

The Board of Education met in regular session Tuesday, March 8, 2016, 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. Jill Esry, Vice President
Mr. Ken Johnston, Director
Dr. Matt Mallinson, Director
Mr. Greg Finke, Director
Mr. Blake Roberson, Director

Member Absent: Mrs. Denise Fears, Treasurer

Also Present: Dr. Dale Herl, Superintendent
Dr. Lance Stout, Dr. Beth Savidge, Dr. Brad MacLaughlin, Dr. Linda Gray-Smith, Dr. Janet Richards, Mr. Robert Burkey, Mr. Brent Catlett, Mrs. Sherry Potter, Mrs. Jana Corrie, INEA, PTA, interested patrons and staff, and Ms. Annette Miller.

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

Blake Roberson made the motion to approve the March 8, 2016 Agenda as presented. The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Dr. Herl introduced the FBI Robotics team and asked them to share information. The students performed a short skit and involved two Board members and the Superintendent. The information included how the team participates in competitions, an FLL tournament is hosted in December at George Caleb Bingham Middle School, they mentor the Middle School teams, workshops are held to assist new FLL teams, providing assistance to a new FRC team at Fort Osage School District, the team worked the 2015 Project Shine event, and they host a summer camp to promote leadership among students. FIRST stands for F – Female Leadership; I – Inspiration; R – Responsibility; S – Safety First; and T- Teamwork. The FBI Robotics teams have made it to the world championships. The theme for this year's Robot function has a mid-evil theme of "storming a castle and shooting a boulder into the castle's low and high goals." Currently, there are approximately 30 team members. Lisa Randolph, Van Horn High School teacher, accompanied the three students: Renan Troy, Junior, and Jacob Overbay, Junior, both from Truman High School; and Aimee Dietiker, Senior from William Chrisman High School.

Dr. Herl shared a video on the Missouri Preschool Project program that is in its first year. The District received a grant to provide this program. Three teachers: Shelly Levenske, Stephanie Fleming, and Krystle Roark are working with the students in the areas of reading, math, and science. The students are learning about the calendar, different weather seasons, shapes/patterns, and numbers. Through their daily class interactions they are acquiring critical thinking skills, developing social skills, and learning independence. Parents are also provided with techniques to assist their children's learning at home. This program is laying the foundation for the students to be ready to start kindergarten. The teachers and parents are noticing that MPP's biggest accomplishment is the transformation of these students. Dr. Herl stated that the District has received another MPP grant which will allow for two additional classrooms which will be located at Thomas Hart Benton Elementary School next year.

Mrs. Franklin asked if there were District patrons or staff that wished to address the Board of Education in open session.

Marcie Gragg, 422 West Farmer Street, Independence, MO 64050 addressed the Board of Education. She is on the Independence City Council and said that as an elected official she is concerned with people's lack of engagement in the civic elections. She said fewer and fewer participants are involved in the process. She shared a flyer announcing an upcoming election. She wants people better informed about upcoming election issues. She is looking to find ways to communicate about upcoming elections and said that this is a civic responsibility of parents and professionals to communicate this information to students and patrons. She shared an article from NSBA's August 2014 publication about public education and the responsibility to prepare people for a democratic society. She requested that consideration be given to sending the brochure about the April 5th election home with students. She also wants to have personal conversations with each Board member. She said that less than 10% of the registered patrons voted in the last election. Mrs. Franklin stated that she would be glad to have a follow-up conversation with Ms. Gragg.

Dr. Herl reported that the Bills List total was a little higher due to the District going from a modified insurance plan to a cost plus insurance plan. He also said the Administration is recommending letting bids for the auditorium

renovation at Three Trails Elementary School and flooring repair/replacement at various District sites. He reminded the Board that any improvement expense of \$15,000 or more has to go out for bids.

Ken Johnston made the motion that the Board of Education approves the March 8, 2016 Consent Agenda as printed.

1. Minutes – February 9, 2016
2. Approval of March 8, 2016 List of Bills totaling \$20,207,562.74
3. Personnel Recommendation #17
 - A. Employment of Certificated Staff for the 2016-2017 School Year.
 1. Emily McCammon, English Teacher
 2. Kirsten Wilson, Elementary Teacher
 3. David Gardner, Science Teacher
 4. Alyssa Adams, Elementary Teacher
 5. Cynthia Schluckebier, Computer Science Teacher
 6. Latoya Dolezilek, Elementary Teacher
 7. Chelsea McDowell, School Psychologist
 8. Lauren Montgomery, Elementary Teacher
 - B. Request to Retire Effective End of the 2015-2016 School Year.
 1. Mary Jo Freeman, Vocal Music/Spring Branch Elementary School
 2. Glenda Gooch, Kindergarten/Thomas Hart Benton Elementary School
 3. Jeffery Floyd, Physical Education/George Caleb Bingham Middle School
 4. Karen Burch, English/Van Horn High School
 - C. Request to Resign Effective End of the 2015-2016 School Year.
 1. Andrea Scarborough, Music/Independence Academy
 2. Bev Rogers, Spanish/William Chrisman High School
4. Approval to Let Bids for Auditorium Renovation at Three Trails Elementary School.
5. Approval to Let Bids for Flooring Repair/Replacement at Various District Sites.

The motion was seconded by Matt Mallinson and unanimously approved by the Board of Education.

Dr. Herl reported on proposed legislation including: HB1689 additional funding measure – Governor proposed \$85 million, House proposed \$69 million but \$46 million would be put in the surplus revenue fund. Legislators have filed many bills which are debated daily. SB586 and HB1943 both put a 5% cap on the Foundation Formula for student adequacy target. If education funding continues to increase and reach \$140 million, possibly in two years, this would fully fund the Foundation Formula.

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

Dr. Herl said the Administration is recommending approval of the bid from Phillips Paving Company, Inc. for a total of \$107,924.00 and part of this would allow for widening the drive at Glendale Elementary School which would improve the traffic flow.

Jill Esry made the motion that the Board of Education approves the bid of Phillips Paving Company, Inc. for asphalt improvements at Hanthorn School, Glendale Elementary School, and Three Trails Elementary School for a total cost of \$107,924.00. The motion was seconded by Blake Roberson and approved unanimously by the Board of Education.

Dr. Herl reported that the Administration is recommending approval of the flooring replacement bid from Epoxy Coating Specialists at a cost of \$180,985. This would providing flooring replacement/repair at seven elementary schools and one high school.

Blake Roberson made the motion that the Board of Education approves the bid from Epoxy Coating Specialists for flooring replacement/repair at Thomas Hart Benton, Christian Ott, Blackburn, Three Trails, Glendale, William Southern, and Procter Elementary Schools and William Chrisman High School. The motion was seconded by Greg Finke and unanimously approved by the Board of Education.

Dr. Herl said the attached Board of Education Policy changes/additions received their first reading and approval at the February 9th Board meeting but that Policies require two readings by the Board of Education, so he is recommending this second and final reading of the Board Policies changes/additions.

Jill Esry made the motion that the Board of Education approves this as the second and final reading of changes and additions to Board of Education Policies as presented: 0320, 2230, 2656, 2710, 2770, 2850, 3160, 4120, 4630,

4873, 6116, and 6320. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education. (Pages 11056-11082)

Dr. Herl stated that some revisions to Board of Education Regulations are recommended for approval. Several of the Regulation changes are due to the changes in the Policies.

The motion was made by Ken Johnston, second by Jill Esry, that the Board of Education approves adopting the changes to Board of Education Regulations 2672, 3160, and 4120 as presented. The motion was unanimously approved by the Board of Education. (Pages 11083-11095)

Dr. Herl introduced Mr. Dick Bartow with George K. Baum Company. Mr. Bartow commended the District on their outstanding programs such as the Missouri Preschool Project and the Robotics team presentation. He explained that by refunding a portion of the Series 2008A and 2008B Lease Participation Certificates it will save the School District tax payers approximately \$2.5 mill dollars in interest. He said that they are not ready to lock in rates tonight as they need to get the District's rating from Standards and Poors first. He anticipates a very good rating. They will then offer the certificates when the market is right. Mr. Bartow will be back at the April 12, 2016 Board meeting to finalize this refunding process.

Matt Mallinson made the motion that the Board of Education approves the following Resolution for the partial refunding of the Series 2008A and 2008B Lease Participation Certificates. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

Resolution of the Board of education of The School District of the City of Independence, Missouri, authorizing George K. Baum & Company to proceed with preparations to offer for sale refunding Lease Participation Certificates to provide funds to refinance certain outstanding lease obligations of the District; and authorizing special tax counsel to proceed with the necessary documentation therefor.

Mr. Dick Bartow also explained that due to bond market interest fluctuations, this will provide an opportunity for the District to take advantage of lower rates and offer for sale general obligation bonds in the amount of \$22,575,000 for the purpose of refunding the Series 2010C Bonds. This will save the District taxpayers about \$1.7 million in interest costs.

The motion was made by Greg Finke, second by Jill Esry, that the Board of Education approves the following Resolution for the partial refunding of the 2010C General Obligation Bonds. The motion was unanimously approved by the Board of Education.


Resolution of the Board of Education of The School District of the City of Independence, Missouri, authorizing George K. Baum & Company to offer for sale General Obligation Refunding Bonds of the District in an amount not to exceed \$22,575,000; providing for the redemption of certain outstanding tax-exempt General Obligation School Bonds, Series 2010C (Missouri Direct Deposit Program); authorizing the execution of a Bond Purchase Agreement; and authorizing Bond Counsel to proceed with the necessary documentation therefor.

Dr. Stout reviewed the bids for Middle School Yearbooks and explained the scoring rubric that was used to determine the recommended bid. He said that based on the 10 criteria, the Administration is recommending accepting the bid from Jostens.

Jill Esry made the motion that the Board of Education approves the bid for Middle School Yearbooks from Jostens at an average cost of \$12.70 per book (based upon 64 page books and 400 copies/school) and with the understanding pricing will increase by 1% in future years (up to three additional years – per bid). The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

There being no further information to come before the Board, Blake Roberson made the motion, second by Ken Johnston, to adjourn the meeting and go into executive session for legal, personnel, and real estate issues at 6:45 p.m. The motion was approved as follows:

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


Secretary


President

ORGANIZATION, PHILOSOPHY AND GOALS**Policy 0320
(Regulation 0320)****School Board Organization****School Board Elections and Term**

The governance and control of The School District of the City of Independence shall be vested in a board of seven (7) directors elected by the qualified voters of the District as provided in the Revised Statutes of Missouri (RSMo).

The qualified voters of the School District shall biennially, on the first Tuesday after the first Monday of April, elect two (2) directors for terms of six (6) years, except, effective for Board elections beginning in April of 1994, and each six years thereafter, when three (3) directors shall be elected for terms of six (6) years.

Elections shall be conducted in accordance with all provisions of state law. An election shall not be held if the number of candidates who have filed for the Board is equal to the number or positions available.

Qualified Voters in the School District

An individual must be a registered voter in order to vote in a school election. In order to vote, a person must be eighteen (18) years of age or older, must be a citizen of the United States, and must reside in the School District thirty (30) days.

Candidate Qualification - Method of Filing

Qualified applicants for the Board may file for office beginning at 8:00 a.m. in the Superintendent's office commencing on the sixteenth (16th) Tuesday prior to the election and ending at 5:00 p.m. on the eleventh (11th) Tuesday before the election. The candidate shall declare his/her intent to become a candidate, in person and in writing to the secretary of the Board of Education. The names of qualified candidates shall be placed on the ballot in the order of filing. The notice of election and certification of candidates must be submitted to the county clerk by the tenth Tuesday prior to the election. Candidates must comply with all of the prevailing laws concerning eligibility and campaign financing.

A candidate who files for one vacancy and later decides to run for another shall be positioned on the ballot according to the time when his/her change of declaration is received by the secretary of the Board, not on the basis of when the first petition was filed.

Candidates must be citizens of the United States and resident taxpayers of the District, reside in his/her state for one year next preceding their election or appointment, and be at least twenty-four (24) years of age. Candidate must also complete a notarized copy of Missouri Department of Revenue Form 5120 (MCE Form 0320) attesting that the candidate is not currently aware of any delinquency in the filing or payment of state income taxes, personal property taxes,

Policy 0320**Page 2**

municipal taxes or real property taxes on the candidate's place of residence provided on the Department of Revenue Form 5120. Candidates will be disqualified from participation in a Board election if the candidate is delinquent in the payment of any state income taxes, personal property taxes, municipal taxes, or real property taxes on the residence of the candidate. The candidate must further attest that they are not a past or present corporate officer of the office that owes any taxes to the state, which are not in dispute. Failure to accurately complete and file Form 5120 with the Department of Revenue may disqualify a candidate from the ballot. Each newly elected or appointed director shall qualify and take his/her oath of office in the manner prescribed by law and according to Policy 0330 - Oath of Office.

No person may be a candidate for a position on the Board if such person is registered as a sex offender or is required to be registered as a sex offender under state law. Any Board member who is likewise required to register or who is registered as a sex offender under state law will immediately be requested by the Board to resign from the Board. Should such Board member refuse to resign, the member will be ineligible to serve as a Board member at the end of his/her term.

In addition, no person shall qualify as a candidate for the Board of Education who has been found guilty of or has pled guilty to a felony or misdemeanor under federal law or to a felony under Missouri law or has been found guilty of an offense in another state, that would be considered to be a felony in the State of Missouri.

It is not the District's responsibility to investigate and determine a candidate's eligibility. That responsibility rests with the Department of Revenue and/or the County Election Authority.

STUDENTS

Policy 2230
(Regulation 2230)
(Form 2230)

Admission and Withdrawal**Admission of Non-Tuition Students****Resident Students**

Resident students of the District five to twenty-one (5-21) years of age who have not graduated from high school or received any document evidencing completion of the equivalent of a secondary curriculum (G.E.D.) and are not barred from enrollment by provisions of the Safe Schools Act (See Policy and Regulation 2664) may attend District schools tuition free. Resident students must provide proof of residency in the District at the time of enrollment. To be a resident of the District, a student must both physically reside and be domiciled within District boundaries. The domicile of a minor child is the domicile of a parent, military guardian pursuant to a military issued guardianship, or court-appointed legal guardian.

Where due to military stationing or deployment out-of-state of one or both of a child's parent(s), the child, a resident of Missouri, relocates to live with other family members that live in the District or live in a military support community located in the District, the child may attend District schools. If the parents' active duty orders expire during the school year, the student will be permitted to finish the current school year at the District.

In addition, the District will provide tuition-free special education services to resident students who qualify for special education services between the ages of 3 and 21 as required by law.

Students Entitled to Enroll Without Proof of Residency

The residency provisions of this policy are not applicable to homeless students, inter-District court-ordered desegregation students, wards of the state, students placed in residential care facilities, students placed in a residential care facility due to a mental illness or developmental disability, students placed in a residential facility by a juvenile court, students with a disability identified under state eligibility criteria if the student in the district for reasons other than accessing the district's educational program, students attending regional or cooperative alternative education programs, students attending an alternative education program on a contractual basis, or students attending a school pursuant to R.S.Mo s/s 167.151(2) or (4). The exemptions to the residency requirement are expressly established by state law and entitle such students to tuition free school attendance. Additionally, a student may be partially exempt from the payment of tuition as set forth in Policy and Regulation 2240 and state law. For purposes of IDEA special education evaluation and provision of special education services, a student attending a private school located within the District will be evaluated as a resident student.

Policy 2230**Page 2****Requests for Waiver of Proof of Residency Requirements**

Those students who are unable to satisfy the proof of residency requirements and who are not entitled to enroll as provided in the previous section of this Policy and state law may request a waiver of the proof of residency requirements. Upon filing a Request for Waiver of Proof of Residency (Form 2230.1) and satisfaction of all other enrollment requirements, the student will be conditionally enrolled and allowed to attend school pending a Board of Education hearing on the student's request unless there is reason to suspect that the admission of the pupil will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that the student poses an immediate danger, the Superintendent/Designee may convene a hearing within five working days of the request to register and determine whether or not the pupil may register. (See Policy and Regulation 2200, Regulation 2230 and Policy and Regulation 2664).

Students of Nonresident Teachers and Regular Employees

Nonresident students of District teachers or regular District employees may be permitted to attend school without payment of tuition. Such students will be considered a "resident" student for purposes of state aid.

Rev. 9/2014

REV. 2/16

STUDENTSPolicy 2656DisciplineCell Phone Usage for Audio and Video Recordings

The use of student cell phones, digital cameras, iPads, and similar electronic devices for the purpose of producing audio and/or visual records is banned during the instructional day, as well as in dressing areas during extra-curricular activities.

The policy does not prohibit the use of student cell phones, digital cameras and similar electronic devices for the purpose of producing audio and/or visual recordings when:

- (1) The recording is produced as part of a required school-sponsored class or activity;
- (2) The recording is produced at a school performance, activity, or sporting event to which the general public is invited;
- (3) The recording is otherwise permitted by these policies or the building principal.

Violation of this policy will result in in-school suspension for the first offense, while second offenses will result in out-of-school suspension being imposed.

NEW 2/16

STUDENTS**Policy 2710**
(Regulation 2710)**Student Welfare****Reporting Student Abuse**

The Board of Education believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. Employees making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee has a reasonable belief, including a report of abuse, to believe that a student has been or may be subjected to abuse or neglect, such employee and the Superintendent shall forward the information immediately upon receiving the information to the Children's Division. Thereafter, the Superintendent will investigate the allegation for the purpose of making decisions about the accused person's employment. Depending upon the specific facts, the District may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings; or continue the employee in their present position pending outcome of the investigation.

Any school district employee, acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

The District will annually provide employee training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

The District will post in each student restroom and in a clearly visible location in each school office, the toll free child abuse and neglect hotline number established by the Children's Division.

These signs will be published in both English and Spanish. Such child abuse and neglect hotline numbers shall be depicted in large print on posters 11 inches by 17 inches and will be placed at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and contain directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

REV. 2/16

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

It is Through the purpose adoption of this policy to the Board expects to:

- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- ~~Treat all students with~~ Foster a climate of dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, ~~isolation~~ Safe Room placement, 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 and positive behavior support techniques.
- Meet the requirements of RSMo 160.263.

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~~ Safe Room placement,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

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"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.

"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~~ means a plan developed by an IEP team for a student with a disability who displays need for **specific behavior interventions** for a ~~specific~~ student who displays **chronic patterns of problem behavior**. If a disabled student's team develops a BIP in those circumstances, the BIP becomes a part of the IEP.

"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.

"Discipline" means consequences for violating the district's student code of conduct.

"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 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~~

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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.

"Mechanical restraint" means a device or physical object that the student cannot easily remove that restricts a student's freedom of movement 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: (1) an adaptive or protective device recommended by a physician or therapist when used as recommended; (2) safety equipment used by the general student population as intended (e.g. seat belts, safety harnesses on student transportation; or (3) 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. This would include, for example, the act of preventing a student from leaving an enclosed space for safety purposes. 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, or carrying a student when developmentally appropriate to do so.

"Positive Behavior Supports" means comprehensive, school-wide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

"Safe Room placement" means the confinement of a student in an enclosed room without the use of locking hardware, with a staff member present in the room with the student. Safe Room placement 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 school personnel through a window or other viewing device. Safe Room placement 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.

"School personnel" means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.

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- 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 and unattended 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 school personnel 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 policy.

"Student Support Plan" sets forth specific behavior interventions and/or supports for a specific student who displays chronic patterns of problem behavior.

"Time out" means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation Safe Room placement. 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 strictly prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.

Use of Aversive Interventions

Aversive interventions will only be used in accordance with this policy. District personnel shall never use aversive interventions that compromise health and safety.

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- o **Isolation Safe Room Placement**

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

- o ~~After de-escalating procedures have failed;~~
- o ~~In an emergency situation as defined in this section; or~~

~~As specified in~~ At the time a student's Individualized Education Program (IEP), Section 504 plan, BIP, or other parentally agreed-upon plan to address a student's behavior is developed, the parent/guardian will be provided with a permission form regarding the use of the Safe Room.

If a student's parent/guardian has not had the opportunity to sign the permission form because no IEP, Section 504 Plan, BIP, or other parentally agreed-upon plan to address a student's behavior is in place for the student, the following procedure will take place if deemed necessary by school personnel:

- o The classroom will be cleared of all other students and the student's behavior will be managed in that room;
- o The student will be disciplined in accordance with the student discipline code;
- o A parent/guardian will be notified of the need to clear the classroom due to the student's behavior and of the discipline imposed;
- o A behavior team meeting will take place within two (2) school days following the incident and a BIP will be implemented for the student.

If a student's parent/guardian has signed the permission form, the Safe Room will be utilized for that student if necessary and a staff member will be present in the room with the student at all times unless one of the following escalations in conduct occurs: (1) the student becomes physically violent; (2) the student expels bodily fluids; or (3) the student begins disrobing. If any of these escalated behaviors occurs, the staff member will leave the room, utilize the staff-engaged locking system, and supervise the student through a window or other viewing device.

If a parent chooses not to give permission for his/her student to be placed in the Safe Room, the following procedure will take place if deemed necessary by school personnel:

- o The student will be taken to the Recovery Room;
- o The Recovery Room will be cleared of all other students;
- o The student's parent/guardian will be notified of the behavior issue and will be required to pick-up the student from school;
- o Law enforcement officials will be notified if an assault or other crime has occurred and charges may be pressed against the student; and
- o If the parent/guardian of the student fails to pick-up the student within thirty (30) minutes of receiving notification of the behavior issue (or if the parent/guardian cannot be reached upon reasonable attempts by school personnel) and it is determined that an emergency situation exists, the student will be placed in the Safe Room.
- o The parent/guardian will be responsible for any and all damage to property caused by their student during the incident.

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Use of ~~isolation~~ Safe Room placement 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~~ Safe Room placement 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~~ placed 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~~ Safe Room placement 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
- 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 harm 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.

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- 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, BIP, 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~~ the exception of 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 Safe Room placement or restraint, as defined in this 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, BIP, or other parentally agreed-upon plan to address the a student's behaviors:

Following a situation involving the use of seclusion, isolation or restraint or use of the Safe Room where the staff member was required to leave the room due to escalated behaviors, 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

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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 Safe Room placement 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 Safe Room placement, 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 Safe Room placement, 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 Safe Room placement, or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to which may include, but are not limited to, a formal functional behavior assessment, a review of existing data, and a positive behavior intervention formal assessment observations. The plan must be developed, which indicates a plan to eliminate outline preventative techniques, de-escalation strategies, and the development of coping strategies, and the preventative techniques should support the elimination of the use of the restraint, isolation Safe Room placement, or aversive behavior intervention over time.

Reports on Use of Seclusion, Isolation, Safe Room Placement, Restraint or Aversive Behavior Interventions

Districts shall The District will maintain records documenting the use of seclusion, isolation Safe Room placement 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

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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. 3/15

REV. 2/16

STUDENTS**Student Services**

Policy 2850
(Regulation 2850)
(Form 2850)

Inoculations of Students

All students attending District schools are required to be in compliance with state programs mandating immunization against specific diseases. Failure to comply with District immunization requirements will result in exclusion from school until proof of compliance is provided. Homeless children will be granted a temporary twenty-four (24) hour grace period within which to submit proof of compliance.

The Superintendent shall institute procedures for the maintenance of health records, which are to show the immunization status of every student enrolled or attending in the District, and for the completion of all necessary reports in accordance with guidelines prepared by the Department of Social Services-Missouri Division of Health.

Upon written request, the District will notify the parents/guardians of pre-kindergarten students whether other pre-kindergarten students are attending school with an immunization exemption. The identity of students for whom an immunization exemption has been filed is confidential and will not be released except as required by law.

REV. 2/16

FINANCIAL OPERATION**Policy 3160**
(Regulation 3160)**Financial Management****Investments of District Funds**

The Board has an obligation to the citizens of the District to direct the management of District funds. The primary objective of the District's investment plan will be legality, safety, liquidity, yield and the provision of a capital base for future needs. In the management of such funds, the District adheres to the "prudent investor" rule. Investments will be made with judgment and care, under the circumstances which persons of prudence, discretion and intelligence exercise in the management of their own investments. Funds will be managed for investment, not for speculation considering the safety of the funds invested and the probable income to be derived.

District personnel, including Board members, who are involved in the investment of District funds, will not engage in any personal business activity which could:

1. Impair their ability to make impartial decisions concerning investment of District funds;
2. Conflict with proper execution of the District's investment program; or
3. Create an appearance of impropriety.

District employees and directors involved in investment of District funds will disclose any material interests in financial institutions in which they conduct business. Such disclosure will include, but not be limited to any personal financial/investment positions that could be related to the performance of the District's investment portfolio. Similarly, District employees and directors involved in investment of District funds will not engage in personal investment transactions with the same individual with whom business is conducted on behalf of the District.

Investments will be made through banks or securities dealers who have been approved by the Investment Committee of the State Treasurer's Office. Such banks and securities dealers will have been subjected to an appropriate investigation by the staff of the State Treasurer's Office. This investigation will include, among other things, a written review of the firm's financial statements and the background of the sales representatives. All approved dealers must be fully licensed and registered NASD FINRA Brokers/Dealers or exempt banks. Criteria used to select securities dealers include:

1. Financial strength and capital adequacy of firm;
2. Services provided by firm;
3. Research service available;

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4. Resume, reputation, and qualifications of sales representatives.
5. Due diligence and firm references; and
6. State government expertise.

The performance goals of the District's active investment management program, over time, should produce book yields which are greater than yields from low risk passive investments. In analyzing the results of the District's investment program, the District will calculate the book yield and total rate of return on District funds compared to the appropriate security market indexes.

The Superintendent/designee will direct the preparation of quarterly investment reports providing a summary of the District's current investment portfolio and all transactions executed since the last report.

Such investment reports will be prepared by the appropriate bank(s) or security dealers for review by the Board and the Superintendent. Investment reports are considered to be public records and will be made accessible to the public.

Criteria and procedures implementing the District's investment policy have been approved by the Board and are contained in Regulation 3160.

REV. 2/16

PERSONNEL SERVICES**Policy 4120
(Regulation 4120)
(Form 4120)****Employment****Employment Procedures**

The Board of Education, upon recommendation of the Superintendent, votes on the employment of all certificated staff members and those staff members that would be issued an employment contract. The Superintendent or their designee is given the authority to approve the hiring of all other staff members. In approving applicants the Board will be guided by the desire to obtain individuals committed to providing the highest quality education for the District's students. For Title I staff qualifications and hiring, refer to Policy and Regulation 1621 – Title I.

No person will be employed by the Board until the District obtains a clear criminal records check and a clear check of the Child Abuse/Neglect Registry maintained by the Missouri Department of Social Services. Similarly, all persons employed by outside vendors/contractors who will have contact with students will be required to successfully undergo a criminal records and a clear check of the Child Abuse/Neglect Registry prior to contact with students. Such background checks will be performed at the vendors/contractors' expense and will, upon request, be shared with the District. All finalists for an employment position will be required to sign a release of liability authorizing prior employers, including school districts, to furnish any information about the applicant and the applicant's work performance, including but not limited to discipline records and performance evaluations. The administration may also conduct random background checks after employment. Failure to check references and prior employment for new hires prior to their start date may result in disciplinary action up to and including suspension without pay.

As part of the criminal records check, any person employed after January 1, 2005, shall submit two sets of fingerprints to be used by the Missouri Highway Patrol and the Federal Bureau of Investigation. The fingerprints shall be collected pursuant to standards determined by the Missouri Highway Patrol. All District employees who are authorized to access the Missouri Automated Criminal History Site (MACHS) will only use such criminal history information for purposes of verifying qualifications for employment. The District will not create copies of the criminal record for employment record purposes and will not disseminate the record, except as permitted by law.

The District will designate a full-time employee, who will be fully trained in the Missouri Highway Patrol's automated criminal history site (MACHS), to serve as the District Local Agency Security Officer (LASO). The District's LASO Security Officer will be responsible for implementation and oversight of the District's use of MACHS for all applicants. Any employee who attempts to access MACHS without authorization, improperly disseminates an applicant's criminal history record or facilitates unauthorized access to MACHS, will be subject to disciplinary action up to and including termination.

All vacancies should be posted for a minimum of ten (10) school days before the Superintendent may recommend a qualified applicant to the Board for employment. In an emergency situation

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the Superintendent may temporarily employ an applicant prior to the expiration of the posting. The temporary applicant may be considered along with other applicants for the position after the ten days. However, in order to hire a Board member's spouse, the position must have been advertised. (Refer to Policy 0342 – Nepotism, Conflict of Interest and Financial Disclosure.)

The Superintendent or designee is the person who shall respond to requests from potential employers for information regarding a former District employee. The information the District will provide is title, position, length of employment, whether the employee was terminated or resigned, and whether the District would re-hire the employee.

Additionally, when requests for information regarding a former employee against whom allegations of sexual misconduct involving a student have resulted in the employee being terminated or resigning in lieu of termination or allegations of sexual misconduct have been substantiated by Children's Division, the Superintendent or designee shall disclose the allegations of sexual misconduct and the findings of a Children's Division investigation when responding to requests for information to a potential public school employer .

Any school district employee who is permitted to respond to requests for information and acting in good faith reports authorized information as provided in this policy or in good faith reports alleged sexual misconduct on the part of a District employee will not be disciplined or discriminated against because of such report.

This foregoing policy is intended to comply with the Amy Hestir Student Protection Act, Senate Bill 54, including section 162.068 RSMo. The District shall provide notice of this policy to all current employees and to all potential employers who contact the District regarding the possible employment of a District employee.

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

The Board of Education 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 a safe and appropriate setting. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

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

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15. Dress in a professional manner.
16. Attend to all duties in a punctual manner
17. Maintain student confidentiality pursuant to state and federal law.
18. Follow and implement student Individual Education Programs (IEP) under the Individuals with Disabilities Education Act (IDEA) or plans under Section 504 of the Rehabilitation Act.
19. Maintain and account for District funds in the staff member's possession and control.
20. Maintain professional relationships with students. With the exception of students who are immediate family with the staff member, this requirement also includes avoiding situations that could lead to allegations of inappropriate relationships with students, including, but not limited to:
 - a. Being present in any setting where students are provided or are consuming alcohol or illegal drugs.
 - b. Communicating with students, electronically or in person, about the student's sexual activity or concerning the staff member's sexual or romantic conduct.
 - c. Being present on District premises alone with a student in a room where the door is closed, the door is locked, or the lights are off, unless required temporarily due to emergency circumstances. Counselors and administrators are exempted from this prohibition in performance of professional duties.
 - d. Communicating with students about sexual topics outside approved District curriculum, unless done as part of a District investigation into sexual abuse or harassment.
 - e. Allowing students to drive a staff member's vehicle.

PERSONNEL SERVICES

Policy 4873

Staff WelfareCell Phone Usage for Audio and Video Recordings

The use of cell phones, iPads, and similar personal electronic devices for the purpose of producing video and/or audio recordings presents a significant safety and privacy risk for students. For these reasons, the instructional staff and support staff are not permitted to use such personal electronic devices for the purpose of producing video and/or audio records during the instructional day, as well as in dressing rooms during extracurricular activities.

The policy does not prohibit the use of cell phones, digital cameras and similar electronic devices by staff for the purpose of producing audio and/or visual recordings when:

- (1) The recording is produced as part of a required school-sponsored class or activity;
- (2) The recording is produced at a school performance, activity, or sporting event to which the general public is invited;
- (3) The recording is otherwise permitted by these policies or the building principal.

Employees who violate District policies and procedures regarding the use of personal electronic devices may be disciplined, up to and including termination, and may be prohibited from possessing or using such devices while at work.

NEW 2/16

INSTRUCTIONAL SERVICES**Policy 6116****Curriculum Services****State Mandated Curriculum: Human Sexuality**

Any course materials and instruction related to human sexuality and sexually transmitted diseases will be medically and factually accurate and will:

1. Provide instruction on human sexuality and in HIV prevention that is age appropriate;
2. Present abstinence from sexual activity as the preferred choice of behavior, in relation to all sexual activity for unmarried students;
3. Advise students that teenage sexual activity places them at a higher risk of dropping out of school;
4. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity;
5. Provide students with the latest medical information regarding exposure to human immunodeficiency virus, AIDS, human papilloma virus, hepatitis, and other sexually transmitted diseases;
6. Present students with the latest factually accurate information regarding the possible side effects and benefits of all forms of contraception;
7. Include discussions of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity. Such discussions will include the consequences of adolescent pregnancy, the advantages of adoption, the adoption of special needs children, and the process involved in making an adoption plan;
8. Teach skills of conflict management, personal responsibility, and positive self-esteem. Instructions will include the prohibition against making unwanted sexual advances and methods to resist sexual advances and other negative peer pressures;
9. Advise students of the laws relating to their financial responsibility to children born out of wedlock and the criminal sanctions for statutory rape;
10. Consider the option of separating students by gender for human sexuality instruction;
10. Not encourage or promote sexual activity;
11. Not distribute or aid in the distribution of legally obscene materials to minors on school property;

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12. Teach students about the dangers of sexual predators, including on-line predators;
13. Teach students how to behave responsibly and remain safe on the Internet;
14. Teach students the importance of having open communications with responsible adults;
15. Teach students how to report an inappropriate activity to a responsible adult, and where appropriate, to law enforcement, Federal Bureau of Investigations or the National Center for Missing and Exploited Children's CyberTipline;
16. Teach students about the consequences, both personal and legal, of inappropriate text messaging, including texting among friends.

The parents/guardians of each student will be advised of:

1. **The content of the District's human sexuality instruction;**
2. **Their right to remove their student from any part of the District's human sexuality instruction.**

The District's human sexuality curriculum will be available for public examination prior to its use in actual instruction. Consideration will be given to separating students by gender for human sexuality instruction.

The District will not permit any individual or organization that provides abortion services, to offer, sponsor, or furnish course materials related to human sexuality or sexually transmitted diseases.

INSTRUCTIONAL SERVICES**Policy 6320**
(Regulation 6320)**Libraries, Media and Technology Services****Internet Safety Policy****A. Introduction**

It is the policy of the District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

C. Internet Safety Training

In compliance with the Children's Internet Protection Act, each year, all District students will receive internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response. Such training will include internet, cell phones, text messages, chat rooms, email, and instant messaging programs. (See also Policy 6116 - State Mandated Curriculum - Human Sexuality)

D. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Policy 6320**Page 2****E. Supervision and Monitoring**

It shall be the responsibility of all District employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's

Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Executive Director of Technology or designated representatives.

REV. 2/16

STUDENTS**Regulation 2672****Discipline****Discipline of Students with Disabilities****Removal from Current Educational Placement for Not More Than Ten Consecutive School Days; Not More Than Ten Cumulative Days Removal for the Current School Year**

Any student with a disability who violates the District's discipline policy who has not been removed from their current educational placement for more than ten (10) cumulative days for the current school year may be disciplined in the same manner as other students, provided that any discipline will not result in removal from the student's current educational placement for more than ten (10) cumulative days for the current school year or for more than ten (10) consecutive school days.

Services will not be provided to the student when the total number of days the students has been removed from the current educational placement is not more than ten (10) days, unless services are provided to children without disabilities who have been similarly removed.

Removal from Current Educational Placement for More than Ten Cumulative School Days

Any student with a disability who violates the District's discipline policy who has been removed from the current educational placement for more than ten (10) cumulative days in the current school year may be disciplined for not more than ten (10) consecutive school days in the same manner as other students, if the pattern of short term suspensions totaling more than ten (10) cumulative days does not constitute a pattern of suspension.

On the eleventh day of removal in a school year, the District will provide educational services. If the cumulative removals do not constitute a pattern of suspension, the services to be provided will be determined by school personnel in consultation with the student's special education teacher.

A series of removals from the current educational placement for more than ten (10) days may amount to a pattern of suspension that constitutes a change of placement. If a student with a disability has been removed for more than ten (10) cumulative school days and the removals constitute a pattern of suspension, or if a school administrator determines that a removal for more than ten (10) consecutive school days is being considered, on the date a determination is made as to whether the behavior is a manifestation of the student's disability, the parents will be notified of the determination and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing a cumulative removal that constitutes a pattern of suspension or when considering a removal of greater than ten (10) consecutive school days, the District will convene an IEP meeting to develop a functional

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behavioral assessment plan if one has not previously been conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as necessary.

In addition, not later than ten (10) days after the date of the decision to remove a student for more than ten (10) cumulative days constituting a pattern of suspension, the IEP team and other qualified personnel will meet to review the relationship between the student's disability and the behavior subject to disciplinary action.

If a determination is made that the student's behavior was a manifestation of the student's disability, the student will not be removed for more than ten (10) consecutive or cumulative days for that disciplinary incident. The IEP team will conduct a functional behavior assessment, or, if a functional behavior assessment has already been developed, review and modify the behavioral intervention plan if necessary.

Long-Term Changes in Placement (Drugs, Weapons, and Serious Injury)

In addition to any other actions consistent with this regulation, District administrators may assign a student to an interim alternative educational setting for a period of time not to exceed forty-five (45) calendar days, when a student with a disability is involved in a disciplinary action involving:

1. Possession of a weapon at school or at a school function; or
2. Possession or use of illegal drugs or sale or solicitation for sale of a controlled substance while at school or at a school function; or
3. A serious bodily injury.

On the date a decision to make such a removal is made, the parents/guardians will be notified of the decision and provided a copy of the IDEA procedural safeguards.

Not later than ten (10) business days after commencing such a removal, the District will convene an IEP meeting to develop a functional behavioral assessment plan if one has not been previously conducted. After completing the assessment, an IEP meeting will be held to develop a behavioral intervention plan if appropriate and necessary. If a behavior plan already has been developed, the IEP team will meet to review the plan and its implementation. The plan and its implementation will be modified as needed.

Not later than ten (10) days after the date of the decision to place a student in an interim alternative educational setting, the IEP team and other qualified personnel will meet to review the

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relationship between the student's disability and the behavior subject to the disciplinary action and to determine the interim alternative educational placement.

The IEP team will decide on an interim alternative educational setting that will allow the student to continue to progress in the general curriculum, to receive the services and modifications that will enable the child to meet the goals set out in the student's IEP, and to receive services and modifications to attempt to prevent the student's behavior from recurring.

IDEA Disabled Students

Students who are disabled pursuant to the IDEA will be disciplined pursuant to the IDEA as amended and its implementing regulations, as well as applicable state statutes and the Missouri State Plan for Special Education Regulations Implementing Part B of the IDEA.

Section 504 Disabled Students

The following procedures apply to students who are disabled pursuant to Section 504 of the Rehabilitation Act alone (students who are not disabled pursuant to the IDEA). In general, most 504 students should be expected to follow the District's disciplinary policies, rules, regulations and procedures and this should be noted on the 504 Plan. When determining a student's 504 eligibility, the multidisciplinary team should consider whether the impairment that is substantially limiting has a direct impact on a student's behavior and, if so, the team may consider conducting a functional behavioral assessment as part of the student's evaluation. If the team concludes that the impairment has a direct and substantial relationship to the student's behavior, the team should address the behavior through the 504 Plan and should consider whether a behavior plan is necessary for the student to have an equal opportunity to participate.

Under Section 504, a disciplinary removal from a student's placement for more than 10 consecutive school days, or 10 cumulative school days where there is a pattern of suspension, constitutes a change of placement and requires certain procedures be followed. When a student is suspended, out of school, for more than 10 consecutive school days or when a student's short term removals (10 days or less) constitute a pattern of suspension (because the series of removals totals more than 10 school days in a school year; because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and because of additional factors such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another) upon the District will, prior to the 11th day of the disciplinary removal constituting a change in placement, convene a multidisciplinary team to determine if the student's act of misconduct is related to his or her disability. The multidisciplinary team will apply the IDEA manifestation standard that is in place at that time. Prior to, or as part of the manifestation determination, the team will conduct a reevaluation pursuant to Section 504. Such reevaluation may consist of a review of existing data alone or in

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conjunction with formal assessments. The parents will be invited to attend but are not required participants.

If the team concludes that the student's misconduct is related to his or her disability, the student can be suspended for up through 10 consecutive school days with no educational services provided or for any amount of cumulative school days, so long as a pattern of suspension is not created. If deemed necessary, the team may need to convene to determine if a change of educational placement may be needed, if additional accommodations are necessary, or if the student should be referred under the IDEA.

If the team concludes that the student's misconduct is unrelated to his or her disability, the student will be treated the same as nondisabled students and may be suspended or expelled according to District policy and the Student Code of Conduct. District administrators will determine the appropriate discipline including, but not limited to, a long-term suspension or expulsion. During the period of disciplinary removal, the District will not provide any educational services to the student unless it provides such services to its nondisabled students in similar circumstances.

A student is not considered to be disabled under Section 504 if he or she is currently engaged in the illegal use of drugs when the District is acting on the basis of that use. Therefore, when a 504 student is being disciplined for the current illegal use of a controlled substances (including alcohol), that student will lose his or her 504 protection and will be disciplined as if he or she was a regular education student. No manifestation determination will be held.

Definitions

Illegal Drug means a controlled substance not including drugs legally used or possessed under the supervision of a health care professional.

Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in 21 U.S.C. § 812 (c).

FINANCIAL OPERATION**Regulation 3160****Financial Management****Investment of District Funds**

In achieving the District's investment objectives, District officials will be guided by the following criteria:

1. **Legality** – District funds will be invested only as permitted by the Constitution and Statutes of the State of Missouri as well as federal law and applicable federal regulations. Investments outside the legal requirements will not be permitted.
2. **Safety** – Safety of the District funds is the foremost objective of the District's investment program. Investments will be made in a manner that seeks to ensure the preservation of capital.
3. **Liquidity** – The District's investments will remain sufficiently liquid to meet all operating requirements that may be reasonably anticipated. Of necessity, District investments will consist largely of securities with active secondary or resale markets.
4. **Yield** – District investments will be designed with the objective of obtaining a market rate of return throughout budgetary and economic cycles. However, rate of return is less important than realizing the safety and liquidity objectives.

Permissible Investments

The following categories of investments are authorized for investment of District funds:

- ~~1. **Time Deposits** – Funds may be invested as provided in Board Policy and Regulation 3140 – Banking Services, and as authorized by the State Treasurer's Office.~~
- ~~2. **Linked Deposits** – Funds deposited can be invested at a minimum rate of 2% and must be 100% collateralized with approved securities.~~
- ~~3. **United States Securities**~~
 1. **United States Treasury Securities** – The District may invest in obligations of the United States government for which the full faith and credit of the United States are pledged for the payment of principal and interest.

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2. United States Agency Securities – The District may invest in obligations issued or guaranteed by any agency/instrumentalities or any wholly owned corporation of the United States Government.
 - a. U.S. Government Agency Coupons and Zero Coupon Securities – Bullet coupon bonds with no embedded options and with final maturities of five (5) years or less.
 - b. U. S. Government Agency Discount Notes – Purchased at a discount with maximum maturities of one (1) year.
 - c. U. S. Government Agency Step-Up Securities – The coupon rate is fixed for an initial term. At a coupon date, the coupon rate rises to a new, higher fixed term. This provision is restricted to securities with final maturities of five (5) years or less.
 - d. U. S. Government Agency Collateral Securities – Restricted to securities callable at par only with final maturities of five (5) years or less.
 - e. U. S. Government Agency Floating Rate Securities – The coupon rate floats off one index and resets at least quarterly with final maturities of three (3) years or less.
 - f. U. S. Government Mortgage Backed Securities – Restricted to securities with stated final maturities of five (5) years or less.
3. Repurchase Agreements – Such agreements must be purchased through approved broker/dealers and may not be entered into for periods in excess of ninety (90) days. Approved broker/dealers must have a signed Public Securities Association Master Repurchase Agreement on file with the State Treasurer's Office. The purchaser in a repurchase agreement (repo) enters into a contractual agreement to purchase Treasury and government agency securities while simultaneously agreeing to resell the securities at predetermined dates and prices. Overnight and open repurchase agreements must be collateralized at 100% with approved securities. Term repurchase agreements must be collateralized at 100%. The market value of all repurchase agreement collateral will be reviewed at least weekly to determine collateral adequacy.
4. Collateralized Public Deposits (Certificates of Deposit) – Instruments issued by financial institutions which state that specified sums have been deposited for specified periods of time and at specified rates of interest. The certificates of deposit are required to be backed by acceptable collateral securities as described in §§ 110.010 - .020, RSMo.

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5. **Commercial Paper** – Investments are limited to paper which has received the highest letter and numerical ranking (A1/P1) as provided by Standard & Poor's and Moody's. Issues are limited to corporations that are organized and operating in the United States and have a total commercial paper program in excess of \$500,000,000 and have long term debt ratings, if any, of "A" or better from Standard & Poor's and Moody's. Such purchases may not exceed 180 days to maturity.
6. **Banker's Acceptances** - Issuing banks for such bills of exchange or time drafts must have the highest letter and numerical rating by Standard and Poor's and Moody's. Such banks must be organized and operating in the United States. Banker's acceptance agreements may not have maturity dates exceeding 180 days.
6. ~~Repurchase Agreements~~ — Such agreements must be purchased through approved broker/dealers and may not be entered into for periods in excess of ninety (90) days. ~~Approved broker/dealers must have a signed Public Securities Association Master Repurchase Agreement on file with the State Treasurer's Office. Overnight and open repurchase agreements must be collateralized at 101% with approved securities. Term repurchase agreements must be collateralized at 102% with approved securities. The market value of all repurchase agreement collateral will be reviewed at least weekly to determine collateral adequacy.~~

Prohibited Transactions

1. **Leveraged Borrowing for Investment Purposes** – Leveraging is prohibited whether through a reverse repurchase agreement or otherwise.
2. **Use of "Structured Note"** – (e.g. inverse floaters, leveraged floaters, and equity-linked securities) are not permitted. Investment in any instrument, which is commonly considered a "derivative" instrument (e.g. options, futures, swaps, caps, floors, and collars) is prohibited.
3. **Contracting to sell securities not yet acquired** in order to purchase other securities for purposes of speculation on developments or trends in the market is prohibited.

Collateralization

~~All deposits placed in financial institutions must be at least 100% collateralized with approved securities. All securities, which serve as collateral against the deposits of a depository institution must be safekept at a nonaffiliated custodial facility. Depository institutions pledging collateral against deposits must, in conjunction with the custodial agent, furnish the necessary custodial receipts.~~

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Collateralization will be required on two (2) types of investment: certificates of deposit and repurchase agreements. In order to anticipate market changes and provide a level of security for all funds, the market value (including accrued interest) of the collateral should be at least 100%. For certificates of deposit, the market value of collateral must be at least 100% or greater of the amount of certificates of deposit plus demand deposits with the depository, less the amount, if any, which is insured by the Federal Deposit Corporation.

All securities, which serve as collateral against the deposits of a depository institution, must be safekept at a non-affiliated custodial facility. Depository institutions pledging collateral against deposits must, in conjunction with the custodial agent, furnish the necessary custodial receipts within five (5) business days from the settlement date.

Repurchase Agreements

The securities for which repurchase agreements will be transacted will be limited to Treasury and government agency securities that are eligible to be delivered via the Federal Reserve's Fedwire book entry system. Securities will be delivered to the District's designated Custodial Agent. Funds and securities will be transferred on a delivery vs. payment basis.

All deposits placed in financial institutions must be at least 100% collateralized with approved securities. All securities, which serve as collateral against the deposits of a depository institution must be safekept at a nonaffiliated custodial facility. Depository institutions pledging collateral against deposits must, in conjunction with the custodial agent, furnish the necessary custodial receipts.

Asset Allocation

District investment will be diversified to minimize the risk of loss resulting from over concentration of assets in specific maturity, specific issuer, or specific classes of securities. At a minimum District investments will fall within the following minimum and maximum allocations.

<u>INVESTMENT TYPE</u>	<u>MINIMUM ALLOCATION</u>	<u>MAXIMUM ALLOCATION</u>
Time Deposits	0%	50%
U.S. Treasuries/Securities having principal and interest guaranteed with the U.S. Government	0%	100%
U.S. Government Agencies and Government-sponsored Enterprise	0%	100%

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U.S. Government Agency Callable Securities	0%	3045%
U.S. Government Floating Rate Securities	0%	15%
Repurchase Agreements	0%	50%
Collateralized CDs/Time and Demand Deposits	0%	100%
Commercial Paper and Banker's Acceptances	0%	5040%
Banker's Certificates	0%	20%
Repurchase Agreements	3%	50%

Maximum Maturity

To the extent possible, the District will attempt to match its investments with anticipated cash flow requirements. Investment in bankers' acceptances and commercial paper will mature and become payable not more than 180 days from the date of purchases. All other investments will mature and become payable not more than five (5) years from the date of purchase.

Internal Controls

In keeping with the emphasis the Board has placed in ensuring the safety of public funds, the District will maintain and enhance its internal controls of funds. Every reasonable effort will be made to minimize the potential for loss of funds from fraud, employee error, misrepresentations by third parties, unanticipated changes in financial markets or imprudent actions by employees. Investments that are downgraded below the minimum acceptable rating levels will be reviewed for possible sale within a reasonable time period. At least quarterly, the District's investments will be revalued to reflect prevailing market prices.

Internal controls to achieve investment safety include, but are not limited to:

1. Separation of duties;
2. Separation of transaction authority from accounting and record keeping;

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3. 3rd Party Custodial safekeeping;
4. Clear delegation of authority;
5. Written confirmation of telephone transactions;
6. Documentation of transaction strategies;
7. Monitoring of ethics and conflict of interest provisions provided in this policy/regulation.

Reporting

The Superintendent/designee will direct preparation of a report at least quarterly to the Board concerning the current status and performance of the District's investments. The quarterly investment report will include but not be limited to:

1. Investment type, issuer, maturity, par value, and dollar amount invested in all securities and monies held by the District.
2. Funds or investments managed by contracted parties.
3. Market value as of the date of the report and the source of valuation.
4. Citation of compliance with the District's investment policy/regulation or an explanation for noncompliance.
5. Statement of the ability or inability to meet expenditure requirements for six (6) months, as well as an explanation of why funds will not be available if that is the case.
6. Statement of the percentage of the District total investments which comprise each category of the investment set out herein.
7. Rating levels for commercial paper and bankers acceptances.

The quarterly investment report will be delivered at an open session of a regular meeting of the Board. A copy of the District investment policy/regulation will be provided to each outside manager of District investment funds. Commitment to compliance with this policy/regulation will be a precondition for initial placement of District funds. Adherence to District policies/regulations will be condition for continued retention as a manager of District funds.

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PERSONNEL SERVICES**Regulation 4120**
(Form 4120)**Employment****Employment Procedures****Certificated Staff**

All staff members shall be appointed by the Board only upon recommendation of the Superintendent. Should a person nominated by the Superintendent be rejected by the Board, it shall be the Superintendent's duty to make another nomination. All certificated teaching position vacancies shall be posted for a minimum of five (5) school days before the Superintendent recommends a qualified applicant to the Board for employment.

The Superintendent shall assure that all persons nominated for employment meet certification requirements and the qualifications established for the particular position.

Interviewing and selection procedures shall assure that the principal or other administrator to be directly responsible for the work of the staff member has, to the extent possible, an opportunity to aid in his/her selection; however the final selection shall be made or approved by the Superintendent.

All candidates shall be considered on the basis of their merits and qualifications and the needs of the school system. In each instance the Superintendent and others playing a role in the selection shall seek to hire the best-qualified person for the job. No person shall on the basis of sex, race, religion, national origin, marital status, age or disability that will not impair performance be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment for recruitment, consideration, or selection, therefore, whether full-time or part-time, certificated or noncertificated, under any educational program or activity operated by the District.

To teach in the public schools of Missouri, the teacher must possess an appropriate and valid teaching certificate. The laws state specifically that the teacher must not assume that a portion of the school year can be taught before obtaining a certificate, because the certificate must be in force for the full time for which the contract is effective, beginning the first day of school. If the teacher does not already have a teacher's certificate or has not made arrangement to secure it, he/she should contact the office of the Superintendent/designee at once to make such arrangements. This certificate, along with official copies of transcripts showing all college hours and degrees must be kept on file with this office. If the certificate or letter of intent from the State Department is not on file, no salary payments will be made.

Support Staff

Letters of employment for support staff are issued as soon as feasible after salary schedule and terms have been approved by the Board. Since full-time employees begin their year on July 1, target date for issuance of letters of employment is as close to the beginning of the fiscal year as

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possible. The work year for support staff personnel will be set by the Board based on classification and responsibilities.

Support staff employees will be paid on the Board-approved salary schedule.

Reassignment of Certified Staff and Support Staff

The Board directs the Superintendent to assess the staffing needs of the District on an ongoing basis and to assign existing staff as necessary to meet those needs.

The Superintendent may reassign or promote certified staff and support staff to different positions and to different buildings, unless the reassignment or promotion would require a new or amended contract to be issued to the employee. Reassignment by the Superintendent may occur after a contract has been assigned and in the middle of a school year.

Positions that are filled by reassignment of an existing employee are not considered vacancies and do not need to be posted.

Immigration Reform and Control Act

The federal Immigration Reform and Control Act requires all employers to hire only American citizens and aliens who are authorized to work in the United States in order to preserve jobs for those who are legally entitled to them. The District will implement the following procedures to assure compliance with the law:

1. Any employee hired after November 6, 1986, will complete an Eligibility Verification Form (Form I-9), and will produce documents that will establish his/her identity and eligibility to work. (Form I-9 contains a list of documents that will fulfill this requirement.)
2. The District will retain an individual's Form I-9 for three years after the date of hire or one year after the individual is terminated, whichever is later.
3. The form may be reviewed by the Department of Homeland Security (DHS) and potentially by other federal agencies. In order to minimize potential intrusion, Eligibility Verification Forms will be maintained separately from the employee's personnel files as stipulated in Policy 4860.

For further information concerning the procedures surrounding the Form I-9 or the District's obligations under the Act, consult the District office responsible for personnel matters.

Regulation 4120**Page 3****Missouri Automated Criminal History Site (MACHS)**

Applicants whose fingerprints have been taken as part of the MACHS criminal record check, as required by the District, are entitled to the following rights:

1. Notification that the applicant's fingerprints will be used to check the criminal history records of the FBI.
2. If the applicant is determined to have a criminal record, he/she will be provided with an opportunity to challenge the report.
3. Applicants determined to have a criminal history record will be advised of the procedure for obtaining a change, correction or update within Title 28 Code of Federal Regulation.
4. If the applicant has a criminal record history, the applicant will be given a reasonable amount of time to correct the record before employment is denied because of the criminal history.

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