

The Board of Education met in regular session Tuesday, May 8, 2018, at 6:00 p.m. in the Board Room at the Board of Education Office, 201 North Forest Avenue, Independence, Missouri.

Members Present: Mr. Greg Finke, President
Mrs. Denise Fears, Vice President
Dr. Matt Mallinson, Treasurer
Mrs. Jill Esry, Director
Mr. Blake Roberson, Director
Mrs. Carrie Dixon, Director
Mr. Eric Knipp, Director

Also Present: Dr. Dale Herl, Superintendent
Dr. Dred Scott, Dr. Lance Stout, Dr. Cindy Grant, Mr. Dean Katt, Dr. Beth Savidge, Dr. Janet Richards, Dr. Brad MacLaughlin, Mrs. Sherry Potter, Mr. Todd Theen, Mr. Salum Stutzer, Mrs. Jana Corrie, PTA, INEA, interested patrons, staff, and Ms. Annette Miller.

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

Denise Fears made the motion to approve the May 8, 2018 Agenda as presented. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

The First Bots of Independence Robotic Team and Mr. Jared Hook, instructor, presented information regarding their recent competitions. They qualified in March to participate in the World Championship competition in Houston, Texas in April. They placed third overall, ranking the FBI among the top 12 teams in the world. Students' shared with the Board of Education that First Bots teaches skills in the following areas: communication, leadership, teamwork, and that academics are first and foremost as excellence in the classroom is an expectation. The team has to build a new robot each year as a new game is developed for each year's competition. Next year will be the 50th year anniversary of the moon landing so the theme will be 'deep space.' They expressed appreciation for having the Arts and Technology Center to use for practice this year and that it really helped having the additional space. The students and Mr. Hook are hoping to inspire students at the middle school level to be part of the First Bots team when they reach high school. The Board observed the robot in action and then complimented the students and Mr. Hook for their hard work and success as a team this year.

Netty Doyle, outgoing President of INEA, introduced the incoming President, Mrs. Sarah Nelson. Mrs. Doyle expressed her appreciation for the support, help, and kindness she received from the Board of Education and Administration. Mrs. Nelson said she has been an educator for 17 years and a 1996 Truman High School graduate. She stated that she looks forward to working with everyone. Dr. Herl thanked Mrs. Doyle for their working relationship even though they did not always agree on everything they always found a compromise and worked through issues together.

Dr. Herl said the Consent Agenda for this month was short and the List of Bills totals \$11,281,830.56.

Jill Esry made the motion that the Board of Education approves the May 8, 2018 Consent Agenda as printed.

1. Minutes – April 10, 2018
2. Approval of May 8, 2018 List of Bills totaling \$11,281,830.56
3. Approval of Personnel Recommendation #21 as follows:
 - A. Request to Resign (Teaching Staff) Effective End of the 2017-2018 School Year.
 1. Joshua Hernandez, Fifth Grade/Korte Elementary School
 2. Elizabeth McCracken, Instructional Coach/Elementary
 3. Ashley Phillips, Counselor/Pioneer Ridge Middle School
 4. Ashley Wilson, Counselor/Christian Ott Elementary School
 - B. Request to Retire (Teaching Staff) Effective End of the 2017-2018 School Year.
 1. Michael Edson, Social Studies/Nowlin Middle School
 2. Janelle Ewigman, Kindergarten/Spring Branch Elementary School
 3. Joan Denise Woods, Special Education/George Caleb Bingham Middle School
 - C. Request to be Released from Contract Effective June 30, 2018.
 1. Michael Begley, PLTW/Nowlin Middle School
 2. Samuel Hester, Science/Van Horn High School
 3. Chelsea Wallace, Fourth Grade/Sycamore Hills Elementary School
 - D. Employment of Certificated Staff for the 2018-2019 School Year.

1. Anthony Argusa, Elementary Teacher
 2. Ashley Caselman, Math Teacher
 3. David Chaney, Science Teacher
 4. Carolyn Doerflinger, Elementary Teacher
 5. Hannah Huckle, Elementary Teacher
 6. Amber Johnson, Elementary Teacher
 7. Emily Johnson, Elementary Teacher
 8. Daneh Lindley, Math Teacher
 9. Quintin Martin, Math Teacher
 10. Heidi Mertens, Elementary Counselor
 11. Meghan Merz, Elementary Teacher
 12. Rebecca Mesecher, Elementary Teacher
 13. Kaitlin Moran, Elementary Teacher
 14. Veronica Morast, Elementary Teacher
 15. Elizabeth Obico, Music Teacher
 16. Sierra Smith, Elementary Teacher
 17. Trevor White, Elementary Teacher
 18. Jessica Wright, Elementary Teacher
- E. Employment of Fellows for the 2018-2019 School Year.
1. Haylie Guzman, Elementary Teacher
 2. Lauren Hotchkiss, ELA Teacher
 3. Mackenzie Quintrell, Elementary Teacher
 4. Kaytlin Yeisley, Elementary Teacher

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

Dr. Herl reported that the new elementary school will be named Cassell Park Elementary and the mascot is the Cassell Park **Knights**. He said the MyArts Building is renamed to the Independence Arts and Technology Center. It will be used for a student art gallery, digital marketing, youth entrepreneur programs, the marketing academy, etc. Dr. Herl said that at the recent Missouri Association of School Administrators (MASA) Conference, the District received the McKinstry Award of \$1,250 for innovation in education. This was the first time this award had been given. The District is working on the AVID Program for the middle schools. The District plans to start with 6th grade and then work up to the 7th and 8th grades. The AVID Program will work for the middle school students similar to how the Academies have worked for the high schools. Dr. Herl discussed the State Legislature and Bills that have been introduced. Mostly this has been a year of chaos with the Governor's issues and the removal of the Commissioner of Education which has created a non-working State Board of Education. He said the District has not seen the funding withholdings that were originally thought might happen. He also said that a significant thing is the Omnibus Bill which can put a lot of things into one Bill and Districts are watching this closely. He reminded the Board that Senator Gary Romine is very pro education and will try to temper the Bill so nothing is added that would kill it. Bill 1606 is a Charter School Bill but not in the form we thought it might be because it allows school districts the opportunity to run the virtual charter schools. Also, school districts would control the course offerings.

Mr. Stutzer shared information on the Bond Projects. Truman High School - structural steel is up, holding until school is out so the remaining phases can proceed on the existing office and cafeteria spaces; the front windows will be painted blue, and a lot of the building front entrance work is completed. Van Horn High School - finishing most of the phases - south side support structures for the Falcons graphics are in, setting the transformer for electricity; north side - activity is frantic with the installation of the window frames by the athletic training rooms., base layer of asphalt is in on the north/northwest sites, working on parking lot lights, the inside-floor is poured on the wrestling and cheer leading program areas, three exhaust hoods are being mounted in the culinary classroom, tile work has started in the restrooms and fixtures will be installed soon, and the chiller was set last week. Cassell Park Elementary School - air barrier installed on the gym and music room exterior walls, a significant amount of brick work has been completed on the exterior area, some work has been slightly delayed due to weather, all the mechanical systems on the first floor are done, work is being done on the classroom spaces on the second floor, boilers have to be craned in so the roof is still open, and everything is moving along at a pretty frantic pace. Van Horn High School - the completion date is scheduled for the end of August.

Several items under New Business were presented for the Board of Education's consideration.

Dr. Herl stated that changes/additions to the Board of Education Policies require a second and final reading for approval. The Policies involved are: 1621, 2260, 2740, 2760, 2785, and 2921. He stated that most of the changes and additions are due to Federal regulations.

Blake Roberson 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: 1621, 2260, 2740, 2760, 2785, and 2921. The motion was seconded by Eric Knipp and unanimously approved by the Board of Education. (Pages 11508-11518)

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

The Board recognizes the importance of parental involvement with the Title I program and will provide a variety of opportunities for parents to be involved in policy design and in the planning, implementation and review(ing) of Title I programs.

Staff Qualifications

Title I teachers and paraprofessionals must meet the qualifications outlined in Regulation 1621.

Reporting Requirements

Pursuant to the provisions of the ~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act, the District will submit its Federal Title I ~~ESEA~~ LEA Plan, describing the District's Title I services.

STUDENTS**Policy 2260
(Regulation 2260)****Admission and Withdrawal****Homeless Students**

The Board of Education is committed to providing equal access for all eligible homeless students to a free, appropriate education in the same manner as is provided to other District students. In carrying out this commitment, the District will identify and assess the needs of the District's homeless students; provide for the placement of its homeless students in the school of best interest; provide access to the District's programs; and appoint a homeless **liaison coordinator**. The Superintendent will review all District policies to determine whether they act as barriers to the enrollment of homeless students. Special attention will be given to policies regarding transportation, immunization, residency, birth certificates, school records and guardianship.

Rev. 4/2018

STUDENTS**Policy 2740**
(Regulation 2740)**Student Welfare****Student Safety**

The District places a high priority on the safety of its students and employees. When a student or employee is the victim of a violent criminal offense, severe disciplinary consequences will be imposed. (See also Regulation 2610 – Behavioral Expectations.) In addition and pursuant to the [Every Student Succeeds Act](#) ~~No Child Left Behind Act of 2001~~, student victims of a violent criminal offense that was committed on school premises will be offered transfer to another District school. To insure awareness of this policy, the parents of student victims will be notified in writing of their right to a school transfer.

For purposes of this policy, a victim is a student who has suffered personal injury or injuries to his or her property as a direct result of a violent criminal offense. This definition does not include bystanders or witnesses to the act unless they suffered personal or property injury as a direct result of a violent criminal offense while on school premises.

The District will notify the Department of Elementary and Secondary Education (DESE) of all violent criminal offenses committed on school premises when the victim is a student or employee. Reportable offenses are set out in Regulation 2740.

Rev. 4-2018

STUDENTS**Policy 2760
(Regulation 2760)****Student Welfare****Students in Foster Care**

The District is committed to ensuring and facilitating the proper educational placement ~~and transportation~~, enrollment in school and checkout from school for foster children.

In order to facilitate this process and to serve as the educational liaison for District foster children, the District will designate the Director of Neighborhood Family Services to oversee and assess the District's foster care program.

The Board recognizes students in foster care experience mobility in and out of the foster care system and from one home placement to another that may disrupt their education, and which may create barriers to academic success and on-time graduation. The District, in collaboration with state and local agencies, to minimize or eliminate educational barriers for students in foster care, particularly in enrollment, transfer of student records, and transportation to their school of origin, where appropriate. For purposes of this policy, "school of origin" is the school in which the student is enrolled at the time of placement in foster care. The District will, to the largest extent possible, ensure that a child in foster care enrolls or remains in his or her school of origin, unless a determination is made that remaining in the student's school of origin is not in the student's best interest.

In determining the student's best interest for purposes of this policy, the following factors will be considered:

1. Preference of the student;
2. Preference of the student's parent or educational decision making;
3. The student's attachment to the school, relationships with staff and peers;
4. Placement of the student's siblings;
5. Influence of the school climate on the student, including safety;
6. Availability and quality of the services in the school in meeting the student's educational and socioemotional needs;
7. History of school transfers and their impact;
8. Impact of the length of commute;
9. Whether the student has a disability under the IDEA or Section 504;
10. Whether student is an EL student receiving language services.

A foster care child whose home placement is changed may remain enrolled and attend their school of origin, or return to a previously attended school in an adjacent district. The District will accept for credit full or partial course work satisfactorily completed by a foster child while attending a public school, nonpublic school, or non-sectarian school in compliance with District policies, regulations, and practices.

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~~For any foster care student whose best interest is to remain in his or her school of origin, the District will work collaboratively with the local child welfare agency to ensure that the student is provided transportation to and from the school of origin. Transportation will be provided in accordance with federal law and the plans and procedures set forth in the District's "Transportation Procedures Agreement" with the local child welfare agency.~~

If a child in foster care is absent from school due to a decision to change the placement of a pupil made by a court or child placing agency, or due to a verified court appearance or related court-ordered activity, the grades and credits of the pupil will be calculated as of the day the pupil left school and no reduction in grades will occur as a result of the pupil's absence under these circumstances.

If a foster care student transfers into the District prior to or during a school year, the District will initially honor the placement of the student in educational courses and programs based on the student's prior enrollment or educational assessments; will provide comparable services to transferring foster care students with disabilities based on the student's current IEP; and will make reasonable accommodations and modifications to address the needs of a student with disabilities, subject to an existing 504 or Title II Plan in order to provide equal access to education. The District will conduct evaluations, where necessary, to ensure proper placement and services.

The District will waive specific courses required for graduation if similar course work has been satisfactorily completed at another school. Similarly, the District may waive prerequisites for placement in a District course or program based upon courses taken at a prior school. If a waiver is denied for reasonable justifications, the District will provide an alternative means of acquiring the required course work so that graduation may occur on time. If foster care students who transfer at the beginning of their senior year or during their senior year are deemed ineligible to graduate after all alternatives have been considered, the sending District and this District will ensure that a qualified student who satisfied graduation requirements of the sending school, will receive a diploma from the sending school.

Students in foster care who have completed the graduation requirements of the District while under juvenile court jurisdiction will receive a diploma in the same manner as other District students.

Transportation

Some students in foster care who are residents of the District may need transportation to remain in their school of origin when it is in their best interest. To facilitate transportation for such students, the District will collaborate with the state and/or local child welfare agencies to ensure that transportation for such students is arranged, provided, and funded. If there are additional

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costs incurred in providing transportation to the school of origin, the District will provide such transportation if:

- a) The local child welfare agency agrees to reimburse the District for such costs;
- b) The District elects to pay the costs; or
- c) The District and the local child welfare agency agree to share the cost.

Dispute Resolution

In the event that a caregiver or education decision-maker disputes a District decision regarding the best interest or the provision of other educationally related services for a student in foster care, the caregiver or education decision-maker may use the District's dispute resolution procedure.

During the pendency of the dispute resolution, the student shall remain in his or her school of origin in order to minimize disruptions and to reduce the number of moves between schools. Similarly, students attending their school of origin are entitled to continue to receive transportation during the appeal.

In the event of such dispute, the District will inform the educational decision-maker or parent of their right to appeal the Best Interest Determination in a language and format reasonably calculated to inform the parent/educational decision-maker of their rights. They will also be provided with the following:

1. Contact information for the District's foster care point of contact.
2. An explanation of the Best Interest Determination.
3. A step-by-step description of how to appeal the Best Interest Determination at Level I.
4. A statement advising that the student will remain in the school of origin, receiving all appropriate educational services during the pendency of the appeal.
5. Timelines for dispute resolution at each level.
6. Notice of rights to appeal to DESE if the parent/educational decision-maker is not satisfied of the level decision.

Level I

In order to appeal from the Best Interest Determination, a parent/educational decision-maker must submit their appeal in writing. This writing must contain the following:

1. The school in which enrollment is sought.
2. The basis for seeking enrollment.
3. The requesting parent/educational decision-maker's name and contact information.

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If the appeal is submitted by email, the subject line should provide “Foster Care Appeal.”

The appeal letter must be submitted within ten (10) weekdays of receiving the District’s notice of the right to appeal the decision. Failure to timely submit an appeal letter may result in dismissal of the appeal.

The Superintendent/designee will arrange for a personal conference with the parent/educational decision-maker, the student where appropriate, and the student’s case manager or point of contact. Prior to the meeting, the Superintendent will have reviewed the documentation from the Best Interest Determination meeting. The conference will be arranged within ten (10) days of receipt of the appeal letter and will be conducted as soon as practicable.

Within five (5) days of the conference, the Superintendent/designee will inform the parent/educational decision-maker as well as other parties attending the meeting of the Superintendent/designee’s decision. The decision will be communicated in writing. The written decision will include the following:

1. Copy of the complete Level I appeal packet (appeal, Best Interest documents, notices, and decision).
2. The decision and an explanation of the decision.
3. Directions concerning the procedure to appeal the decision to Level II, including the DESE foster care point of contact, including that individual’s name, phone number and email address.

Level II

If the parent/educational decision-maker disagrees with the Level I decision, they may submit a written and dated appeal letter headed “Foster Child Appeal” which must include:

1. The school in which enrollment is sought and the basis for seeking such enrollment.
2. The parent/educational decision-maker’s name and contact information.
3. Best Interest Determination notes and reports.
4. Copy of the Level I appeal letter.
5. Copy of the District’s Level I decision.

The appeal letter must be submitted to the DESE contact person and the District’s Superintendent within five (5) days of receipt of the Level I decision. The District will have five (5) days from receipt of the Level II appeal letter to submit its response, which will be headed “Foster Child Appeal.” Documents submitted after the stated deadline will not be considered.

The State’s decision will be made by a three person panel including the DESE foster care point

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of contact, an additional DESE representative, and a representative of the state child welfare agency. The panel will make its decision within thirty (30) days of receipt of the Level II appeal letter. The DESE foster care point of contact will send the written decision to the parent/educational decision-maker and the Superintendent. The decision will include:

1. Copy of the Level II packet.
2. The decision and its explanation.

Rev. 4/2018

STUDENTS

Policy 2785

Student Welfare

Student Suicide Awareness

The Independence School District is committed to maintaining a safe environment to protect the health, safety and welfare of students.

Pursuant to Section 170.048, RSMo., all Independence School District employees will receive information annually regarding this policy and the district's protocol for suicide awareness, prevention and response. The importance of suicide prevention, recognition of suicide protective and risk factors, strategies to strengthen school connectedness and building specific response procedures will be highlighted.

Such information shall include the following:

1. Current trends in youth mental health, wellbeing and suicide prevention and awareness
2. Strategies to encourage students to seek help for themselves and other students
3. Warning signs that indicate a student may be at risk of suicide
4. The impact of mental health issues and substance abuse
5. Communication to students regarding concerns about safety and that asking for help can save life
6. Understanding limitations and boundaries for giving help and techniques to practice self-care
7. Identification of key school personnel who are comfortable, confident and competent to help students at risk of escalated distress and suicide

All students will receive age appropriate information and instruction on suicide awareness and prevention. Information and instruction may be offered in health education, by the counseling staff or in other curricula as may be appropriate.

Student education will include the following:

1. Information about mental health, well-being and suicide prevention and awareness.
2. Promotion of a climate that encourages peer referral and which emphasizes school connectedness.
3. Recognition of the signs that they or peers are at risk for suicide.
4. Identification of issues that may lead to suicide including depression, anxiety, anger, and drug/alcohol dependency.
5. Directive to not make promises of confidentiality when they are concerned about peer suicide.
6. Identification of a trusted adult on campus with whom students can discuss concerns about suicide.

NEW 4-2018

STUDENTS**Policy 2921
(Regulation 2921)****Activities and Athletics****Participation by Non-Traditional Students**

Should the District elect to permit non-traditional students to participate in interscholastic activities, such students must qualify as bonafide students under MSHSAA regulations in order to participate in such activities.

Non-Traditional students may be considered bonafide under MSHSAA regulations under any of the following options:

Option 1 – Transcribed Credits

1. The student must be enrolled in a District high school although some courses/credits are taken off-campus, i.e. virtual, post-secondary, work study, etc; and
2. All credits attempted must appear on the student's high school transcript; and
3. All classes must be completed by the high school's close of semester in order to be considered counted toward activity eligibility.

Option 2 – Seat Time plus Non-Transcribed Credits

1. The student must be enrolled in a District High School and take a minimum of two (2) credit bearing seat time classes for a minimum of 1.0 units of credit at the high school; and
2. High School Administration must confirm after a full academic review that the student is further enrolled in courses outside of the high school, which bring the student up to full MSHSAA mandated credit requirements of 80%. The High School Administration will develop and submit to the Superintendent a written procedure to determine approval of outside courses/credits; as well as the procedures to determine success/credit confirmation for academic eligibility for the current and following semester. It is not necessary that such confirmed credits be placed on the student's transcript.
3. All classes must be completed by the high school's end of semester in order to be considered toward activity eligibility.

Change of Enrollment Status

Any student whose enrollment status changes from being a non-bonafide activity eligible student to a bonafide activity eligible student will be considered a transfer student. As a transfer student, the student would be activity ineligible until a transfer of eligibility form is filed and an eligibility ruling rendered.

New 4/2018

Dr. Herl stated that changes and additions also needed approval for several Board of Education Regulations. He explained that the Regulations describe how the Policies are carried out. The Regulations presented are: 1621, 2260, 2673, 2760, 2785, 2921, 4410, 6145, and 6250. Dr. Herl explained each of the changes to the Regulations.

Denise Fears made the motion that the Board of Education approves adopting the changes to Board of Education Regulations 1621, 2260, 2673, 2760, 2785, 2921, 4410, 6145, and 6250 as presented. The motion was seconded by Matt Mallinson and unanimously approved by the Board of Education. (Pages 11520-11545)

Dr. Herl presented the Missouri School Boards' Association (MSBA) dues invoice for the Board of Education's approval. He said the amount is calculated based on the School District's expenditures.

The motion was made by Matt Mallinson, second by Jill Esry, that the Board of Education authorizes the School District to pay membership dues in the amount of \$13,510.00 to the Missouri School Boards' Association for the 2018-2019 school year. The motion was unanimously approved by the Board of Education.

Dr. Herl explained that the Cash Management Resolution needed approval due to changes in duties that only some District individuals do and it shows how the District operates by segregating duties which helps prevent fraud issues.

Eric Knipp made the motion that the Board of Education approves the renewal of the Cash Management Resolution for the remainder of the 2017-2018 school year and the 2018-2019 school year. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

Dr. Herl presented the National School Boards Association's invoice for \$5,335.00 for membership dues for the 2018-2019 school year for their consideration. He stated that this is the same dues amount as last year.

The motion was made by Matt Mallinson, second by Jill Esry, that the Board of Education authorizes the School District to pay membership dues in the amount of \$5,335.00 to the National School Boards' Association for the 2018-2019 school year. The motion was unanimously approved by the Board of Education.

Dr. Herl reported that the District operates a fleet of 154 buses and that over time they need to be replaced due to such things as engines deteriorate due to corrosion, movement, and other factors. Bids were let to purchase five buses and the District received bids from three companies. The Administration is recommending approval of the bid from Midwest Bus Sales for a total cost of \$500,410.00 for the five buses.

The motion was made by Denise Fears that the Board of Education authorizes the Superintendent to purchase from Midwest Bus Sales: Five (5) – 77 passenger, Type C, conventional bus vehicles to be purchased and delivered to the ISD Transportation Department no later than June 30, 2018 in the amount of \$100,082.00 per bus for a total of \$500,410.00. The motion was seconded by Eric Knipp and unanimously approved by the Board of Education.

Dr. Stout said that through ISD's membership in the Greater Suburban Kansas City Joint Purchasing Cooperative, the Administration is recommending the acceptance of the bids from vendors to purchase the District's custodial and operational supplies. Dr. Stout thanked Mr. Stutzer's team for their help with securing these bids.

Jill Esry made the motion that the Board of Education approves the bids from vendors to purchase the Custodial and Operational Supplies for the 2018-2019 school year as presented. The motion was seconded by Carrie Dixon and unanimously approved by the Board of Education.

Dr. Stout said that as part of the District's improvement plan, eight science classrooms at William Chrisman High School and six classrooms at Van Horn High School need new furniture. The Administration is recommending the quote from School Specialty under the National IPA contract #7786156479 for a total cost of \$162,428.00.

Matt Mallinson made the motion that the Board of Education approves the quote under National IPA contract #7786156479 from School Specialty for furniture for the Science Classrooms at William Chrisman and Van Horn High Schools for a total cost of \$162,428.00. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

Dr. Stout explained that the District will need to purchase furniture for the new additions at Van Horn High School and the Administration is recommending accepting the proposal from SSI Furnishings for a cost of \$44,299.80. This is based on the 2017-2018 pricing per the Cooperatives as presented.

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

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

Title I (ESEA) Staff and Parent Responsibilities

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

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Title I Staff Qualifications

Teachers

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

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

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

Paraprofessionals

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

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

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

Title I ESEA Building Level Responsibilities

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

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

Each Title I ~~(ESEA)~~ school will:

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

Parent Notification of Teacher Qualifications

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

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

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

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

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

Title I Grievance Procedure

This grievance procedure applies to all complaints regarding District operations under all programs authorized under the Federal ~~No Child Left Behind Act (NCLB)~~ Every Student Succeeds Act including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, Title VII and Title IX (Part C).

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

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

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

STUDENTS**Regulation 2260****Admission and Withdrawal****Admission of Homeless Students****Identification**

For purposes of Board policies and regulations *homeless students* include students under age twenty-one (21) who lack a fixed, regular and adequate nighttime residence and include students who:

1. are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, motels, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. have a public or private place not designed for, or ordinarily used as, a regular sleeping area for human beings;
3. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. are a migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in subdivisions 1-3 of this section.

School Selection

Parents, guardians, or unaccompanied youth will be informed of the homeless student's right to remain in the school of origin. For purposes of this policy, the school of origin means the school that the student last attended when permanently housed, or the school where the student was last enrolled including preschool. In determining the best interest of the student, the Board will consider:

1. Keeping the student in the school of origin unless contrary to wishes of parent or guardian;
2. Impact of mobility on admission;
3. Education, health, safety of the student;
4. Consider the views of an unaccompanied student;
5. Irrespective of whether the student lives with homeless parents or has been temporarily placed elsewhere.

The District will provide a written explanation, including the right to appeal to the student or parent/guardian if, the Board sends the student to a school other than the school of origin or the school requested by the parent/guardian

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Enrollment

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available. The District will ensure that homeless students, meeting eligibility standards, do not face barriers in accessing academic and extracurricular activities.

Transportation

The District will, upon parent/guardian or unaccompanied youth request, provide transportation to and from the school of origin as follows:

1. If the student continues to live in the District, transportation will be arranged to the school of origin.
2. If the student continues in their school of origin, but moves into another district, transportation will be arranged upon by the District of origin and the new District of residence.

Homeless Liaison Coordinator

The Board of Education has appointed a liaison ~~coordinator of programs~~ for homeless students. The responsibilities of the ~~liaison coordinator~~ will include but not be limited to:

- ~~1. Establish practices designed to ensure the school enrollment and success of homeless students;~~
- ~~2. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;~~
- ~~3. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;~~
- ~~4. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;~~
- ~~5. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by the District;~~
- ~~6. Ensure that referrals are made to health care, dental, mental health, and other appropriate services;~~

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- ~~7. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;~~
- ~~8. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner;~~
- ~~9. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and~~
10. Disseminate public notice of the educational rights of homeless students in places where homeless students receive services.
 1. Ensure that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies.
 2. Establish practices designed to ensure the school enrollment and success of homeless students;
 3. Assist with the enrollment of homeless students and provide assistance with obtaining academic and medical records;
 4. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth;
 5. Inform parents, guardians, or unaccompanied homeless students of the educational and related opportunities available to them;
 6. Ensure that homeless students and their families have access to educational services including Head Start, Even Start and other preschool programs administered by the District;
 7. Ensure that referrals are made to health care, dental, mental health and other appropriate services;
 8. Ensure that homeless students are not isolated or stigmatized because of their status as homeless;
 9. Handle enrollment disputes and ensure that disputes over the placement of homeless students are resolved in a timely manner consistent with the requirements of the McKinney Vento Act;

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10. Provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist homeless students in accessing transportation to and from school; and
11. Disseminate public notice of the educational rights of homeless students in places where homeless students receive services.
12. Ensure school personnel receives professional development and other support.
13. Ensure that unaccompanied youth are enrolled in school, have the opportunity to meet the same challenging state academic standards, are informed of their status as independent students under Section 480 of the Higher Education Act and their right to receive verification of this status.

All school personnel, District service providers, and locally known advocates working with homeless families will be informed of the identity of the Homeless Liaison Coordinator and the Homeless Liaison Coordinator duties.

Disputes Over School Selection or Enrollment in a School

If a dispute arises over school selection or enrollment in a school the following protocols will apply:

1. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
2. The parent, ~~or~~ guardian, or unaccompanied youth ~~of the homeless student~~ will be provided with a written explanation of the District's decision regarding school selection, ~~or~~ enrollment, and related decisions concerning education services, including the rights of the parent, guardian, or student to appeal the decision; and
3. The homeless student, parent, or guardian will be referred to the Homeless Liaison, ~~Coordinator~~ who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.
4. At the request of the parent, guardian, or unaccompanied youth, the District will provide for or arrange adequate or appropriate transportation to and from the school selected by the parent, guardian, or unaccompanied youth. Inter-district transportation disputes will be resolved by DESE.

Regulation 2260**Page 5****Complaint Resolution**

~~Any homeless student or their parent/guardian may file a complaint regarding placement or access to educational programs by submitting a written complaint to the Coordinator of Homeless Programs. If the coordinator is unable to resolve the complaint within five (5) school days, unresolved complaints will be forwarded to the Superintendent who will meet with the complainant upon request. Within five (5) school days of this meeting or within five (5) school days of rejection of such meeting, the Superintendent will prepare and forward a written decision. Thereafter, the complainant may appeal to the Board of Education within five (5) school days of receipt of the Superintendent's decision. Thereafter, the complainant may forward the complaint to the Missouri Department of Elementary and Secondary Education's Director of Federal Grants.~~

Dispute Resolution

Level I - A complaint regarding eligibility, school selection, enrollment or barriers to attending classes and participating in school activities of a homeless child shall first be presented orally and informally to the District's educational liaison for homeless children. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the educational liaison. The written charge must include the following: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the Superintendent of the formal complaint and the disposition.

Level II - Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The Superintendent will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For District purposes, the decision of the Board of Education is final.

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Level IV – If the complainant is dissatisfied with the action taken at Level III, the Complainant may appeal the decision to the State Education Agency point of contact. Such appeal must be in writing and filed within five (5) days of Level III decision, and including:

1. School in which enrollment is sought and the basis for seeking enrollment;
2. Name and contact information for the parent or education decision-maker;
3. Best Interest notes and reports;
4. Copy of the previous appeal letter;
5. Copy of the decision recommended at Level III.

The appeal letter must be submitted to the State point of contact as well as the District's Superintendent.

Policy Dissemination

Copies of the Board of Education's Policy on Homeless Students will be presented to the County Welfare Office, County Office of the Division of Employment Security, the Juvenile Officer and to local law enforcement authorities.

Identification

Homeless students will be identified by referrals from community organizations, District personnel, and by review of the District's enrollment forms.

STUDENTS**Regulation 2673**
(Form 2673)**Discipline****Reporting of Violent Behavior**

All school employees are required to notify their immediate supervisor if they have reason to believe that a student or District employee has committed any of the offenses set out below, has physically or sexually abused any District student, or has possessed a controlled substance or weapon in violation of District policy. The principal will immediately report to the appropriate law enforcement agency and to the Superintendent/designee any instance where a student is found to be in possession, on their person or in their possession, of any weapon defined in Regulation 2620 or of controlled substances, or is found to have placed such substances elsewhere on school premises. For purposes of this regulation, "school premises" shall be defined to include school property, school playgrounds, school parking lots, school buses, or at school activities whether on or off school property.

Reportable Offenses

1. First degree murder [under section 565.020](#)
2. Second degree murder [under section 565.021](#)
3. Kidnapping [under section 565.110](#) as it existed prior to January 1, 207, or kidnapping in the first degree [under section 565.110](#)
4. First degree assault [under section 565.050](#)
- ~~5. Foreible rape~~
5. Rape in the first degree [under section 566.030](#)
- ~~6. Foreible sodomy~~
6. Sodomy in the first degree [under section 566.060](#)
7. Burglary in the first degree [under section 569.160](#)
8. Burglary in the second degree [under section 569.170](#)
9. Robbery in the first degree [under section 569.020](#) as it existed prior to January 1, 207, or robbery in the first degree [under section 570.023](#)
10. Distribution of drugs [under section 195.211](#) as it existed prior to January 1, 2017, or manufacture of a controlled substance [under section 579.055](#)
11. Distribution of drugs to a minor [under section 195.212](#) as it existed prior to January 1, 2017,

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or delivery of a controlled substance under section 579.020

12. Arson in the first degree under section 569.040
13. Voluntary manslaughter under section 565.023
14. Involuntary manslaughter under section 565.024 as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027
15. Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second degree assault under section 565.052
16. Assault (except as provided in the Agreement contained in Form 2673)
17. Rape in the second degree under section 566.031
18. Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120
19. Property damage in the first degree under section 569.100
20. Possession of a weapon under chapter 571
21. Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child molestation in the first, second, or third degree pursuant to section 566.067, 566.068, 566.069
22. Sodomy in the second degree pursuant to section 566.061
23. Sexual misconduct involving a child pursuant to section 566.083
24. ~~Sexual assault~~
24. Sexual abuse in the first degree pursuant to section 566.100
25. Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090
26. Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225

Teachers and other authorized personnel who report violent acts or threats of violent acts to their

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Page 3

supervisors in compliance with state law and in conformity with District policies have civil immunity. Teachers and other authorized personnel who act in conformity with the District's discipline policies and regulations also have civil immunity.

Records of Serious Violations

The Superintendent/designee will prepare and maintain records of serious violations of the District's discipline policy. Individual student records are available to school employees who are directly responsible for the student's education or who interact with the student in the performance of the employee's duties. In addition, such discipline records will be made available within five (5) days to any requesting school district where the student seeks to enroll.

The District will report, in compliance with state regulations, the number, duration of and reasons for expulsions and suspensions of more than ten (10) days. The Superintendent will also notify the appropriate division of the Juvenile court of the suspension for more than ten (10) days of any student under court jurisdiction.

Rev. 4/2018

STUDENTS**Regulation 2760****Student Welfare****Foster Care Bill of Rights** **Students in Foster Care**

The District educational liaison for foster care children will serve in an advisory capacity to:

- Ensure and facilitate proper educational placement, enrollment in school, and checkout from school;
- Assist foster care children when transferring from one school to another or from one school district to another, including, among other things, proper transfer of credit, records, and grades;
- Request school records, as provided in Policy/Regulation 2230, within two (2) business days of placement of a foster care child in a District school;
- Submit school records of foster care pupils within three (3) business days of receiving a request for school records from another School District as provided in Policy 2290; and
- Facilitate access to student records to any child placing agency for the purpose of fulfilling education case management responsibilities required of the juvenile officer or by law and to assist with the school transfer or placement of a child under foster care.

Dispute Resolution

Level I - A complaint regarding the best interest in regard to education services of a child in foster care shall first be presented orally and informally to the District's educational liaison for District foster children. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the educational liaison. The written charge must include the following: date of filing, description of alleged grievances, the name of the person or persons involved, and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the liaison shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the liaison will inform the Superintendent of the formal complaint and the disposition.

Level II - Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The Superintendent will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Superintendent shall state a decision in writing to the complainant with supporting evidence and reasons.

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Level III - If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision and reply in writing to the parties involved. For District purposes, the decision of the Board of Education is final.

Level IV – If the complainant is dissatisfied with the action taken at Level III, the Complainant may appeal the decision to the State Education Agency point of contact. Such appeal must be in writing and filed within five (5) days of Level III decision, and including:

6. School in which enrollment is sought and the basis for seeking enrollment;
7. Name and contact information for the parent or education decision-maker;
8. Best Interest notes and reports;
9. Copy of the previous appeal letter;
10. Copy of the decision recommended at Level III.

The appeal letter must be submitted to the State point of contact as well as the District's Superintendent.

STUDENTSRegulation 2785Student WelfareStudent Suicide Awareness

Pursuant to Section 170.048, RSMo., the Independence School District will educate employees and students on the actions and resources necessary to prevent suicide and to promote student well-being, to include:

1. Strategies that can help identify students who are at possible risk of suicide;
2. Strategies and protocols for helping students at possible risk of suicide; and
3. Protocols for responding to a suicide death.

Strategies that can help identify students who are at possible risk of suicide:

Student suicidal behaviors are not confidential and may be revealed to the student's parents, guardians, school personnel or other appropriate authority when the health, welfare or safety of the student is at risk.

Any school employee who has a reasonable belief that a student may be at risk for suicide or witnesses any attempt towards self-injury will notify their school mental health professional (i.e. school counselor, school psychologist, family school liaison) and/or the building administrator(s).

If a student suicide behavior is made known to any school employee and a school mental health professional and/or the building administrator is not available, the employee will notify the student's parent/guardian, the National Suicide Prevention Lifeline (800-273-8255) or local law enforcement in an emergency situation. As soon as practical, the employee will notify the building principal or designee.

The following steps will be employed in response to any risk of student suicide:

1. Locate student and stay with student.
 - o Student will not be left alone unless it is determined that there is no longer a risk of suicide.
 - o If student is not able to be located, immediately contact school team for search
 - o Make contact and inform parent/guardians of the concern
 - o Contact emergency services if needed
2. Notify school mental health professional and/or building administrator.
3. School mental health professional will conduct Independence's suicide risk assessment.
 - o Follow guidelines of process in determining leveled risk and appropriate response

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Page 2

Strategies and protocols for helping students at possible risk of suicide:

A student exhibiting suicidal behavior will be directed to meet with the building designee, their parent/guardian and counselor to discuss support and safety systems, available resources, coping skills, and a safety plan as necessary.

The Independence School District will, in collaboration with local organizations and the Missouri Department of Mental Health, identify local, state and national resources and organizations that can provide information or support to students and families.

Protocols for responding to a suicide death:

When the school community is impacted by suicidal behavior or a death by suicide, the district will confer with the Mental Health Response Team (MHRT) and, when appropriate, confer with local community resources and professionals to identify and make available supports that may help the school community understand and process the behavior and/or death.

The MHRT, building administrator or his/her designee will determine appropriate procedures for informing the school community of a death by suicide and the supports that will be offered. Staff and students who need immediate attention following a death by suicide will be provided support and resources as determined necessary.

New 4-2018

STUDENTS**Regulation 2921****Activities and Athletics****Participation by Non-Traditional Students****High School Enrollment Assessment**

Prior to consideration and determination of eligibility, high school staff will review, among other things:

1. Past classes taken
2. Academic history
3. Credits
4. Logs
5. Attendance
6. Transcripts
7. Student's age
8. Semester taken in-state and out-of-state
9. Semester taken in non-traditional academic events

The purpose of this review will be to determine “prior semester” earned credit and the students’ grade placement upon enrollment. In doing so, staff will determine if credit for courses taken will be granted for purpose of the 80% requirement rule.

Determining Status of Bonafide Students¹

Consider whether:

1. Seat time credit (minimum of one unit of credit) will be placed on the transcript
2. Outside courses must be approved and validated in meeting the 80% rule.
3. Review and assess outside classes including where relevant testimonial evidence, course syllabi, timeliness for such classes
4. Review of Academic Success, including work logs, attendance, hours of instruction, grades achieved, transcripts, confirmatory testing where deemed necessary
5. Ensure close of semester for non-traditional option 2 students is designated
6. All students, traditional and non-traditional, must satisfy citizenship standards, semester rules, age rules, etc.
7. Uniformity of standards and policies for all students

New 4/2018

¹ 2017-18 MSHSAA Official Handbook, By-Law 2.3.4, page 44

PERSONNEL SERVICES

Regulation 4410

Professional Activities, Training and Professional Growth

General Professional Development

All regularly employed teachers must have a bachelor's degree acceptable for certification by the Missouri Department of Elementary and Secondary Education.

In order to advance upon the experience steps of the salary schedule, all teachers who have not earned and been granted a master's degree must fulfill the requirements for professional improvement:

Five (5) semester hours of credit shall be earned by each teacher within each succeeding five-year period of teaching service in The School District of Independence. Any exception to this rule shall be by special action of the Board of Education.

The five hours of required credit may be earned as follows:

- (a) regularly granted college semester hours as evidenced by a transcript from an accredited institution, provided the courses have a direct relationship to the teaching assignment;
- (b) one (1) credit hour for each ten (10) hours of participation in workshops, seminars, curriculum study committees, or local in-service courses that have been approved, organized, planned and executed under the supervision of the Office of Educational Programs;

Failure to meet the professional improvement requirements will result in ineligibility for additional wage benefits until such requirement is fulfilled. Those who qualify and submit appropriate verification by August 10 will advance one increment step for the complete year, effective September. Those who qualify and submit verification by August 10 will advance one increment step for the complete year effective in October. ~~Those who qualify and submit appropriate verification by January 10 will advance one increment step and receive one-half the increment step amount for that school year.~~

In order to advance to the additional preparation columns of the salary schedule requiring graduate level preparation, the acceptable credit will be semester hours from an accredited graduate school and must be acceptable toward a graduate degree granted by the college or university.

INSTRUCTIONAL SERVICES**Regulation 6145****Curriculum Services****Service Animals and Professional Therapy Dogs in Schools****Guidelines for Use of A Service Animal on School Property or At School Functions**

Requests: A person who wants to be accompanied by his/her service animal must make a prior written request of the school's principal if the service animal will come into a school. A person who wants to be accompanied by his/her service animal must make a prior written request of the superintendent for all other locations. These requests must be renewed annually.

A. **Students:** Use of a service animal by a qualified student with a disability will be permitted in school when it is determined that the student's disability requires such use in order to have equal access to the instructional program, school services and/or school activities or when the student's IEP or 504 team determines that the student requires the use of a service animal to receive a free appropriate public education. The student will be primarily responsible for the care and control of any animal used as an accommodation unless otherwise provided in the IEP or Section 504 plan. All other requirements of this Policy apply. Parents or animal handlers who may be present in school for the purpose of assisting a student with his/her service animal will be required to submit to a sex offender registry and criminal background check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

B. **Employees:** Use of a service animal by a qualified employee with a disability will be permitted when such use is necessary to enable the employee to perform the essential functions of his/her job or to enjoy benefits of employment comparable to those similarly situated non-disabled employees. All other requirements of this Policy apply.

Vaccinations: The service animal must be immunized against diseases common to that type of animal.

Health: The service animal must be in good health. The owner or handler of the animal must submit each school year to the school principal and/or superintendent documentation from a licensed veterinarian the following: a current veterinary health certificate; and proof of the service animal's current vaccinations and immunizations.

Control: A service animal must be under the control of its handler at all times. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which

Regulation 6145**Page 2**

case the service animal must be otherwise under the handler's control through voice, signals or other effective means.

Supervision and Care of Service Animals: The owner or handler of a service animal is responsible for the supervision and care of the animal, including any feeding, exercising, and clean up. The District is not responsible for the care or supervision of a service animal. The District shall not be responsible for the training, feeding, grooming or care of any service animal permitted to attend school or a school function under this Policy.

Damages: The owner or handler of a service animal is solely responsible for any damage to school property or injury to personnel, students, or others caused by the animal and must provide proper proof of liability insurance to cover such damages on an annual basis.

~~**Other Requirements:** The District may impose additional conditions on the presence of a service animal, depending on the circumstances.~~

Removal of Service Animals from School Property

District administrators may ask an individual with a disability to remove a service animal from District buildings, property, vehicles or activities if:

1. The animal is out of control and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The presence of the animal poses a direct threat to the health and safety of others;
4. The student, employee or handler fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions, and cleaning up;
5. The presence of the animal significantly disrupts or interferes with the educational process, school activities or the instruction program;
- ~~6. The parents/guardian or employee fails to provide the required documentation;~~
7. 6. The animal fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school; or
8. 7. The presence of the animal would require a fundamental alteration to any school program.

If the District properly excludes a service animal ~~under this Policy~~ based on the factors detailed herein or on any other legal basis, the District will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

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Admission of Service Animals to Public Events

Individuals with disabilities may be accompanied by their service animals while on District property for events or activities that are open to the general public. This right of access does not extend to the schools generally or to other activities that are not open to the general public. School administrators may inquire of the owner or handler of an animal whether the animal is required because of a disability and the specific tasks the animal has been trained to perform, but shall not ask questions about an individual's disability.

The District shall not require an owner or handler of a service animal to pay an extra charge for the animal to attend events for which a fee is charged, but the individual is liable for any damage done to the premises or facilities by such an animal.

District administrators may revoke or exclude the service animal if the animal poses a direct threat to the health and safety of others, the use of the animal would result in substantial physical damage to the property of others, or would substantially interfere with the reasonable enjoyment of the event or activity by others.

Grievance Procedure

~~Any individual with a service animal who is aggrieved by a decision to exclude, limit or remove a service animal may appeal that decision in accordance with applicable Board Regulation 1310.~~

Guidelines for Use of A Professional Therapy Dogs on School Property or At School Functions

Staff members may use therapy dogs in the course of their regular duties only after receiving permission from the administrator of the building where the animal will be used. Before permission to use a therapy dog is granted, staff members must provide:

1. Proof the dog has been trained and certified as a therapy dog by an organization approved by the district;
2. An explanation of how the dog will be used, including research supporting the use of a therapy dog;
3. A plan for how the staff member will provide for the care and control of the dog;
4. A plan for how the staff member will accommodate students, other staff members, and parents with allergies to the dog;
5. A plan for how the staff member will accommodate students, other staff members, and parents who fear the dog;
6. A proposed schedule for the use of the therapy dog in District buildings.

Vaccinations: The therapy dog must be immunized against diseases common to that type of animal.

Regulation 6145**Page 4**

Health: The therapy dog must be in good health. The owner or handler of the dog must submit each school year to the school principal and/or superintendent documentation from a licensed veterinarian the following: a current veterinary health certificate; and proof of the therapy dog's current vaccinations and immunizations.

Identification: The handler and therapy dog must wear appropriate identification issued by the registering organization identifying them as a registered handler and therapy dog. The handler shall bring only the registered therapy dog onto school property; no other animals will be permitted.

Control: A therapy dog must be under the control of its handler at all times. A therapy dog must have a harness, leash, or other tether, unless the use of a harness, leash, or other tether would interfere with the therapy dog's safe, effective performance of work or tasks, in which case the therapy dog must be otherwise under the handler's control through voice, signals or other effective means.

Damages: The owner or handler of a therapy dog is solely responsible for any damage to school property or injury to personnel, students, or others caused by the dog and must provide proper proof of liability insurance to cover such damages on an annual basis.

Other Requirements: The District may impose additional conditions on the presence of a therapy dog, depending on the circumstances.

Removal of Professional Therapy Dogs from School Property

District administrators may ask a therapy dog to be removed from District buildings, property, vehicles or activities if:

1. The therapy dog is out of control and the animal's handler does not take effective action to control it;
2. The therapy dog is not housebroken;
3. The presence of the therapy dog poses a direct threat to the health and safety of others;
4. The handler fails to appropriately care for the therapy dog, including feeding, exercising, taking outside for performance of excretory functions, and cleaning up;
5. The presence of the therapy dog significantly disrupts or interferes with the educational process, school activities or the instruction program;
6. The handler fails to provide the required documentation;
7. The therapy dog fails to consistently perform the function(s)/service(s) for which it has been trained and brought to school; or
8. The presence of the therapy dog would require a fundamental alteration to any school program.

INSTRUCTIONAL SERVICES**Regulation 6250
(Form 6250)****Instruction****Instruction for Students with Disabilities**

The District will adhere to the Individuals with Disabilities Education Act, its implementing regulations, and the Missouri State Plan for Special Education. The District will observe the following guidelines in providing special education and related services to identified students with disabilities.

Determination of Eligibility for Children Ages 3 Through 5

To determine whether children ages 3 to 5 (not kindergarten-age eligible) are children with a disability under the Individuals with Disabilities Education Act (IDEA), the District will identify all such children using *[select one of the following: (1) any IDEA disability category except that of Young Child with a Developmental Delay; (2) only the IDEA disability category of Young Child with a Developmental Delay; or (3) any IDEA disability category including Young Child with a Developmental Delay]*.

Recording Devices at IEP Meetings

The Board of Education prohibits the use of audio, video, or other recording devices at IEP meetings. Exceptions to this prohibition will be made only under unusual circumstances when such recording is necessary to ensure parental rights guaranteed under Part B of the IDEA. Requests for such exceptions must be made in writing within a reasonable time prior to scheduled IEP meetings.

Transition Services

Beginning not later than the first IEP to be in effect when the child is sixteen (16), and updated annually thereafter, the District will implement appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

In addition, ~~beginning not later than one year before the student~~ when a student with a disability reaches age eighteen (18), the District will provide to parent(s) of qualified disabled students under the IDEA a statement that the child has been informed of his or her rights under Part B of IDEA and that those rights will transfer to the student upon reaching the age of majority.

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Extended School Year (ESY)

The IEP team will determine on an annual basis whether the student requires extended school year (ESY) services. If appropriate, the notice of the IEP meeting will include that the team will consider ESY services.

In determining whether the student requires ESY services, the IEP team may consider, among other factors, whether the student will suffer regression to such a marked degree that the student's skills may not be recouped in a reasonable time at the inception of the subsequent school year,

the degree of impairment, the ability of the student's parents/guardians to provide educational structure at home, the student's rate of progress, the student's behavioral and physical problems, the availability of alternative resources, the ability of the student to interact with students without disabilities, the areas of the student's curriculum that need continuous attention, or the student's vocational needs.

If an IEP team determines that a student requires ESY, decisions regarding the type of special education and related services and their frequency, intensity and duration shall also be determined by on an individualized basis and by the student's IEP team.

The IEP will reflect that the IEP team considered ESY services. If the IEP team determines that ESY services are required, the team will be responsible for preparing an appropriate ESY IEP or determining that the regular school year IEP will be implemented.

PLACEMENT - STUDENTS VOLUNTARILY ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS

The District's activities under the Individuals with Disabilities Education Act (IDEA) regarding the location, identification, and evaluation of parentally-placed private school students with disabilities will be comparable to the activities undertaken for students in public schools.

However, a student with a disability voluntarily enrolled in a private school by his/her parents/guardians does not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Students with disabilities voluntarily enrolled in private schools by their parents/guardians are not entitled to a free appropriate public education.

In order to meet its obligations under the IDEA to students with disabilities voluntarily enrolled by their parents/guardians in private schools, the District will spend, for children ages 5 through 21, an amount that is the same proportion of the District's K-12 entitlement under Part B of the IDEA as the number of private school children with disabilities ages 5 through 21 residing in the

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District is to the total number of children with disabilities ages 5 through 21 residing in the District. For children ages 3 through 5, the District will spend an amount that is the same proportion of the District's Preschool entitlement under Part B of the IDEA as the number of private school children with disabilities ages 3 through 5 residing in the District is to the total number of children with disabilities ages 3 through 5 residing in the District. Expenditures for child find activities will not be considered when determining whether the District has met its obligation.

The District will consult with representatives of the private schools located within the District to decide which disabled students will receive services, what services will be provided, how and where the services will be provided, and how the services provided will be evaluated. The District will make the final decisions regarding the services to be provided to private school children with disabilities.

For each private school student designated to receive services, the District will prepare a service plan that describes the specific special education and related services that the District will provide to the student. The District will ensure that a representative of the private school attends meetings to develop, review, and revise a services plan, or, if the representative cannot attend, will use other methods to ensure participation by the private school. To the extent appropriate, the services plan will be developed in a manner consistent with the requirements under the IDEA for an IEP.

~~The District will not provide special education and related services on the site of any religious school. Pursuant to the Missouri constitutional prohibition against the expenditure of taxpayer funds to support parochial schools, the District will not provide transportation to a religious school from the student's home or from the public school to the religious school.~~

Missouri case law and the Missouri Constitution prohibit the provision of personnel, services, materials, and equipment on the premises of a student's private school unless they are provided in a neutral site. The private school may be considered a neutral site if the setting of the services is secular and void of ideological items. The District will determine how and where services will be provided to students with disabilities attending private or parochial schools.

Due process rights for students with disabilities voluntarily enrolled in private schools and their parents are limited. Only issues related to child find, including evaluations, can be raised in a due process complaint. There is no due process right to challenge the services that a student receives. The District is responsible for child find and the provision of services for disabled students *attending* private schools within the District but NOT for resident students whose parents choose to enroll the student in a private school in a different school district.

A motion was made by Blake Roberson that the Board of Education approves the proposal of \$44,299.80 from SSI Furnishings for furniture for the new additions at Van Horn High School as presented. The motion was seconded by Matt Mallinson and unanimously approved by the Board of Education.

Dr. Stout shared information on the access and safety devices which includes card access, intercoms, fire alarms, surveillance cameras, etc. for Van Horn High School and Cassell Park Elementary School. He said the Administration is recommending accepting the agreements with ACS for a cost of \$263,765.00. This is also a sole source purchase due to the compatibility with the District's current system.

Jill Esry made the motion that the Board of Education approves the agreement from ACS for Control Access and Life Safety Devices for Van Horn High School and Cassell Park Elementary School at a total cost of \$263,765.00 as presented. The motion was seconded by Denise Fears and unanimously approved by the Board of Education.

Dr. Stout said that in building the 20th elementary school (Cassell Park) that the District also needs to purchase furniture for it. The Administration is recommending approval of the proposal from SSI Furnishings for a total cost of \$373,128.78. This is based on the 2017-2018 pricing per the Cooperatives as presented. He also said that they will use in-house installers.

The motion was made by Carrie Dixon, second by Matt Mallinson, that the Board of Education approves the proposal of \$373,128.778 from SSI Furnishings for furniture for Cassell Park Elementary School as presented. The motion was unanimously approved by the Board of Education.

Dr. Stout stated that the Administration is recommending purchasing a two year supply of copy paper prior to the price increase that will take effect July 1, 2018. This will save the District approximately \$215,000.

Jill Esry made the motion that the Board of Education approves the purchase of white and bright copy paper from The Paper Corporation and all other types of copy paper from Clayton Paper and Distribution, Inc. for a total cost of \$191,173.29. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

Dr. Herl said the District is needing to replace the playground equipment at Santa Fe Trail Elementary School. The Administration is recommending using Little Tikes for a total cost of \$32,309.86. This is a sole source purchase and the PTA was instrumental in raising the funds for this equipment.

Carrie Dixon made the motion that the Board of Education approves the purchase of Playground Equipment from Little Tikes for Santa Fe Trail Elementary School at a cost of \$32,309.86. The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Dr. Stout thanked Mr. Stutzer, Todd Theen, and Lisa Patrick for working through the bid process on leasing digital copiers, supplies and services for the School District. Vendors representing seven companies submitted bids and the Administration is recommending approval of the bid from Sumner One, Konica Solution for a yearly cost of \$295,959.24.

A motion was made by Eric Knipp, second by Matt Mallinson, that the Board of Education approves the bid of Sumner One, Konica Solution for a four year contract at a yearly cost of \$295,959.24. The motion was unanimously approved by the Board of Education.

There being no further information to come before the Board of Education, Eric Knipp made the motion, second by Blake Roberson, to adjourn the meeting and go into executive session for legal, personnel, real estate, and student issues at 6:59 p.m. The motion was approved as follows:

Ayes: Greg Finke
Denise Fears
Matt Mallinson
Jill Esry
Blake Roberson
Carrie Dixon
Eric Knipp

Nays:



Secretary



President