final reading of changes to Board of Education Policies 2640, 2815, 4630, 4640, 5260, 6140, and 6260. The motion was seconded by Greg Finke and unanimously approved by the Board of Education. (Pages 10672-10679)


Denise Fears made the motion that the Board of Education approves adopting the changes to Board of Education Regulations 1405, 1621, 2110, 2610, 2870, 4320, 4321, 5620, 6275, and 6320 as presented. The motion was seconded by Ken Johnston and unanimously approved by the Board of Education. (Pages 10680-10701)

Dr. Scott presented information on three Title I elementary schools that have been designated as Focus Schools by the Department of Elementary and Secondary Education as a result of Missouri's NCLB flexibility waiver. The schools are: Fairmount, Korte, and Three Trails. He explained that there are two categories - Priority Schools and Focus Schools and that 116 schools across Missouri have been designated as Focus Schools. The schools are responsible for developing an improvement plan that includes professional development to improve classroom instruction; allow time for collaboration for teachers to become more effective; and release days for teachers to review and analyze student achievement. DESE has developed a leadership program called MoLEAD and the District will serve as a host site for the program during the 2013-2014 school year. Several Central Office administrators along with the principals of the three Focus Schools, Nowlin Middle School, and Van Horn High School will be attending this program which meets two days per month through May 2014. The Focus Schools will monitor student attendance and behavior as part of their plan. Title I funds will be designated to support the Focus Schools by providing iPads for teachers/principals and purchasing a level literacy intervention program. The Tier 3 Intervention will also be focused on those students. Dr. Scott said he will be monitoring the plans monthly, tour each of the buildings on a regular basis, and record data on their dashboard. He will keep the Board of Education informed of the progress on a monthly basis.

There being no further information to come before the Board, Greg Finke made the motion, second by Jana Waits, to adjourn the meeting and go into executive session for legal, real estate, and personnel issues at 6:43 p.m. The motion was approved as follows:

Ayes: Ann Franklin  
Matt Mallinson  
Jill Esry  
Jana Waits  
Ken Johnston  
Denise Fears  
Greg Finke

Absent:

  
Secretary

  
President

**STUDENTS****Policy 2640****Discipline****Student Use of Tobacco, Alcohol and Drugs****Smoking**

The Board of Education believes that smoking and the use of any tobacco product is detrimental to the health and well-being of staff and students. Therefore the Board prohibits the use, sale, transfer and possession of any tobacco product at school and at school activities.

**Alcohol and Drug Use**

The improper use of controlled substances, alcohol and substances represented to be such is detrimental to the health and welfare of students and is detrimental to discipline in school. Such conduct as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

Pursuant to 29 U.S.C. 705(20)(c)(iv), ~~disabled students protected under Section 504 of the Rehabilitation Act, who are currently engaging in the illegal use of controlled substances, including alcohol, may negate his/her eligibility or disciplinary protections under Section 504 and the Americans with Disabilities Act regardless of whether his/her disability is related to the alcohol or drug abuse. Disabled students protected under the IDEA, who engage in the illegal use of controlled substances, including alcohol, may be placed in an Interim Alternate Educational Setting pursuant to 20 USC §1415(k).~~ a student with a 504/ADA disability who is currently engaging in the illegal use of alcohol or drugs is not considered a student with a disability under those laws and the District may take disciplinary action -- to the same extent that disciplinary action is taken against nondisabled students -- in relation to that use of alcohol or drugs. In such cases, the due process procedures contained in the Section 504 regulations will not apply to protect those students. This provision does not apply to students who are identified as disabled under the Individuals with Disabilities Act. However, school personnel may remove an IDEA disabled student to an interim alternative educational setting for not more than 45 school days without regard to whether that student's behavior is a manifestation of his/her disability where that student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the District's jurisdiction. "Illegal drug," as it pertains to the discipline of IDEA students, means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority.

**STUDENTS****Policy 2815****Student Services****Assessment Contact and Referrals Involvement to With Outside Services Agencies**

The counseling staff, in consultation with other staff members, is responsible for ~~the initial assessment of~~ reviewing students' academic progress as well as personal/social concerns. Where ~~necessary~~ appropriate, the District will make ~~available responsive services including individual contact with and small group counseling, crisis counseling, referral to other agencies or professional resources, and/or put students vocational and educational placement.~~ The District ~~will~~ and their parents/guardians in contact with outside agencies or professional resources. Where appropriate, the District will cooperate and assist other agencies or professional resources that become involved with ~~the diagnosis and treatment of~~ students ~~referred for responsive services.~~ Student information will not be provided to outside agencies or professional resources until the student's parents/guardians ~~have~~ or the eligible student has signed a release of information form. Except as required by law, including but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the cost of ~~diagnostic and treatment~~ any services provided by the outside ~~the District~~ agency or professional resource is the sole responsibility of individual parents/guardians. ~~(See also Regulation 6250 - Instruction for Students with Disabilities).~~ or eligible student.

**PERSONNEL SERVICES****Policy 4630****Performance Evaluation****Staff Conduct**

The Board of Educations requires all staff members to serve as positive role models for District students. District schools exist to provide quality, cognitive, and affective education for District students. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

1. Properly prepare for student instruction.
2. Fully utilize instructional time for learning activities.
3. Maintain students under active supervision at all times.
4. Assess student performance in a regular and accurate manner.
5. Modify instructional goals to meet the needs of each student.
6. Comply with administrative directives.
7. Motivate students to achieve learning objectives.
8. Communicate with students in a professional and respectful manner.
9. Maintain relationships with students in a professional teacher-student model.
10. Review and comply with Board policies, regulations, and procedures as well as related building rules and practices.
11. Properly operate and maintain district property.
12. Utilize district technology solely for school district business.
13. Maintain required records and submit requested reports in a timely manner.
14. Comply with all safety guidelines and directives.
15. Refrain from the use of profane and obscene language.
16. Dress in a professional manner.
17. Attend to all duties in a punctual manner.

**PERSONNEL****Policy 4640****Performance Evaluation****Teaching Standards**

District teaching standards include, but are not limited to:

- Ensuring that students are actively participating and are successful in the learning process.
- Teacher will monitor and manage student learning by specific assessment vehicles.
- Student and teacher will be prepared and knowledgeable of the curricular content.
- Teacher will maintain students' on task behavior.
- Teacher will use professional communications and interactions with the school community.
- Teacher will remain current on instructional knowledge.
- Teacher will seek and explore changes in teaching behaviors that will enhance student learning.
- Teacher will act responsibly in the overall mission of the school.
- Teacher creates learning experiences that make the subject matter meaningful.
- Teacher demonstrates knowledge of the subject matter by implementing instruction pertinent to the subject matter.
- Teacher provides learning opportunities that support the intellectual, social and personal development of all students.
- Teacher cultivates the unique skills and talents of every student.
- Teacher will use a variety of instructional activities of critical thinking, problem solving, and performance skills.
- Teacher creates a positive learning environment that encourages active engagement in learning, positive social interactions and self-motivation.
- Teacher models effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

**Policy 4640**  
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- Teacher will use formal and informal strategies to assess learners' progress.
- Teacher will actively seek out opportunities to grow professionally in order to improve learning for all students.
- Teacher will maintain effective working relationships with students, parents, colleagues and community members.

Final standards for teaching in the District will be in place by June 30, 2010.

**SUPPORT SERVICES****Policy 5260****Safety, Security and Communications****Safety and Standards**

The Board of Education directs the Superintendent to ensure that the administration and management of all District operations be in compliance with local laws and regulations pertaining to student and staff safety and state and federal laws and standards regarding Occupational Safety and Health. At various times District supervisors will issue specific safety standards and will provide ongoing directions, oral and written, to maximize employee and student safety. Failure to comply with such safety directives will be considered serious misconduct and will result in disciplinary action up to and including dismissal.

**Safety Requirements**

In order to promote safety and to reduce the occurrence of injuries to the employee; to the employee's colleagues, students and visitors to our schools, the following requirements are mandated by the Board. These requirements are not intended to be exclusive, but to be illustrative for measures required to promote safety. Moreover, these requirements are in addition to all relevant requirements of federal and state law, as well as, Board policy. Employees will be required to review, sign and return this policy on an annual basis. These requirements are:

1. All accidents are to be reported, in writing, to your supervisor on the date they occur.
2. All unsafe conditions are to be reported to your supervisor immediately.
3. No running or horseplay is permitted.
4. The use of alcohol or non-prescribed drugs during work hours is strictly prohibited. The use of prescribed drugs is permitted subject to the limitations imposed by the prescribing physician.
5. Standing on chairs, desks, boxes, or any object other than a ladder or step stool is prohibited.
6. When using chemicals, all appropriate safety equipment must be used. If the appropriate safety equipment is not available, the absence of same should be reported to your supervisor immediately.
7. If your duties require you to drive, the use of a seatbelt is mandatory. The use of a cell phone for phone calls or texting is prohibited in a moving vehicle.
8. The use of employer provided safety devices is mandatory.



**INSTRUCTIONAL SERVICES****Policy 6140****Curriculum Services****Services for Students with Disabilities**

The District does not utilize a separate curriculum for students with disabilities. It is the policy of the District to ~~develop an~~ implement a program of regular and special education based on the individualized educational plan (IEP) for needs of each public school disabled student. ~~with a qualifying disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and/or an accommodation plan, if necessary, for students who are qualified pursuant to Section 504 of the Rehabilitation Act.~~

The District will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments implementing regulations, the Missouri State Plan for Part B of the IDEA, Section 504 of the Rehabilitation Act of 1973, 162.670 .995, RSMo., and Missouri's State Plan for Part B its implementing regulations, and Title II of the American with Disabilities Act.

~~If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s)) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (G.P.A.) and shall be eligible for the honor roll. For~~ students identified as disabled under the Individuals with Disabilities Act (IDEA), each student's IEP team will develop an Individualized Educational Plan (IEP) that will address how that student's disability affects that student's involvement and progress in the general curriculum. Each student's IEP team also will, in accordance with IDEA, create an IEP that includes a statement of the special education, related services and supplementary aides and services that will enable the student to be involved in and make progress In the general educational curriculum.

**INSTRUCTIONAL SERVICES****Policy 6260****Instruction****Educational Surrogate**

The Board of Education directs the Administration to determine whether a disabled student is in need of an educational surrogate within thirty (30) days of the date of notification that the student is living within District jurisdiction. The Administration is directed to notify the Division of Special Education at the Missouri Department of Elementary and Secondary Education in writing within ten (10) days of the determination that such need exists.

The District designates the Director of Special Services who is responsible for overseeing the educational surrogate program in the District.

**GENERAL ADMINISTRATION****Regulation 1405  
(Policy 1405)****School/Community Relations****Parent/Family Involvement in Education**

In order to implement the Board's commitment to parent/family involvement in students' education, the District has implemented an educational involvement plan with the following features:

1. Regular two way communication between school and parents/families. Such communication will include but not be limited to scheduled parent visits to school, electronic communication, use of translators, parent volunteers, and other programs recommended by the Parent/Family Involvement Committee.
2. Assist parents in developing positive, productive parenting skills, as well as positive productive means of interacting with District administrators and staff.
3. Provide professional development opportunities for District staff to facilitate productive parent/school involvement in promoting education of District students.
4. Involve parents in meaningful activities to enhance student learning.
5. Enhance opportunities for parents/families to visit schools in a safe and open atmosphere. Such opportunities will include, but are not limited to, identifying roles for parent volunteers, providing training for volunteers and provision of family activities at school.
6. Affirmatively involve parents in school decisions which affect their children.
7. Utilize community resources to promote and strengthen school programs, family practices, and student learning.
8. The Plan will be reviewed annually with input from parents and staff. Meeting agenda sign-in sheets and meeting minutes will be prepared and maintained by the District.

**GENERAL ADMINISTRATION****Regulation 1621  
Form 1621****Private, State and Federal Programs Administration****Title I Parent Involvement**

The responsibility for implementation of the Title I (ESEA) policy is shared between the Title I (ESEA Office) Director and each building Principal. The designation of these duties is described below.

**Title I (ESEA) Staff and Parent Responsibilities**

1. Development of the District's Plan will include input from parents of eligible students, teachers, administrators and related personnel.
1. 2. Provide letters to parents regarding Title I (ESEA) programs and curriculum, how their children were selected for Title I (ESEA), how their progress will be measured, how much progress they are expected to make during the school year, and how their performance compares to that of their schoolmates.
2. 3. Provide an orientation meeting for parents each school year before the end of the first quarter.
3. 4. Provide parents of each school with the results of the annual review. This review is to include the individual school performance profiles.
4. 5. Provide timely notification to parents, in the form of letters and flyers, regarding Title I (ESEA) meetings and workshops.
5. 6. Offer professional development opportunities for teachers on increasing their effectiveness in teaching all students eligible for Title I (ESEA) services and on addressing the needs of Title I (ESEA) parents.
6. 7. Offer workshops for parents on how to help assist in the instruction of their children.
8. The District will conduct an annual review meeting of Title I activities which will include, but not be limited to, parent evaluations and the school-parent compact. Meeting agenda sign-in sheets for parents and staff, as well as, meeting minutes will be maintained by the District.
7. 9. Send data regarding year-end Title I (ESEA) program evaluation results to all parents.
8. 10. Invite parents to and include parents in Title I (ESEA) program review team meetings.
9. 11. Notify parents regarding the professional qualifications of their student's classroom teachers.

**Regulation 1621****Page 2****Title I Staff Qualifications****Teachers**

Title I teachers hired after the first day of school for 2002-2003 must meet the following qualifications:

1. Have obtained full state certification as a teacher.
2. Hold at least a bachelor's degree.
3. Elementary teachers - have demonstrated subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum.
4. Secondary teachers - have demonstrated a high level of competency in each of the academic subjects which they teach.

Title I teachers hired prior to 2002-2003 must meet the same qualifications by the end of 2005-2006.

**Paraprofessionals**

Title I paraprofessionals hired after January 8, 2002, must have a secondary school diploma or a GED and meet one of the following qualifications:

1. Completed at least two (2) years of study at an Institution of higher education, or
2. Obtained an associate's (or higher) degree, or
3. Have demonstrated knowledge of, and the ability to assist in instructing reading readiness, writing readiness and mathematics readiness, as appropriate.

Title I paraprofessionals hired prior to January 8, 2002, must meet the above qualifications by January 8, 2006. Exceptions to these qualifications would apply to that Title I paraprofessionals who primarily serve as translators or whose duties consist solely of conducting parental involvement activities.

**Title I ESEA Building Level Responsibilities**

Each Title I (ESEA) building administrator will invite all parents to attend their school's program planning meetings, school review and improvement meetings.

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Title I (ESEA) teachers will provide parents with quarterly written reports on the progress of their children, so that parents can know the extent to which they are learning. Teachers will be available for individual conferences at the regularly scheduled District Parent/Teacher Conference dates, and at other times by appointment through each building office. Meeting times will take into account the need to accommodate a variety of parent work schedules. Through these reports and conferences, Title I (ESEA) teachers will provide parents with the results of evaluations of student progress. These evaluations will include, but will not be limited to, test results, measurements of homework turned in, homework completed, student attitudes and student behavior.

Each Title I (ESEA) school will:

1. Design and sponsor activities to address the needs of children which are unmet due to the absence of one parent.
2. Design types of parent involvement that do not involve being at school such as helping teachers by assembling materials at home for use in classroom activities.
3. Offer opportunities and materials for parents to participate in classroom activities.

**Parent Notification of Teacher Qualifications**

At the beginning of each school year, the District will notify the parents of each student attending any school receiving Title I funds that they may request Information regarding the professional qualifications of the student's classroom teachers, Including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. Whether the child is provided services by paraprofessionals and, if so, their qualifications; and
4. What baccalaureate degree major and any other graduate certification or degree is held by the teacher, and the field of discipline of the certification or degree.

In addition to the Information that parents may request, the District will provide to each Individual parent:

1. Information on achievement level of the parent's child in each of the state academic assessments as required under this part; and

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2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Requests by parents for this Information must be provided in a timely manner.

**Title I Grievance Procedure**

~~Any parent, other individual, or organization alleging a violation of state or federal laws, rules, or regulations or an approved application by the District in the administration of Title I shall file with the Superintendent a written complaint containing the specific nature of the alleged violation, the time and place of the violation, and related details of the alleged violation. The Superintendent of Schools shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint. A copy of the written complaint and the Superintendent's response shall be provided each member of the Board. If complainant is not satisfied with such response, he or she may submit a written appeal to the Board indicating with particularity the nature of disagreement with the response and his/her reasons underlying such disagreement.~~

~~The Board shall consider the appeal at its regularly scheduled board meeting following receipt of the response. The Board shall permit the complainant to address the Board in public or closed session, as appropriate and lawful, concerning his/her complaint and shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.~~

~~If the complainant is dissatisfied with the action taken by the Board of Education, a written notice stating the reasons for dissatisfaction shall be filed within fifteen (15) working days following resolution of the complaint by the Board with the state director of Title I. The state director of Title I will initiate an investigation, determine the facts relating to the complaint and issue notice of his findings to the Board and the complainant. If the findings support the allegations of the complainant, the Board will be requested to take corrective action. If the findings support actions taken by the Board of Education, the Board's action will stand. This grievance procedure applies to all complaints regarding District operations under all programs authorized under the Federal No Child Left Behind Act (NCLB) including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, Title VII and Title IX (Part C).~~

A formal complaint may be filed by parents, member of the public, teachers, or other District employees. Complaints must be in writing; must be signed by the complainant; and must include facts, including documentary evidence that supports the complaint and the specific requirement, statute, or regulation alleged to have been violated.

All complaints must be filed with the Superintendent or Superintendent's designee and will be addressed in a prompt and courteous manner.

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1. The District will notify the Commission of Elementary and Secondary Education (DESE) within fifteen (15) days of receipt of the complaint.
2. The District will investigate and process the complaint within thirty (30) days of receipt of the complaint.
3. The complaint findings and resolutions will be disseminated to all parties and to the Board of Education.
4. If dissatisfied with the District's determination, complainant may appeal to DESE within fifteen (15) days of receipt of the District's determination.



**STUDENTS****Regulation 2110****Nondiscrimination and Student Rights****Equal Education Opportunity/§504 Procedural Safeguards****APPEAL PROCEDURES UNDER SECTION 504**

~~These appeal procedures should only be used if a parent/guardian of a student with a disability intends to challenge the action proposed by the District regarding the identification, evaluation or educational placement of the student under Section 504. Typically, these procedures are used after a Section 504 Team has made a determination regarding a student's eligibility for Section 504 services or after the Section 504 Team has made particular accommodations for a student under a Section 504 Plan. A copy of the District's 504 Procedural Safeguards by contacting the Director of Special Services at Central Office.~~

~~These procedures are intended to be in harmony with 34 C.F.R. § 104.36. All other complaints/grievances relating to disability discrimination are handled in accordance with the District's separate Section 504 grievance/complaint resolution regulation, Regulation 1310 Civil Rights, Title IX, Section 504.~~

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act were designed to eliminate discrimination on the basis of disability. To that end, Section 504 provides, in pertinent part, as follows:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .

A disabled person under Section 504 is defined as any person who has a physical or mental impairment that substantially limits one or more major life activities.

Pursuant to Subpart D of the 504 federal regulations, a recipient of federal financial assistance that operates a public elementary or secondary education program must establish and implement, with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards. The following is a description of the procedural safeguards or rights granted by federal law to students with 504 disabilities and/or their parents or legal guardians and to those students who are suspected of having a 504 disability and/or their parents or legal guardians. Parents/guardian of students who are suspected of or identified with a disability under the Individuals with Disabilities Education Act are provided with copies of the IDEA procedural safeguards unless those students have a separately identified 504 disability that is not addressed through an IEP.

**Regulation 2110****Page 2****Parent and Student Rights Under Section 504:**

1. Parents/guardian and students have the right to be informed by the School District of their rights under Section 504. The purpose of these Procedural Safeguards is to advise you of those rights.
2. A student with a 504 disability has the right to a free appropriate public education. An appropriate education is defined as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the disabled person as adequately as the needs of nondisabled persons are met and are based upon adherence to 504 regulatory procedures.
3. The provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. Funds available from any public or private agency may be used to meet this requirement. Under the law, insurers and other third parties are not relieved from an otherwise valid obligation to provide or pay for services for a disabled student.
4. A child with a disability has the right to take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
5. The parents(s) or guardian of a child with a disability have the right to receive notice with respect to the identification, evaluation, or placement of the child.
6. A student with a disability has the right to receive services and be educated in facilities that are comparable to those provided to nondisabled students.
7. A student with a disability has the right to have evaluation, education and placement decisions made based on a variety of information sources, and by persons who know the student and are knowledgeable about the evaluation data and placement options. The student also has the right to be periodically reevaluated.
8. A student with a disability has an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.
9. A student with a disability has the right to have transportation provided to and from an alternative placement setting (if the setting is in a program not operated by the District) at no greater cost to the parent/guardian than would be incurred if the student were placed in a program operated by the District.
10. The parents/guardian of a student with a disability or an eligible student (over the age of 18) have the right to examine all relevant records relating to decisions regarding the student's identification, evaluation and placement.

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11. The parents/guardian of a student with a disability or an eligible student and/or the District have the right to request an impartial due process hearing relating to decisions or actions relating to the student's identification, evaluation, program or placement and the parents or guardian have the right to be represented by counsel in such hearings. The parents or guardian or eligible student and/or the District also have the right to a review procedure involving such hearings. The procedures for requesting an impartial due process hearing and the relevant review procedures are described below.
12. The parents/guardian of a student with a disability or an eligible student have the right to file a local grievance with the District for issues unrelated to the identification, evaluation, program or placement of the student. Board Policy 1621 describes the procedures for filing a grievance and can be requested by contacting: Director of Special Services at Central Office.

Persons who believe that the district is discriminating against eligible persons on the basis of disability may also file complaints with the District's Section 504 Coordinator and/or [the address for the Kansas City Office of OCR is: OCR, U.S. Department of Education, 601 E. 12<sup>th</sup> St., Kansas City, Missouri 64106. **The Kansas City office's jurisdiction extends to the states of Kansas, Missouri, Nebraska, South Dakota, and Oklahoma. For a list of other regional offices and their coverage area, see [www.ed.gov](http://www.ed.gov).**

The District's Section 504 Coordinator is the Director of Special Services and may be reached at (816) 521-5300.

**DUE PROCESS APPEAL PROCEDURES**

This procedure should be used if the parent(s), legal guardian or eligible student intends to challenge actions the District proposes or refuses under ~~Section~~ 504 regarding the identification, evaluation, program or placement of a student with a disability. The District also has the right to initiate a 504 due process hearing regarding these same matters.

1. If a parent, legal guardian or eligible student intends to challenge the action proposed or refused by the District, the parent/guardian or eligible student must file a written Request for 504 Due Process Hearing within 30 15 calendar days from the date of the District's written notice of the proposed or refused action. A copy of this form is attached to these Procedural Safeguards. ~~The request~~ Request for 504 Due Process Hearing should be filed with: the Director of Special Services at Central Office.

If the District intends to initiate a Section 504 due process hearing, the District's Section 504 Coordinator ~~must~~ will complete the Request for a 504 Due Process Hearing within the same number of calendar days as specified above.

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2. The Request for a 504 ~~due~~ Due Process Hearing must state the specific circumstances, including all relevant facts, giving rise to the request for due process; the specific issues to be decided at the impartial due process hearing; and the relief being requested. The District will acknowledge, in writing, all parent/guardian requests for a due process hearing within ~~ten~~-(10) 15 business days of receipt. If the District initiates the due process hearing, the District will inform the parent or guardian within ~~five~~-(5) 15 days of the District's decision to so initiate.

3. The District will, within ~~ten~~-(10) 15 business days of the District's or parent/guardian's receipt of the Request for a 504 Due Process Hearing, appoint and retain a single impartial hearing officer to hear and decide the due process request. The hearing officer must have knowledge or training in Section 504 and may not be an employee of the District. The hearing officer may not have a personal or professional interest that would conflict with his/her objectivity in the hearing. The District is not required to consult with the parent/guardian or eligible student with respect to the hearing ~~officer~~ offer appointment.

4. The parties to the hearing have the following rights:

- a. The right to inspect all relevant records, including personally identifiable records of the student;
- b. The right to be represented and advised by an attorney;
- c. The right to present evidence and confront, cross-examine and compel the attendance of witnesses;
- d. The right to obtain a record of the hearing;
- e. The right to obtain written findings of fact, conclusions of law, and decision.

5. The parents or guardian have the right to open the hearing to the public; otherwise, it will be closed. The parents or guardian may elect to have the student present at the hearing.

6. The hearing officer must hold the hearing within ~~45~~ 30 days of his/her appointment as hearing officer. This timeline may be extended upon the request of the party or parties and by agreement and order of the hearing officer.

7. Each hearing must be conducted at a time and place which is reasonably convenient to the District and the parents or guardian. The District's facilities will be presumed to be a reasonably convenient location but the parents or guardian may challenge this presumption with the hearing officer.

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8. The party that requested the due process hearing may not raise issues at the due process hearing that were not addressed in the Request for a 504 Due Process Hearing unless the other party agrees.

9. The hearing officer shall render a final, written decision no later than 30 20 days following the completion of the hearing. A decision may be rendered after 30 days, if either party requests an extension of this timeframe, and for good cause shown. The decision of the hearing is final and binding, subject to the procedures outlined below.

10. The District is responsible for costs directly attributable to the provision of administration hearings described in these procedures, including compensation of the hearing officer, transcripts or recordings of the hearing, and other related expenses. The District is not responsible for the costs of legal counsel or other representative of the parent/guardian or eligible student or for the costs of producing or reproducing the evidence presented by the parent/guardian or eligible student.

11. Any timelines specified herein may be extended by agreement of the District and parent/guardian or eligible student or by order of the hearing officer.

Any party aggrieved by the decision of the impartial hearing officer may appeal that decision to any court of competent jurisdiction.

**Other Options**

~~At any time during this grievance process, a grievant may file a complaint with the Missouri Commission on Human Rights or with the United States Department of Education, Office for Civil Rights (Kansas City, Missouri).~~

**STUDENTS****Regulation 2620****Discipline****Firearms and Weapons in School****Definition of Firearm**

The term *firearm* includes, but is not limited to, such items as:

1. Any item which is a loaded or unloaded weapon, weapon frame, or weapon barrel and which is designed to, or may be readily converted to, expel a projectile by action of an explosive, or
2. Any item which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has a barrel with a bore of at least one-half inch in diameter, or
3. Any explosive, incendiary, or poison gas, such as: bombs; grenades; rockets with a propellant charge of greater than four ounces; and other similar devices as recognized under federal law, or
4. Any combination of parts either designed to or intended for use in converting any device into a device as described in paragraphs above.

**Definition of Weapons**

The term *weapon* shall mean a "firearm" as defined above, and shall also include the items listed below, which are defined as "weapons" in section 571.010, RSMo.

1. Blackjack
2. Concealable firearm
3. Explosive weapon
4. Firearm
5. Firearm silencer
6. Gas gun
7. Knife
8. Machine gun
9. Knuckles
10. Projectile weapon
11. Rifle
12. Shotgun
13. Spring gun
14. Switchblade knife

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Other weapons:

1. Mace spray
2. Any knife, regardless of blade length (optional)
3. Items customarily used, or which can be used, to inflict injury upon another person or property.

**Students Who Bring Firearms or Weapons to School**

The District will take the following action upon determining that a student has brought a firearm or weapon to school:

1. The District will refer the student to the appropriate criminal justice or juvenile delinquency system, and
2. The District will suspend the student from school for a period of not less than one year (365 days) from the date of the infraction, and may, at its discretion, expel the student from school permanently. This suspension provision may be modified on a case-by-case basis upon recommendation of the District Superintendent if the Superintendent determines that circumstances justify such a modification.
3. The District may, at its discretion, provide a student suspended under this Regulation with educational services in an alternative setting.

**Applicability of Regulation to Students with Disabilities**

If the student ~~who is determined to be in violation of this Regulation is a student~~ with a disability under the Individuals with Disabilities Education Act carries or possesses a weapon, as defined by 18 U.S.C.ss 930(g)(2), to or at school premises, or to or at a school function under the District's authority, school administrators may ~~assign the~~ remove that student to an interim alternative education placement, ~~including suspension~~, educational setting for a period of up to ~~forty-five~~ (not more than 45) school days and/or take other steps without regard to address whether the student's misconduct, as permitted by law. In such cases, the District and/or behavior is determined to be a manifestation of the student's disability. If a school administrator removes a student with an IDEA disability to an interim alternative educational placement, the District must convene the student's multidisciplinary and/or IEP team to conduct a manifestation determination within the statutory time frame and the student's IEP team must determine the interim alternative educational placement and the services that the student will follow all ~~procedures required by state and federal law~~ be provided in order to receive a free appropriate public education and access to the general curriculum.

**SUPPORT SERVICES****Regulation 5620****Transportation****Student Transportation Services**

Pupil transportation is a necessary auxiliary service and an integral part of the total educational program of the District. The time students spend on the bus exerts an important influence on the physical and mental condition that students bring to the classroom. Therefore, the major objectives of the pupil transportation program are as follows:

1. Provide the means by which students can reach school under safe and healthful conditions with as little time on the bus as is reasonably necessary.
2. Provide for an efficient and economical transportation system.
3. Adapt transportation to the requirements of the instructional program.

Any student whose conduct on a school bus is improper or jeopardizes the safety of other students may have his/her right to school bus transportation suspended for such period of time as deemed proper by the Superintendent, building principal or designee. Students with disabilities who are suspended from bus transportation will be afforded the procedural safeguards, if necessary, as required by the IDEA or Section 504. Such bus suspensions will not constitute removal under the IDEA or Section 504 unless transportation is included as a necessary related service in the student's IEP or Section 504 Plan. Uniform rules of conduct and disciplinary measures will be enforced.

The transportation service will be subject to continual supervision and regular evaluation on the basis of the following Board policies:

1. The Board of Education shall adopt policies governing pupil transportation upon the recommendation of the Superintendent, and shall include adequate funds in the budget to cover the cost of the transportation contract, secure proper authorization for the provision of transportation, and secure approval of bus routes from the Missouri State Board of Education when necessary.
2. The Superintendent shall assign administrative and operational duties regarding the transportation program, and shall keep the Board of Education informed as to the operation and needs of the student transportation program. The Superintendent shall recommend policies, budget and bus routes to the Board of Education for approval.
3. School administrators may be asked to ride certain bus routes and report their findings to the Superintendent. All violations of state and local requirements will be reported.



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4. The Superintendent/designee will make spot checks of buses throughout the year to review compliance with requirements.
5. The Superintendent/designee will meet at least once a year with all the bus drivers.

Only those students who meet eligibility requirements by means of residence will be permitted to use school bus transportation for the purpose of travel to and from school. Other vehicles owned by the District or operated under contract with the School District shall transport no more children than the manufacturer suggests as appropriate for such vehicle.

**INSTRUCTIONAL SERVICES****Regulation 6275****Instruction****Homebound Instruction for Non-Disabled Homebound Students**

The District will consider placing nondisabled students on homebound on a case-by-case basis and pursuant to the following procedures:

1. The parent or guardian of a student under 18 or the legal guardian of a student 18 or older must provide a written request for homebound to the building principal where the student attends. An emancipated student or a student 18 years or older must provide the written request to the building principal. The written request must include the reason or reasons for the request.
2. If the request is based on medical, psychiatric or psychological reasons, the parent, guardian or emancipated student must provide a properly signed release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) that authorizes the physician, or psychologist, social worker or therapist who is currently treating the student to provide all relevant records to the District and to discuss the student's situation and the need for homebound services with the building administrator and other relevant school personnel. This release must be provided to the building administrator prior to any decision regarding the need for homebound services.
3. The parent, guardian or eligible or emancipated student must also provide the District with a properly signed release that complies with the Family Educational Rights Privacy Act (FERPA) that authorizes the District to discuss relevant information from the student's education records with the currently treating physician, or psychologist, social worker or therapist.
4. The District may ask the parent, guardian or eligible or emancipated student to sign other educational or medical releases as necessary based on the reasons for the homebound request.
5. Upon receipt of the written homebound request and the ~~relevant~~ medical, psychiatric, psychological and other relevant information, the building principal, in consultation with the student's teachers, therapists, school counselors, and/or other relevant school personnel, will review all information submitted by the parent, guardian or eligible or emancipated student as well as any relevant education records. If, after conducting this review, the administrative team determines that a referral for evaluation under the IDEA or Section 504 should be made, IDEA and 504 procedures will be instituted and the procedures in this policy will conclude unless a determination is made that the student is not eligible as a student with a disability under IDEA or Section 504. ~~If a decision of noneligibility under IDEA and/or Section 504 is made, the team described in this paragraph may reconsider the request for homebound under this procedure /or 504 procedures will be instituted.~~
6. ~~If the team determines that an evaluation under IDEA and/or 504 is not warranted,~~ For a nondisabled student, the building level administrative team will make a decision ~~about~~ with respect to the need for homebound services ~~after review of all relevant information submitted.~~ The parents, guardian or eligible or emancipated student are not required participants in this

**Regulation 6275****Page 2**

process, but the ~~building principal~~ administrative team has the discretion, on a case-by-case basis, to decide if their participation would be helpful.

7. If the building level administrative team determines homebound services are not needed, the building principal or his/her designee will notify the requesting party within 20 5 school days of the decision. The ~~building level principal's~~ administrative team's decision is final and may not be appealed.

8. If the administrative team determines that the student needs homebound services, the ~~building principal or his/her designee~~ administrative team will develop a written plan for such services.

9. The homebound plan should include: (1) the reason for homebound; (2) the anticipated length of homebound; (3) the classes or areas of curriculum to be addressed in homebound; (4) whether a homebound teacher is necessary or whether the provision of assignments is sufficient; and (5) the location of homebound services if a homebound teacher is deemed necessary. If a homebound teacher is necessary, the plan should also state the number of minutes or hours per week that homebound instruction will be provided. The homebound plan will also list the members of the ~~building level~~ administrative team. Finally, the homebound plan must indicate ~~if and~~ when the homebound instructor ~~shall~~ is expected to report the students' grades and attendance to the school of record.

10. If the ~~building level~~ administrative team concludes that a homebound instructor is necessary in the home, a parent or other adult ~~care giver~~ (over age 21) must be present during the homebound ~~tutoring~~ instruction. The homebound instructor will not be required to administer medications or perform any other health related or medical procedures.

~~11. Each homebound request will be considered on a case-by-case basis with a written decision from the building principal or his/her designee to be provided to the parents, guardian or eligible student within a reasonable time, not to exceed 20 school days.~~

11. 12. Requests for homebound for students covered by the IDEA and/or Section 504 are not covered by this procedure. Such requests for these students must be presented to the student's IEP or 504 team.

12.13. Homebound services under this procedure will be available only during the regular school calendar and not during summer or holiday breaks.

13.14. The District will not provide homebound services, through this procedure, to nonpublic students. Nonpublic students are those students who are voluntarily enrolled by their parents/guardian in private and/or parochial schools or are home schooled during the regular school year ~~or those students who are being home schooled.~~

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~~15.14.~~ If a student who is designated to receive homebound pursuant to this procedure fails to attend, participate or otherwise cooperate with the services described in the homebound plan, the building principal may, upon review of the situation, cease homebound services. If ~~the~~ there is a decision to cease homebound services ~~is made, written notice~~, the building principal or his/her designee will ~~be provided to~~ inform the ~~parent~~ parents/guardian or ~~emancipated~~ eligible student ~~within 20 school days~~ in writing of ~~the date the~~ that decision. ~~is made, and~~ Missouri's compulsory attendance laws will then apply.

~~16.15.~~ The building principal's decision regarding any cessation of homebound pursuant to Paragraph ~~15~~ 14 above is final and may not be appealed.

~~17.16.~~ The ~~homebound instructor and/or~~ District ~~shall~~ will provide ~~all books, supplies, and lesson objectives~~ the homebound student with textbooks and other routinely supplied materials that are necessary for a student's homebound instruction ~~or necessary to complete the student's assignments.~~

**INSTRUCTIONAL SERVICES****Regulation 6320****Library, Media, and Technology Services****Internet Usage****Personal Responsibility**

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related.

**Acceptable Use**

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' right to privacy; using another person's name to send or receive messages on the network; sending or receiving personal messages; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The connections represented by the Information Superhighway allow users to access a wide variety of media. Even though it is possible to download most of these materials, students and staff shall not create or maintain

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archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. ***E-mail files are subject to review by District and school personnel.*** Chain letters, "chat rooms" or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or "chat" groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in investigatory activities commonly described as "hacking" are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to materials which have been filtered or blocked by the administration, which cause or reasonably could cause a material or substantial disruption in classroom work, school activities or school functions, which undermine the basic educational mission of the school or which may be deemed unlawful, harmful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions. Similarly, the use of any District computer to access sites which allow the user to conceal their objective of accessing inappropriate material is not permitted.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy for other disciplinary action.

**Privileges**

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.  
Rev. 6/28/2005

**Network Etiquette and Privacy**

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

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1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their telephone numbers or the addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.
4. System users may not use the District's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

**Services**

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

**Security**

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the users sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

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Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The District shall use filtering, blocking or other technology to protect students and staff from accessing internet sites that contain any form of communication that is obscene, pornographic or harmful in nature. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA).

**Vandalism of the Electronic Network or Technology System**

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

**Consequences**

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.