

The Board of Education met in regular session Tuesday, September 13, 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. Jill Esry, President
Mr. Greg Finke, Vice President
Mrs. Denise Fears, Treasurer
Mrs. Ann Franklin, Director
Mr. Ken Johnston, Director
Dr. Matt Mallinson, Director
Mr. Blake Roberson, Director

Also Present: Dr. Dale Herl, Superintendent
Dr. Dred Scott, Dr. Lance Stout, Mr. Dean Katt, Dr. Beth Savidge, Dr. Janet Richards, Mrs. Sherry Potter, Mr. Robert Burkey, PTA, interested patrons, staff, and Ms. Annette Miller.

The meeting was called to order by the President, Mrs. Jill Esry, and minutes of the meeting were recorded by the secretary, Ms. Annette Miller. Mrs. Esry welcomed those in attendance and recognized students from local colleges that were auditing the meeting. She also introduced and welcomed students from Ms. Doris Negaard's Pathways to Education class who are providing 130 hours of assistance in classrooms at several elementary schools.

Greg Finke made the motion to approve the September 13, 2016 Agenda as presented. The motion was seconded by Ann Franklin and unanimously approved by the Board of Education.

Dr. Herl shared a video on the "All Things Independence" Store on the Independence Square. Sheri Wheaton, Business teacher, said the students have been very engaged in designing and implementing this store. The students are acquiring real life skills with this project through their "hands on" involvement. The other local businesses are also taking them serious as small business developers. The Ribbon Cutting ceremony for the Store's grand opening is Saturday, September 17, at 10:00 a.m.

Mrs. Esry asked if any patrons or staff wished to address the Board of Education. No one responded.

Dr. Herl stated that the Bills List totaling \$11, 755,282.39 is higher than usual due to a \$2.9 Debt Service payment and he explained that this is a timing issue as last year it was approved in October. The other increases were \$2.2 million in the general fund and \$750,000 in capital projects with \$900,000 in technology equipment. Two of the capital projects included the closing of THS stadium improvements and various roofing projects. Dr. Herl said the bills amount will even out.

Denise Fears made the motion that the Board of Education approves the September 13, 2016 Consent Agenda as printed.

1. Minutes – August 9, 2016
2. Approval of September 13, 2016 List of Bills totaling \$11,755,282.39
3. Personnel Recommendation #3
 - A. Employment of Certificated Staff for the 2016-2017 School Year.
 1. Jean Smith, Art Teacher
 2. Renata Kelly, Math Teacher
 3. Cassandra McBee, Special Education Teacher

The motion was seconded by Ken Johnston and unanimously approved by the Board of Education.

Dr. Herl asked Dr. Beth Savidge to present information on the District Assessment Plan. Dr. Savidge said the Plan is really nothing new which is good for students, parents, teachers, and administrators. She explained that the Assessment Plan is designed so that teachers can discover where a child needs help. The assessments throughout the year allows teachers to better prepare and provide the resources that students need. She said that K-1 students take the STAR tests (early literacy skills assess) and grades 2-5 just finished the STAR reading and math. The program provides data on every single student and STAR will adjust to a child's level of learning. She said the tests usually only take 15-20 minutes. Dr. Savidge said the tests take place four times a year and the computer adjusts and remembers each individual student. The window for the MAP tests will be April 17 through May 12. This allows teachers to select the best times for their students to take the tests: third/fourth grades take the math and English;

fifth grade takes the ELA, math, and science; grades 3 through 12 take Map A for IEP students. The answer to the question of why assess students throughout the year is because it allows teachers to support their students' learning and creates more collaboration and career-ready graduates. It improves students' self-esteem, creates a tradition of achievement, and involves the students (but not competitively) so they can set goals for their achievement path. Dr. Savidge said the ACT is really a reading test. It lets the teachers know if the students can read the text and determine important data through interpretation.

Following the presentation, Ann Franklin made the motion that the Board of Education approves the 2016-2017 Assessment Plan, as required by the Missouri School Improvement Plan (MSIP) guidelines, for the Independence School District. The motion was seconded by Denise Fears and unanimously approved by the Board of Education.

Dr. Stout reported that the District had published requests for a construction manager at-risk and three companies responded. He stated that he, Dr. Scott, and Robert Burkey interviewed representatives from the three companies. A construction manager at-risk company is responsible for financial amounts also. Based on the interview, the Administration recommends approving Nabholz Construction.

Blake Roberson made the motion, second by Greg Finke, that the Board of Education approves the hiring of Nabholz Construction as the construction manager at-risk to provide the District general construction services as needed. The motion was unanimously approved by the Board of Education.

Dr. Scott stated that the Administration is recommending approval of the annual updates to the Local Plan for Compliance and the Assurance Statements for Sec. 613 (Part B) of the Individuals with Disabilities Act. He reviewed the minimal changes which are based on the Department of Elementary and Secondary Education recommendations.

Following this report, Greg Finke made the motion that the Board of Education approves adopting the Local Compliance Plan and Part B of the IDEA, to provide special education services for all children (between the ages of 3 and 21 years) who meet the eligibility criteria as stated in this Plan for the 2016-2017 school year. The motion was seconded by Ken Johnston and unanimously approved by the Board of Education. (Page 11161)

Dr. Stout explained that as part of the build out plan for the William Chrisman High School campus, the Administration is recommending that a scoreboard be installed on the baseball/softball field. Currently, sponsorships are being sought to cover the expense.

Matt Mallinson made the motion, second by Blake Roberson, that the Board of Education approves the proposal of \$27,435.00 from ATHCO for the installation of a scoreboard at the William Chrisman High School baseball/softball field. The motion was unanimously approved by the Board of Education.

Dr. Herl said that the Board of Education's Policy Review Committee has reviewed and is recommending approval of several changes to the Board's Policies. Dr. Herl stated that it takes two readings to approve changes to the Board of Education Policies. The first reading and approval was on August 9, 2016.

Ann Franklin made the motion, second by Denise Fears, that the Board of Education approves this as the second and final reading of changes and additions to Board of Education Policies as presented: 1300, 1310, 1320, 2130, 2200, 2655, 2770, 2850, 4110, and 4810. The motion was unanimously approved by the Board of Education. (Pages 11162-11188)

Dr. Herl stated that with most Board of Education Policy changes, there is also a change to the corresponding Board of Education Regulation. He said that Regulation changes only require one reading by the Board of Education.

The motion was made by Blake Roberson that the Board of Education approves adopting the changes to Board of Education Regulations 1310, 2130, 2200, 4220, and 4810 as presented. Matt Mallinson seconded the motion and it was unanimously approved by the Board of Education. (Pages 11189-11228)

Dr. Stout reported that, based on information received from the schools, 265 transportation routes have been established for the 2016-2017 school year. This is slightly down from the 274 routes in 2015-2016 due to more efficiently establishing the routes and using cabs for transporting some special services students.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF SPECIAL EDUCATION-COMPLIANCE

LOCAL COMPLIANCE PLAN CERTIFICATION STATEMENT

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|---|--|--|
| SCHOOL DISTRICT NAME Independence School District | | COUNTY-DISTRICT CODE 048-077 |
| DISTRICT CONTACT Sherry Potter | DISTRICT PHONE NUMBER 816-521-5300 | DISTRICT FAX NUMBER 816-521-5665 |

INSTRUCTIONS

Complete the Adoption and Certification sections below. The form must be signed by the Board President, Superintendent, and Compliance Plan Contact.

MAIL or FAX the completed form to: Special Education Compliance
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102 or Fax 573-526-5946

QUESTIONS: Contact Special Education Compliance at 573-751-0699 or secompliance@dese.mo.gov

ADOPTION

The Responsible Public Agency has chosen the following (choose only one) in regard to adoption of a local plan for compliance with state and federal regulations implementing the Individuals with Disabilities Education Act (IDEA):

- ☒ Option A: Adopt the Model Compliance Plan made available by the Department of Elementary and Secondary Education (Department).
- ☐ Option B: Adapt the Model Compliance Plan made available by the Department with agency revisions. All pages on which revisions have been made to the Model Compliance Plan with highlighted revisions are enclosed. These revisions must be approved by the Department before the agency's plan becomes final.
- ☐ Option C: Agency developed Compliance Plan (plan enclosed for the Department's approval).

CERTIFICATION

The Responsible Public Agency assures that the agency's Compliance Plan and applicable state and federal regulations constitute the basis for operation and administration of the activities to be carried out in the agency under Part B of the IDEA, to provide special education services for all children with disabilities between the ages of three (3) and twenty-one (21) who meet the eligibility criteria as stated in this plan and under the jurisdiction of the agency.

The Responsible Public Agency assures that programs administered under Part B of the IDEA are in accordance with the assurances provided in 34 CFR 76.301 of the General Education Provision Act (GEPA) and that federal funds made available under Part B of the IDEA are used in accordance with the excess cost and maintenance of fiscal effort and comparable services requirements of 34 CFR Sections 300.202 - 300.205 of the federal regulations governing the IDEA.

The local compliance plan was adopted by the Governing Board of the agency on 09/13/16 (mm/dd/yy).

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|---|------------------------|
| SIGNATURE OF BOARD PRESIDENT | DATE 9/13/16 |
| SIGNATURE OF SUPERINTENDENT | DATE 9-13-16 |
| SIGNATURE OF COMPLIANCE PLAN CONTACT PERSON | DATE |

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator - Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

GENERAL ADMINISTRATION**Policy 1300****Equal Opportunity and Statement of Non-Discrimination, Harassment, and Retaliation**

The District is committed to providing equal opportunity in all areas of admission, recruiting, hiring, retention, promotion, contracted services, and access to programs, services, activities, and facilities. The District further commits itself to the policy that there shall be no unlawful discrimination, harassment, or retaliation against any person because of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law. The District is an equal opportunity employer.

The District's equal opportunity policy extends to prohibitions against discrimination, harassment, and retaliation of and against students or employees due to the individual's race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law. The District strictly prohibits such unlawful discrimination, harassment, and retaliation by its employees and students. The District also prohibits retaliatory action, harassment, or discrimination against individuals who make complaints of, report, or otherwise participate in the investigation of any such unlawful discrimination, harassment, or retaliation.

Persons who believe that they have been discriminated, harassed, and/or retaliated against in violation of this policy should report the alleged discrimination, harassment and/or retaliation to the Compliance Officer, unless the Compliance Officer is unavailable or the subject of the report. In that case, the report should be made directly to the alternative Compliance Officer (see Board Policy/Regulation 1310).

All employees, students, and visitors who have witnessed any incident or behavior that could constitute discrimination, harassment, or retaliation under this policy must immediately report such incident or behavior to the District's Compliance Officer for investigation.

If a student alleges sexual misconduct on the part of any District employee to any person employed by the District, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken.

Public Notice

The superintendent or designee will continuously publicize the District's policy prohibiting discrimination, harassment, and retaliation, and will disseminate information to employees, parents/guardians, and students, as well as to newly-enrolled students and newly-hired employees, regarding how to report discrimination, harassment, and retaliation.

NEW 8-16

GENERAL ADMINISTRATIONPolicy 1300Equal Opportunity

The District is committed to providing equal opportunity in all areas of recruiting, hiring, retention, promotion, and contracted service. The District further commits itself to the policy that there shall be no unlawful discrimination against any person because of race, color, religion, disability, age, gender, or national origin.

The District's equal opportunity policy extends to prohibitions against harassment of students or employees because of the individual's race, color, religion, disability, age, gender, or national origin. This prohibition against harassment includes, but is not limited to, disparaging comments, written material, physical assaults, verbal threats, and offensive pranks. Persons who believe that they have been harassed in violation of this policy, should report the alleged harassment to their building principal or immediate supervisor unless this person is the alleged harasser. In this case, the report should be made directly to the Superintendent. All complaints of violation of this policy will be promptly investigated and appropriate action will be taken.

GENERAL ADMINISTRATION**Policy 1310**
(Regulation 1310)**Freedom from Discrimination, Harassment, and Retaliation**

It is the policy of the Board of Education to maintain a learning and working environment that is free from discrimination, harassment, and retaliation on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law.

The District strictly prohibits unlawful discrimination, harassment, and retaliation against employees, students, or others, as provided in Board Policy/Regulations 1300 and 1310. These policies shall extend not only to students with regard to educational opportunities and freedom from discrimination, harassment, and retaliation, but also to employees with regard to employment opportunities, and to individuals with whom the Board does business.

It will be the policy of the District to continually evaluate its practices and procedures to ensure fair and equitable educational and employment opportunities and freedom from discrimination, harassment, and retaliation for all of its students and employees.

For the purposes of this Policy, the term "school personnel" includes Board members, school employees, agents, volunteers, contractors, and any other persons subject to the supervision and control of the District.

Compliance Officer

The Board will designate an individual to act as the compliance officer, and ensure that the compliance officer's name, business address, and telephone number, as well as the District's Board Policy 1300 are published to patrons, employees, and students on an annual basis.

The Board designates the following individual to act as the District's compliance officer:

Human Resources Supervisor
201 North Forest Avenue
Independence, MO 64050
(816) 521-5300
Fax: (816) 521-5619

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the alternative compliance officer:

Director of Human Resources
201 North Forest Avenue
Independence, MO 64050
(816) 521-5300
Fax: (816) 521-5680

It shall be the compliance officer's responsibility to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.

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The compliance officer will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment, discrimination, or retaliation because of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law.

Discrimination

It is the policy of the Board of Education to maintain a learning and working environment that is free from discrimination on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law.

The District does not and will not discriminate on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law in the educational programs, activities, and vocational opportunities offered by the District.

The District assures that it will comply with:

1. This Policy/Regulation and state and federal law.
2. The Missouri Human Rights Act, MO. Rev. Stat. § 213.010 et seq., which prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, disability and age. The Act also makes it unlawful to retaliate against any individual for filing a complaint of discrimination and/or harassment or for participating in an investigation into a complaint of discrimination and/or harassment.
3. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
4. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
5. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the District does business.
6. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
7. The Boy Scouts of America Equal Access Act, by which the District will provide equal access to District facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America, or any other youth group designated in applicable federal law.
8. The National School Lunch Act, and other requirements of the U.S. Department of Agriculture (USDA), as it relates to school nutrition programs for which the District receives federal financial

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assistance, including the National School Lunch Program, the Special Milk Program, the School Breakfast Program, and the Summer Food Service Program.

9. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

Harassment

It is the policy of the Board of Education to maintain a learning and working environment that is free from harassment on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law. The District's prohibition against harassment extends not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities, and to individuals with whom the Board does business.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against any other student or staff member through conduct or communication of a sexual nature. Furthermore, it shall be a violation of this Policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate harassment or sexual harassment of a student because of the student's race, color, religion, disability, age, sex, gender, national origin, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District.

Retaliation

The District prohibits retaliation against any person who files a complaint of discrimination, harassment, or retaliation, and further prohibits retaliation against any person who testifies, assists, or otherwise participates in any investigation, proceeding, or hearing relating to such discrimination, harassment, or retaliation. The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any such person.

Consequences and Remedies

When the District receives a report of unlawful discrimination, harassment, and/or retaliation, the District will take appropriate interim measures to protect the alleged victim(s). If, after investigation, it is determined that discrimination, harassment, and/or retaliation in violation of Policies 1300 and 1310 did occur, the District shall take prompt, effective, appropriate action reasonably calculated to end the harassment, discrimination, and/or retaliation and to protect individuals from further such harassment, discrimination, and/or retaliation.

The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this Policy. Patrons, contractors, visitors, or others

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who violate this Policy may be prohibited from District property or otherwise restricted while on District property.

Grievances

It is the policy of the District to process all grievances in a fair and expeditious manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons, and/or students under this Policy.

Students with Disabilities

This policy and corresponding regulation do not pertain to the identification, evaluation, or placement of students under Section 504. The topics of the identification, evaluation, and placement of students under Section 504 are addressed in the following separate District policies and regulations: Policy 2110 – Equal Education Opportunity, and Policy and Regulation 6250 – Instruction for Students with Disabilities.

NEW 8/16

GENERAL ADMINISTRATIONPolicy 1310(Regulation 1310)Equal Opportunity(Form 1310)Civil Rights, Title IX, Section 504

The District shall appoint an administrator to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. A school district may designate only one employee to serve as both the Title IX and/or Section 504 Administrator.

The District assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the District does business.
4. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

It is the policy of the District to process all grievances in a fair and expeditious manner, with the intent of resolving them in a mutually agreeable manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination under Section 504 and Title IX.

This policy and the corresponding regulation do not pertain to the identification, evaluation or placement of students under Section 504. The topics of the identification, evaluation and placement of students under Section 504 are addressed in the following separate District policies

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~~and regulations: Policy 2110—Equal Education Opportunity, and Policy and Regulation 6250—Instruction for Students with Disabilities.~~

~~For issues pertaining to freedom from harassment, refer to Policy and Regulation 2130—Harassment, and Policy and Regulation 4810—Sexual Harassment.~~

GENERAL ADMINISTRATIONPolicy 1320Equal OpportunityNondiscrimination and Freedom from Harassment on the Basis of Sex

Title IX of the Educational Amendments of 1972 provides as follows:

- _____ No person in the United States shall on the basis of sex, be excluded from
- _____ participation in, be denied the benefits of, or be subjected to discrimination
- _____ under any education program or activity receiving Federal financial
- _____ assistance.

It is the policy of the Board of Education to maintain a learning and working environment that is free from discrimination or harassment on the basis of sex. The School District does not and will not discriminate on the basis of sex in the educational programs, activities, and vocational opportunities offered by the District. The provisions of Title IX extend not only to students with regard to educational opportunities and freedom from harassment, but also to employees with regard to employment opportunities and freedom from harassment, and to individuals with whom the Board does business.

The Board will designate an individual to act as the Title IX compliance coordinator, and ensure that the coordinator's name, business address, and telephone number, as well as the statements of nondiscrimination and harassment by the District, are published to patrons, employees, and students on an annual basis.

It will be the policy of the District to continually evaluate its practices and procedures to ensure fair and equitable educational and employment opportunities and freedom from harassment without regard to sex for all of its students and employees.

It shall be the policy of the Board that individuals be provided with an opportunity to present a discrimination grievance which should aid in the elimination of discriminatory acts. No person shall suffer reprisals as a result of having initiated or presented a grievance. The Superintendent shall develop procedures to resolve grievances and alleged discrimination or harassment.

STUDENTS**Policy 2130****(Regulation 2130)****Nondiscrimination and Student Rights****(Form 2130)****Harassment**

It is the policy of the District to maintain a learning environment that is free from harassment because of an individual's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation. The School District prohibits any and all forms of unlawful harassment and discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this District to harass or unlawfully discriminate against a student through conduct of a sexual nature, or regarding race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as defined by this Policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment because of a student's race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, as defined by this Policy, by a student, teacher, administrator, other school personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.

For purposes of this Policy, the term "school personnel" includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

The school system and District officials, including administrators, teachers, and other staff members will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment or unlawful discrimination because of race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation; to promptly take appropriate action to protect individuals from further harassment or discrimination; and, if it determines that unlawful harassment or discrimination occurred, to promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated this Policy, and/or to take other appropriate action reasonably calculated to end the harassment/discrimination.

The District prohibits retaliation against a person who files a complaint of discrimination or harassment, and further prohibits retaliation against persons who participate in related proceedings or investigations.

REV. 6/11

STUDENTS**Policy 2200****Admission and Withdrawal**

The admission and denial of admission of all students shall be under the direction of the Superintendent/Designee, subject to the approval of the Board of Education. All persons seeking admission to the District and its instructional programs must satisfactorily meet all residency, academic, age, immunization, health, safety, and other eligibility prerequisites as established by Board policies, rules and regulations, and by law. Students entering the District will be required to present a birth certificate or some other acceptable proof of age, proof of residency in the District, or a request for a waiver of the residency requirements unless the student is exempt from the residency requirements as set forth in District policies, rules, and regulations and/or law.

Upon a request to enroll any student in the District, the Superintendent/Designee will request the student's previous school records along with any other relevant records as set forth in Regulation 2200 and state law. Any enrollment of a student prior to receipt of the student's previous discipline records will remain conditional until receipt of such records. A student will be allowed to attend school during conditional enrollment so long as the student does not violate the District's code of conduct or pose a threat of harm to students or employees of the District. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

Students who are entering kindergarten or first grade are encouraged to pre-register in the spring prior to the fall semester in which they are to begin attendance.

Placement of Students

The Independence School District believes neighborhood schools are essential in providing a high quality public education to our students and building a strong sense of community and collaboration throughout the district. Students shall attend the school designated for the attendance area in which the student resides.

STUDENTSPolicy 2655DisciplineBullying

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation toward District personnel or students on school grounds, during the school day, at any school-sponsored activity, or in any school-related context. Bullying of students and District personnel is prohibited on all school property, during any District-sponsored activity, and on all District school buses.

“Bullying” means intimidation, unwanted aggressive behavior, or any other unwanted negative action that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, cyberbullying, electronic or written communication, and any threat of retaliation for reporting such acts.

Bullying occurs when a student:

- Communicates to another individual by any means (including face to face, by telephone, in writing, through cyberbullying, or via electronic communications), an intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or
- Physically contacts another individual with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

“Cyberbullying” means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

The District shall have jurisdiction to prohibit cyberbullying that originates on a school’s campus or at a District activity if the electronic communication was made using the school’s technological resources, if there is sufficient nexus to the educational environment, or if the electronic communication was made on the school’s campus or at a District activity using the student’s own personal technological resources. The District may discipline any student for such cyberbullying to the greatest extent allowed by law.

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Anti-Bullying Coordinator

The Superintendent shall, on an annual basis, appoint a District employee who is teacher-level staff or above at each school to serve as the Anti-Bullying Coordinator.

The list of District Anti-Bullying Coordinators shall be kept on file at central office, along with this Policy.

Reporting

District employees are required to report any instance of bullying of which the employee has first-hand knowledge. District employees who witness an incident of bullying are required to report the incident to the school Anti-Bullying Coordinator within two (2) school days of the employee witnessing the event, unless the Anti-Bullying Coordinator is unavailable or is the subject of a report. In that case, the report should be made directly to the District's Compliance Officer (see Board Policy 1310).

All District employees shall instruct all persons seeking to report an incident of bullying to communicate directly with the Anti-Bullying Coordinator.

If a verbal report is made, the person will be asked to submit a written complaint to the Anti-Bullying Coordinator. If such person refuses or is unable to submit a written complaint, the Anti-Bullying Coordinator will summarize the verbal complaint in writing.

Even if a written complaint is not directly filed, if the Anti-Bullying Coordinator otherwise learns about possible bullying or cyberbullying, the District will conduct a prompt, impartial, adequate, reliable, and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures, if necessary. The District may take action upon finding a violation of law, District policy, or District expectations even if a complaint is not directly filed.

Investigation

Within two (2) school days of receiving a report of an incident of bullying, the Anti-Bullying Coordinator, the school principal, or his/her designee shall initiate an investigation of the incident. The school principal may appoint other school staff to assist with the investigation.

The investigation shall be completed within ten (10) school days from the date of the written complaint of bullying, unless good cause exists to extend the investigation.

Retaliation

The District prohibits retaliation against any person who files a complaint of bullying, cyberbullying, or retaliation, and further prohibits retaliation against any person who testifies,

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assists, or otherwise participates in any investigation, proceeding, or hearing relating to such bullying, cyberbullying, or retaliation. The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any such person.

Consequences and Remedies

When the District receives a report of bullying, cyberbullying, and/or retaliation, the District will take appropriate interim measures to protect the alleged victim(s). If, after investigation, it is determined that bullying, cyberbullying, and/or retaliation did occur, the District shall take prompt, effective, appropriate action reasonably calculated to end the bullying, cyberbullying, and/or retaliation and to protect individuals from further bullying, cyberbullying, and/or retaliation.

Students who are found to have violated this policy will be subject to the following consequences: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion, and/or law enforcement contacted. Consequences imposed shall depend on factors such as: age of student(s), degree of harm, severity of behavior, disciplinary history and number of incidents.

The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this Policy. Patrons, contractors, visitors, or others who violate this Policy may be prohibited from District property or otherwise restricted while on District property.

Public Notice

The superintendent or designee will continuously publicize the District's anti-bullying policy and will disseminate information to employees, parents/guardians, and students, as well as to newly-enrolled students and newly-hired employees, regarding how to report incidents of bullying. This Policy shall also be published in District student handbooks.

In addition, the District shall:

- a. Provide information and appropriate training to district staff who have significant contact with students regarding the policy;
- b. Give annual notice of the policy to students, parents/guardians, and staff;
- c. Provide education and information to students regarding bullying, including information regarding the school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying (including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have

Policy 2655
Page 4

- d. engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying);
- e. Instruct school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques shall include, but not be limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills; and/or encouraging the student to develop an internal locus of control; and
- f. Implement programs and other initiatives to address bullying, respond to such bullying conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken. Complaints alleging unlawful discrimination, harassment, or retaliation in violation of Board Policy/Regulation 1300 and/or 1310 shall be referred to the compliance officer for investigation pursuant to Board Policy/Regulation 1310.

NEW 8/16

STUDENTS**Policy 2655****Discipline****Bullying**

~~The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation by students toward District personnel or students on school grounds, or school time, at a school sponsored activity or in a school related context. "Bullying" means intimidation or harassment that causes a reasonable student to fear for his or her physical safety or property. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts.~~

~~Bullying occurs when a student:~~

- ~~*—Communicates with another by any means including telephone, writing, cyberbullying, or via electronic communications, intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or~~
- ~~*—Physically contacts another person with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.~~

~~Students who are found to have violated this policy will be subject to the following consequences depending on factors such as: age of student(s), degree of harm, severity of behavior, number of incidences, etc. Consequences: Loss of privileges, classroom detention, Conference with Teacher, parents contacted, conference with Principal, in-school suspension, out-of-school suspension, expulsion and law enforcement contacted.~~

~~District employees are required to report any instance of bullying of which the employee has first-hand knowledge. Moreover, the District will provide training for employees relative to enforcement of this policy.~~

Rev. 8/15

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

Through the adoption of this policy the Board expects to:

- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- 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, 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 Safe Room placement,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

Policy 2770**Page 2**

“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)” means a plan developed by an IEP team for a student with a disability who displays need for specific behavior interventions for 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).

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

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

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“Mechanical restraint” means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement of or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include: (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, 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.
- 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 school personnel through a window or other viewing device.

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“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 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 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.

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.

o Safe Room Placement

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

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:

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- The classroom will be cleared of all other students and the student's behavior will be managed in that room, *if appropriate*;
- The student will be disciplined in accordance with the student discipline code;
- A parent/guardian will be notified of the need to clear the classroom due to the student's behavior and of the discipline imposed;
- A behavior team meeting will take place within ~~two (2)~~ *five (5)* school days following the incident and a BIP *or other parentally agreed upon plan* will be ~~implemented~~ *developed* for the student, *if necessary*.

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:

- The student will be taken to the Recovery Room;
- The Recovery Room will be cleared of all other students;
- The student's parent/guardian will be notified of the behavior issue and will be required to pick-up the student from school;
- Law enforcement officials will be notified if an assault or other crime has occurred and charges may be pressed against the student; and
- 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.
- The parent/guardian will be responsible for any and all damage to property caused by their student during the incident.

Use of 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 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.

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- 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 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.

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 property];
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

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

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

- **Mechanical Restraint**

Mechanical restraint shall only be used as specified in a student's IEP, Section 504 plan,

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BIP, or other parentally agreed-upon plan to address a student's behavior with the exception of mechanical restraints employed by law enforcement officers in school settings used in accordance with law enforcement policies, procedures, and appropriate professional standards.

- **Chemical Restraint**

Chemical restraints shall never be used by school personnel.

Communication and Training

- **School Personnel Meeting**

Following any situation involving the use of 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 a student's behaviors:

Following a situation involving the use of 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 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

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

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

The District will maintain records documenting the use of 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 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.

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~~ **thirty (30) day** 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. 8/16

PERSONNEL SERVICESPolicy 4110EmploymentEqual Opportunity Employment

~~The Board of Education of the School District is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.~~

~~The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.~~

PERSONNEL SERVICESPolicy 4810(Regulation 4810)Staff WelfareSexual Harassment

~~Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment.~~

~~It shall be a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments of a sexual nature. Furthermore, it shall be a violation of this policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.~~

GENERAL ADMINISTRATIONRegulation 1310**Freedom from Discrimination, Harassment, and Retaliation**

This Regulation outlines the responsibilities of the compliance officer and provides mechanisms for the resolution of grievances/complaints by employees, patrons, and/or students relating to discrimination, harassment, and/or retaliation as provided in Board Policy 1310. For appeal procedures relating to the identification, evaluation, or placement of students under Section 504, see Regulation 2110 – Equal Education Opportunity.

Definitions

Compliance Officer – The administrator responsible for implementing this Policy and Regulation, including the alternative compliance officer when he or she is performing the duties of the compliance officer.

Day – A calendar day.

Discrimination – Any unfair treatment, conferring benefits upon, refusing or denying benefits to, or providing other differential treatment to an individual or class of individuals based on race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law, or based on a belief that such a characteristic exists.

District/School District – The School District of the City of Independence, District No. 30.

Grievance – A complaint alleging a violation of (1) any District policy, procedure, or practice covered by Title IX or Section 504, or (2) other federal or state civil rights laws, rules, and regulations or Board of Education policy prohibiting discrimination on the basis of race, color, religion, disability, age, sex, gender, national origin, other than a complaint regarding a student's identification, evaluation, or placement under Section 504. (The topics of the identification, evaluation, and placement of students under Section 504 are addressed in the following separate District policies and regulations: Policy 2110 – Equal Education Opportunity, and Policy and Regulation 6250 – Instruction for Students with Disabilities.)

Grievant – Any student, parent/guardian, employee, or patron of the District who submits a grievance.

Harassment – Any intimidation, ridicule, or other insulting or threatening verbal or physical conduct that is sufficiently severe or pervasive enough that it substantially or unreasonably alters the learning or workplace environment. Conduct that could constitute illegal harassment includes, but is not limited to: graffiti, display of written material, pictures or electronic images, name calling, teasing or taunting, insults, slurs or derogatory remarks, jokes, gestures, threatening, intimidating, hostile acts, physical acts of aggression, assault or violence, theft, or damage to property, if such conduct is based on race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Retaliation – Any discriminatory, harassing, or otherwise intimidating or threatening behavior directed at an individual who files a complaint of discrimination or harassment, or as a result of the individual's cooperation or participation in related proceedings or investigations.

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Page 2

Section 504 – Section 504 of the Rehabilitation Act of 1973.

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, sexually-motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with the advances, requests, or conduct of a sexual nature; or b) the learning or workplace environment becomes permeated with intimidation, ridicule, or insult that is based on sex or is sexual in nature and that it affects a student's or employee's ability to participate in or benefit from an educational or employment program or activity, or creates an intimidating, threatening, or abusive learning or workplace environment. Sexual harassment may occur between individuals of the same or opposite sex or gender. The District presumes that a student cannot consent to behavior of a sexual nature with an adult, regardless of the circumstance.

Title IX – Title IX of the Education Amendments of 1972.

Compliance Officer's Responsibilities

The compliance officer or alternative compliance officer shall:

1. Develop a systematic procedure for monitoring compliance and coordinate District compliance with Policy/Regulation 1310 and all applicable laws.
2. Serve as the District's designated Section 504, Americans with Disabilities Act (ADA), and Title IX coordinator, as well as the contact person for compliance with other discrimination laws.
3. Receive all grievances regarding discrimination, harassment, and retaliation from students, parents/guardians, employees, and patrons of the District.
4. Review all grievances and investigate or assign persons to investigate grievances. The compliance officer may delegate duties to building-level administrators, as appropriate.

Building-level administrators are in a unique position to identify and address discrimination, harassment, and retaliation between students, particularly when behaviors are reported through the disciplinary process and not through a grievance.

Building-level administrators will report all incidents of discrimination, harassment, and retaliation to the compliance officer for further assistance. The compliance officer may then determine that the incident has been appropriately addressed pursuant to this Policy and Regulation, or may recommend additional action in compliance with this Policy and Regulation.

5. Monitor the status of grievances to ensure that additional discrimination, harassment, and retaliation do not occur, and recommend corrective actions and consequences. Oversee the grievance process, and maintain a record of all grievance matters filed, and solutions and/or actions taken by the District with respect to each grievance.
6. Provide aggregate information regarding the number and frequency of grievances to the superintendent and/or Board as directed.

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7. Identify and address any patterns or systemic problems, including the uniform application of disciplinary consequences, and report such problems and patterns to the superintendent or the Board.
8. Provide information about student, employee, parent, and patron rights as they relate to this Policy and Regulation. Ensure that annual notice of the compliance officer's name, address, and telephone number is placed in school catalogs, handbooks, etc. Ensure the required public notice of Policy 1300 and Policy/Regulation 1310 is continuously publicized, as required by Policy 1300.
9. Inform District personnel of the compliance officer's responsibilities and assure periodic meetings and/or trainings to update staff on Section 504, the ADA, and Title IX policies, requirements, activities, and developments.
10. Determine whether District employees with knowledge of discrimination, harassment, or retaliation failed to carry out their reporting duties, and recommend disciplinary action, if necessary.
11. Provide ongoing review of District bulletins, catalogs, Board policies, counseling procedures, yearbooks, and administrative regulations and practices related to compliance with Section 504, the ADA, and Title IX.
12. Review student-sponsored organizations and suggest criteria for compliance with Section 504, the ADA, and Title IX, as needed.
13. Make recommendations regarding changing this Policy or implementation of this Policy, and seek legal advice when necessary to enforce this Policy.
14. Become familiar with resource/information for assistance with LEA self-evaluation and remediation available from the Office for Civil Rights.
15. Assure that cooperative training agreements and/or LEA contracts have appropriate nondiscrimination statements.
16. Evaluate present practices relating to pregnant students and implementation thereof to determine compliance with Title IX regulations.
17. Perform other duties as assigned by the superintendent.

General Provisions

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, and sources of referral of applicants for admission and employment with the District have the right to file a formal complaint alleging noncompliance with regulations outlined in Section 504, the ADA, or Title IX.

The grievance procedures herein do not deny the right of the grievant to file formal complaints with other appropriate state or federal agencies, such as the Missouri Human Rights Commission, United States

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Page 4

Department of Education Office for Civil Rights, or the Equal Employment Opportunity Commission. Similarly, these procedures do not deny any right of the grievant to seek private counsel for complaints alleging discrimination.

Reporting

Persons who believe that they have been discriminated, harassed, and/or retaliated against in violation of Board Policies/Regulations should report the alleged discrimination, harassment and/or retaliation to the compliance officer, unless the compliance officer is unavailable or is the subject of a report. In that case, the report should be made directly to the alternative compliance officer (see Board Policy 1310).

All persons must report incidents or behaviors that could constitute discrimination, harassment, or retaliation under this policy directly to the compliance officer or alternative compliance officer. All District employees shall instruct all persons seeking to make a grievance to communicate directly with the compliance officer. District employees are required to report any observations or other information regarding actions prohibited by this Policy to the compliance officer for investigation.

If a verbal grievance is made, the person will be asked to submit a written complaint to the compliance officer. If such person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing.

Even if a grievance is not directly filed, if the compliance officer otherwise learns about possible discrimination, harassment, or retaliation, the District will conduct a prompt, impartial, adequate, reliable, and through investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures, if necessary. The District may take action upon finding a violation of law, District policy, or District expectations even if a grievance is not directly filed. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the District.

Investigation

The District will promptly investigate all grievances, even if an outside enforcing agency (such as law enforcement, Children's Division, or the Office for Civil Rights) is also investigating a complaint arising from the same circumstances. All individuals are required to cooperate fully in any grievance investigation. The compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation, as needed. The compliance officer's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

In determining whether an alleged incident or behavior constitutes discrimination, harassment, or retaliation in violation of Board Policy 1300 and/or 1310, the District will consider the surrounding circumstances, the nature of the behavior, victim and witness statements, the relationships between all parties involved, prior incidents and behaviors, the context in which the alleged incident or behavior occurred, and all other relevant information. Whether a particular incident or behavior constitutes a violation of Board policy requires a determination based on all available facts and surrounding circumstances.

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Investigation timelines are aspirational and may be shortened or extended at the discretion of the compliance officer or alternative compliance officer. The grievant will be notified in the event that a deadline under this policy is extended.

If, after investigation, it is determined that it is more likely than not (preponderance of the evidence standard) that discrimination, harassment, and/or retaliation in violation of Policies 1300 and/or 1310 occurred, the District will promptly and appropriately discipline any student, teacher, administrator, or other school personnel who is found to have violated Board Policy 1300 and/or 1310, and/or take other appropriate corrective action reasonably calculated to end the harassment, discrimination, and/or retaliation.

Grievance Process

No student or employee of the District shall intimidate, harass, or retaliate against any person filing a grievance or any person participating in the investigation or resolution of a grievance. Upon receiving a grievance, and after consultation with the compliance officer, the District may implement interim measures as described in this policy as necessary to prevent further potential discrimination, harassment, or retaliation during the pending investigation.

If the individual designated to hear a grievance or appeal pursuant to this process is the subject of the grievance, the compliance officer may designate an alternative person to hear the grievance, or the next highest step of the grievance process may be used, at the discretion of the compliance officer or alternative compliance officer.

Failure of the grievant to appeal a decision within the timelines provided by this policy will be considered acceptance of the findings and any corrective action taken.

Level I: Compliance Officer

A grievance is filed with the District's compliance officer. The complaint shall state the nature of the grievance, the remedy requested, and the grievant's signature and date of the grievance. The grievant may request that a meeting concerning the complaint be held with the compliance officer. A minor student may be accompanied by a parent or guardian at any such meeting.

The compliance officer may, at his or her discretion, delegate the investigation to a building-level administrator or other appropriate supervisor.

Upon receipt of the grievance, an investigation shall begin promptly, but no later than ten (10) calendar days after the compliance officer receives the grievance. The compliance officer or his/her designee shall conduct a prompt, impartial, adequate, reliable, and thorough investigation, including the opportunity for the grievant and other parties involved to identify witnesses and provide information and other evidence. The compliance officer or designee will evaluate all relevant information and documentation related to the grievance.

The investigation shall be completed and a written report filed no later than forty-five (45) calendar days from the date of receipt of the grievance. The written report shall include a determination of whether the allegations have been substantiated as factual and as a violation of Board Policy/Regulation 1310 by a preponderance of the evidence. If a violation of Board

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Policy/Regulation 1310 is found, the compliance officer or designee's report will also recommend corrective action to address the discrimination, harassment, or retaliation, to prevent recurrence, and to remedy its effects.

The grievant, the victim (if someone other than the victim filed the grievance), and any alleged perpetrator will be notified in writing, within seven (7) days of the completion of the written report, regarding whether the District's compliance officer or designee determined that the District's Policy 1300 and/or 1310 was violated.

Level II: Superintendent

Within ten (10) days after issuance of the Level I decision, the grievant, the victim (if someone other than the victim filed the grievance), or any alleged perpetrator may appeal the compliance officer's decision to the superintendent by notifying the superintendent in writing. The superintendent may, at his/her discretion, designate another person to review the matter when appropriate. A written decision will be rendered by the superintendent or his/her designee within fourteen (14) days after receiving the written appeal, stating whether a violation of Board Policy/Regulation 1300 and/or 1310 was found, and if so, stating what corrective actions will be implemented.

The grievant, the victim (if someone other than the victim filed the grievance), and any alleged perpetrator will be notified in writing, within seven (7) days of the completion of the written report, of the superintendent or designee's findings.

Level III: Board of Education

Within ten (10) days after issuance of the Level II decision, the grievant, the victim (if someone other than the victim filed the grievance), or any alleged perpetrator may appeal the superintendent or designee's decision to the Board of Education by notifying the Board secretary in writing. The grievant and any alleged perpetrator may be permitted to address the Board, at the Board's discretion, and the Board may call for the presence of other persons as deemed necessary. The Board will issue a written decision within fourteen (14) days of the Board's next regularly scheduled meeting regarding whether a violation of Board Policy/Regulation 1300 and/or 1310 was found, and if so, stating what corrective actions will be implemented. The Board secretary will give the compliance office or alternative compliance officer a copy of the appeal and Board's decision.

The grievant, the victim (if someone other than the victim filed the grievance), and any alleged perpetrator will be notified in writing, within seven (7) days of the completion of the Board's written decision, of the Board's findings. The decision of the Board is final.

Confidentiality

To the extent permitted by law and in accordance with Board Policy, the District will keep confidential the identity of the grievant and any grievance or other document that is generated or received pertaining

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to grievances. Information may be disclosed if necessary to further the investigation, appeal, or resolution of a grievance, or if necessary to carry out disciplinary procedures.

The District may contact law enforcement or seek a court order to enforce this Policy when necessary, or when actions may constitute criminal behavior.

NEW 8/16

GENERAL ADMINISTRATIONRegulation 1310
(Form 1310)Equal OpportunityCivil Rights, Title IX, Section 504

This Regulation outlines the responsibilities of the Title IX and Section 504 Administrator and provides mechanisms for the resolution of grievances/complaints by employees, patrons and/or students relating to discrimination based on sex under Title IX or disability under Section 504. For appeal procedures relating to the identification, evaluation or placement of students under Section 504, see Regulation 2110—Equal Education Opportunity.

DEFINITIONS

Section 504—Section 504 of the Rehabilitation Act of 1973.

Title IX—Title IX of the Education Amendments of 1972

Grievance—A complaint alleging a violation of (1) any District policy, procedure or practice covered by Title IX or Section 504, or (2) other federal or state civil rights laws, rules and regulations or Board of Education policy prohibiting discrimination on the basis of sex or disability—other than a complaint regarding a student's identification, evaluation or placement under Section 504. Section 504 programming for students is covered under separate District regulations (Regulation 2110—Equal Education Opportunity, and Regulation 6250—Instruction for Students with Disabilities).

Federal and State Civil Rights Laws, Rules and Regulations—The Constitutions of the United States and the State of Missouri, the Americans with Disabilities Act of 1990, and the Missouri Human Rights Act, and rules and regulations applicable thereto.

Grievant(s)—A student of the District, the parent/guardian of a student of the District, or a patron of the District, or an employee of the District, who submits a grievance.

School District—[Insert Name of School District]

Section 504/Title IX Administrator (Administrator)—The employee(s) designated to coordinate the District's efforts to comply with Section 504 and Title IX. This employee's responsibilities include receiving and facilitating the processing of complaints. The name of the Administrator shall be identified in various District publications and shall be posted. If the grievance relates to an alleged wrongful act by the person(s) identified to hear the grievance, the grievant may request the Administrator to assign a different employee to meeting the grievant.

Day—A working day. Saturdays, Sundays and school holidays shall not be included when

calculating number of days in the grievance process. Unless otherwise noted, day will include summer vacation days, exclusive of Saturdays and Sundays.

ADMINISTRATOR'S RESPONSIBILITIES (Section 504 and Title IX Administrator)

1. — Develop a Section 504 grievance procedure which provides for due process for use by students and staff; develop a Title IX grievance procedure for use by students and staff; provide information about the availability and use of the grievance procedure and maintain a record of all grievance problems and solutions.
2. — Develop a job description for the Section 504 and Title IX Administrator; inform District personnel of the Administrator's responsibilities and assure periodic meetings to update staff on Section 504 and Title IX activities.
3. — Provide ongoing review of District bulletins, catalogs, Board policies, counseling procedures, yearbooks, and administrative regulations and practices related to compliance with Section 504 and Title IX.
4. — Ensure that annual notice of the Section 504 and Title IX Administrator's name, address, and telephone number is placed in school catalogs, handbooks, etc. (See Form 1310.1)
5. — Review student-sponsored organizations and suggest criteria for compliance with Section 504 and Title IX.
6. — Become familiar with resources/information for assistance with LEA self-evaluation and remediation available from the Office for Civil Rights.
7. — Develop a systematic procedure for monitoring compliance with Section 504 and Title IX.
8. — Disseminate information about student rights in relation to Section 504 and Title IX.
9. — Disseminate facility accessibility information to students and staff.
10. — Assure that cooperative training agreements and/or LEA contracts have appropriate nondiscrimination statements.
11. — Evaluate present treatment of practices relating to pregnant students to determine compliance with Title IX regulations.

Regulation 1310Page 3**GENERAL PROVISIONS**

The Administrator shall receive complaints, actively and independently investigate the merit of those complaints, and assist the parties in resolution of those complaints. The Administrator may be utilized as a resource by any party at any level of the grievance procedures.

Students, parents of elementary and secondary school students, employees, applicants for admission and employment, and sources of referral of applicants for admission and employment with Independence School District have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IX or Section 504.

Relevant records shall be made available to the grievant to the extent appropriate under the particular circumstances of the specific complaint and as permitted by law.

The grievance procedures herein do not deny the right of the grievant to file formal complaints with other appropriate state or federal agencies, such as the Missouri Human Rights Commission, United States Department of Education office for Civil Rights, or the Equal Employment Opportunity Commission (employees only). Similarly, these procedures do not deny any right of the grievant to seek private counsel for complaints alleging discrimination.

In most instances involving a student under eighteen years old, the student's parent/guardian should participate in the hearing and resolution process.

No student or employee of the District shall intimidate, harass or retaliate against any person filing a grievance or any person participating in the investigation or resolution of a grievance.

If a grievance is taken to the Board of Education for a formal contested hearing, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, to cross-examine witnesses called by the opposing party, and to submit documentary evidence into the record.

TITLE IX GRIEVANCE PROCEDURE

Level 1: — Principal or Immediate Supervisor (Informal and Optional — may be bypassed by grievant.)

Employees claiming sex discrimination may first discuss the grievance with their principal or immediate supervisor, with the object of resolving the matter informally. A student or parent with a sex discrimination complaint may discuss it with the teacher, counselor, or building administrator involved.

Regulation 1310**Page 4****Level 2: Title IX Administrator**

If the grievance is not resolved at Level 1 and the grievant wishes to pursue the grievance, it may be formalized by filing a complaint in writing on a Compliance Violation Form. This form may be obtained from the Title IX Administrator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within fifteen (15) working days from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Administrator. A minor student may be accompanied at that meeting by a parent or guardian. The Title IX Administrator shall investigate the complaint and attempt to solve it. A written report from the Administrator to the complainant regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level 3: Superintendent

If the complaint is not resolved at Level 2, the grievant may proceed to Level 3 by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the Title IX Administrator. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within ten (10) working days after receiving the written appeal.

Level 4: Board of Education

If the complaint is not resolved at Level 3, the grievant may proceed to Level 4 by presenting a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting. The grievant will be notified in writing of the decision within ten (10) working days after the Board of Education action.

The procedure in no way denies the right of the grievant to file a formal complaint with the Missouri Civil Rights Commission, the Office for Civil Rights, or other agencies available for mediation or rectification of rights grievances, or to seek private counsel for complaints alleging discrimination.

SECTION 504 GRIEVANCE PROCEDURE

The procedures below must be utilized with regard to discrimination claims under Section 504.

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Claims relating to identification, evaluation, or educational placement must be challenged using the procedures outlined in Policy and Regulation 2110.

Level 1: ——— Building Administrator (Informal and Optional — may be bypassed by Grievant)

Many problems can be solved by an informal meeting with the parties and the building administrator. An individual with a complaint is encouraged to first discuss it with the teacher, counselor or building administrator involved, with the purpose of resolving the matter promptly and informally. Similarly, employees with a complaint are encouraged to first discuss the complaint with the building principal or immediate supervisor.

Level 2: ——— Section 504 Administrator

If the complaint or issue is not resolved at Level 1, the grievant may file a written grievance with the Section 504 Administrator. The written grievance must be filed with the Administrator within fifteen (15) days of the event or incident giving rise to the grievance, or within fifteen (15) days of the date the grievant could reasonably have become aware of the event or incident. Extensions of the fifteen (15) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require.

The written grievance should include the following information:

1. ——— The nature of the grievance — what is the event, incident or circumstance that is the reason for the complaint.
2. ——— The remedy requested — what would the grievant like to see happen if the Administrator were to sustain the grievance.
3. ——— The grievant's signature and the date of the grievance.

The Administrator shall have the authority to investigate all written grievances. The Administrator may request that an independent investigator, who is not an employee of the District, be assigned by the District to conduct the investigation. When possible, the Administrator shall work toward resolution of the grievance. This resolution shall be reduced to writing and signed by all parties. If the parties cannot agree on a resolution to the grievance, the Administrator shall complete the investigation and make a determination regarding the merits of the complaint. The Administrator shall notify the grievant and the Superintendent in writing of his/her determination within fifteen (15) days after receipt of the written grievance. The fifteen (15) days may be extended (1) at the request of the grievant, (2) with consent of all parties, or (3) if the Administrator is on vacation or is otherwise unavailable during the fifteen (15) day period due to an emergency or other unforeseen circumstances.

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~~If the Administrator concludes that the allegations contained in the grievance have merit, the Administrator shall make a recommendation to the Superintendent as to the appropriate action to be taken by the District. If the Superintendent agrees with the recommendation of the Administrator, the grievance will be sustained, and the recommended remedial action will be implemented. The Superintendent may sustain the grievance, yet modify the recommended remedial action. The Superintendent shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Administrator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is otherwise unavailable during the five (5) day period due to an emergency or other unforeseen circumstances.~~

~~If the Administrator concludes that the allegations contained in the grievance are without merit, the Administrator shall make a recommendation to the Superintendent that the grievance be denied. If the Superintendent agrees with the recommendation of the Administrator, the grievance will be denied. The Superintendent shall notify all parties of his/her decision in writing within five (5) days of his/her receipt of the recommendation from the Administrator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is other unavailable during the five (5) day period due to an emergency or other unforeseen circumstances.~~

~~If the Superintendent disagrees with the recommendation of the Administrator, whether sustaining or denying the grievance, the Superintendent shall state his/her reasons for disagreeing with the recommendation in writing, set out his/her conclusions and the reasons therefore, and notify all parties of the decision in writing within five (5) days of his/her receipt of the recommendation from the Administrator. The five (5) days may be extended (1) at the request of the grievant, (2) with the consent of all parties, or (3) if the Superintendent is on vacation or is other unavailable during the five (5) day period due to an emergency or other unforeseen circumstances. If the Administrator or Superintendent is alleged to have violated this Policy, the grievant may request to bypass the respective individual.~~

Level 3: — Board of Education

~~Any party aggrieved by the decision of the Superintendent or in disagreement with the proposed remedial action may make a written appeal to the Board of Education. Such written appeal shall be filed in writing with either the Superintendent or the Secretary of the Board of Education. Such written appeal must be filed within ten (10) days of receipt of the decision of the Superintendent. Extensions of the ten (10) day requirement will be granted if the grievant can establish good cause for the delay and the interests of justice and fairness so require. Upon receipt of a written appeal, the District shall place the grievance on the agenda of the next meeting of the Board of Education following the fifth day after the appeal is received, or at such Board meeting thereafter as may be agreed upon by the parties.~~

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~~At the hearing before the Board, the parties shall have the right to be represented by legal counsel, to call and examine witnesses, cross-examine witnesses called by the opposing party, and to submit evidence into the record.~~

~~The Board shall render its decision within thirty (30) days. The Board shall report its decision in writing. All parties shall receive a copy of the decision.~~

~~The hearing before the Board of Education shall be considered a contested case for purposes of Chapter 536, Revised Statutes of the State of Missouri.~~

~~Level 4: Circuit Court~~

~~Any party aggrieved by the decision of the Board of Education may appeal the decision to the Circuit Court of the County, in accordance with Chapter 536, Revised Statutes of the State of Missouri, or to the applicable federal court.~~

~~Other Options~~

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

STUDENTS**Regulation 2130****(Form 2130)****Nondiscrimination and Student Rights****Harassment****DEFINITIONS AND EXAMPLES****Sexual Harassment**

For purposes of this Regulation, sexual harassment of a student consists of sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. A school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the District causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct; or
2. When the unwelcome sexual conduct of a school employee or classmate is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct which may constitute sexual harassment include:

- sexual advances;
- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another;
- graffiti of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;
- touching oneself sexually or talking about one's sexual activity in front of others;

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- ~~spreading rumors about or rating other students as to sexual activity or performance;~~
- ~~unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact. This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student. (NOTE: Where the perpetrator is an adult and the victim is a student, welcomeness is generally not relevant.)~~
- ~~other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.~~

Harassment Because of Race or Color

For purposes of this Regulation, racial harassment of a student consists of verbal or physical conduct relating to an individual's race or color when:

1. ~~The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;~~
2. ~~The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or~~
3. ~~The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.~~

Examples of conduct which may constitute harassment because of race or color include:

- ~~graffiti containing racially offensive language;~~
- ~~name calling, jokes, or rumors;~~
- ~~threatening or intimidating conduct directed at another because of the other's race or color;~~
- ~~notes or cartoons;~~
- ~~racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color;~~

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- ~~written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;~~
- ~~a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color;~~
- ~~other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.~~

Harassment Based Upon National Origin or Ethnicity

~~For purposes of this Regulation, ethnic or national origin harassment of a student consists of verbal or physical conduct relating to an individual's ethnicity or country of origin or the country of origin of the individual's parents, family members, or ancestors when:~~

- ~~1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;~~
- ~~2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or~~
- ~~3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.~~

~~Examples of conduct which may constitute harassment because of national origin or ethnicity include:~~

- ~~graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity;~~
- ~~jokes, name-calling, or rumors based upon an individual's national origin or ethnicity;~~
- ~~ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity;~~
- ~~written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;~~

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- ~~a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin;~~
- ~~other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.~~

Harassment Because of Disability

For the purposes of this Regulation, harassment because of the disability of a student consists of verbal or physical conduct relating to an individual's physical or mental impairment when:

1. ~~The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;~~
2. ~~The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or~~
3. ~~The harassing conduct otherwise adversely and substantially affects an individual's learning opportunities.~~

Examples of conduct which may constitute harassment because of disability include:

- ~~graffiti containing offensive language which is derogatory to others because of their physical or mental disability;~~
- ~~threatening or intimidating conduct directed at another because of the other's physical or mental disability;~~
- ~~jokes, rumors, or name-calling based upon an individual's physical or mental disability;~~
- ~~slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability;~~
- ~~graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;~~
- ~~a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability;~~
- ~~other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.~~

Regulation 2130**Page 5****Harassment Because of Gender**

For purposes of this Regulation, gender harassment of a student consists of verbal or physical conduct relating to an individual's gender when:

1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or
2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

Examples of conduct which may constitute harassment because of gender include:

- graffiti containing offensive language;
- name-calling, jokes, or rumors;
- threatening or intimidating conduct directed at another because of the other's gender;
- notes or cartoons;
- slurs, negative stereotypes, and hostile acts which are based upon another's gender;
- written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to gender;
- other kinds of aggressive conduct such as theft or damage to property which is motivated by gender.

Harassment Because of Sexual Orientation or Perceived Sexual Orientation

For purposes of this Regulation, harassment of a student because of sexual orientation or perceived sexual orientation consists of verbal or physical conduct relating to an individual's sexual orientation or perceived sexual orientation when:

1. ~~The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or~~
2. ~~The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or~~
3. ~~The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.~~

~~Examples of conduct which may constitute harassment because of sexual orientation or perceived sexual orientation include:~~

- ~~graffiti containing offensive language;~~
- ~~name-calling, jokes, or rumors;~~
- ~~threatening or intimidating conduct directed at another because of the other's sexual orientation or perceived sexual orientation;~~
- ~~notes or cartoons;~~
- ~~slurs, negative stereotypes, and hostile acts which are based upon another's sexual orientation or perceived sexual orientation;~~
- ~~written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;~~
- ~~a physical act of aggression or assault upon another because of, or in a manner reasonably related to, sexual orientation or perceived sexual orientation;~~
- ~~other kinds of aggressive conduct such as theft or damage to property which is motivated by sexual orientation or perceived sexual orientation.~~

REPORTING PROCEDURES

~~The following procedures are applicable to any student who believes he or she has been the victim of sexual harassment or harassment/discrimination based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the School District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the School District.~~

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~~Such individuals are encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.~~

~~Any teacher, administrator, or other school official who has or receives notice that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation by a student, teacher, administrator, or other school personnel of the District, or by any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the District, is required to immediately report the alleged acts to an appropriate District official designated by this Regulation.~~

~~Any other person with knowledge or belief that a student has or may have been the victim of unlawful discrimination, sexual harassment or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation as set forth above, is encouraged to immediately report the alleged acts to an appropriate District official designated by this Regulation.~~

~~The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated. Nothing in this Regulation shall prevent any person from reporting harassment directly to the Compliance Officer or to the Superintendent. The District will respond to male and female students' complaints of discrimination and harassment promptly, appropriately, and with the same degree of seriousness.~~

- ~~1. — In each school building, the building principal is the person responsible for receiving oral or written reports of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation at the building level. Any adult School District personnel who receives a report of discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation shall inform the building principal immediately.~~

~~Upon receipt of a report, the principal must notify the District Compliance Officer immediately, without screening or investigating the report. The principal may request but may not insist upon a written complaint. — If the report was given verbally, the principal shall personally reduce it to written form and forward it to the Compliance Officer within twenty-four (24) hours. — Failure to forward any harassment report or complaint as provided herein will result in disciplinary action against the principal.~~

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If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Compliance Officer by the reporting party or the complainant.

2. ~~The School Board has designated the Assistant Superintendent of Human Resources as the District Compliance Officer with responsibility to identify, prevent, and remedy unlawful discrimination and harassment. The District Compliance Officer shall:~~

- ~~• receive reports or complaints of unlawful discrimination, sexual harassment, or harassment based on race, sex, color, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation;~~
- ~~• oversee the investigative process;~~
- ~~• be responsible for assessing the training needs of the District's staff and students in connection with the dissemination, comprehension, and compliance with this Regulation;~~
- ~~• arrange for necessary training required for compliance with this Regulation; and~~
- ~~• insure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify unlawful harassment, recommend appropriate discipline and remedies when harassment is found, and take other appropriate action to rectify the damaging effects of any prohibited discrimination, including interim protection of the victim during the course of the investigation.~~

If any complaint involves a Compliance Officer, the complaint shall be filed directly with the Superintendent.

The District shall conspicuously post a notice against unlawful discrimination and harassment in each school in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address, and telephone number of the Compliance Officer; the name, mailing address, and telephone number of the Missouri Commission for Human Rights, the state agency responsible for investigating allegations of discrimination in educational opportunities; and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights, and the United States Department of Justice.

3. ~~A copy of Policy 2130 shall appear in the student handbook, and this Regulation shall be made available upon request of parents, students, and other interested parties.~~

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4. ~~The School Board will develop a method of discussing this Regulation with students and employees. Training on the requirements of nondiscrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the Board in consultation with the District Compliance Officer determines is necessary or appropriate.~~
5. ~~This Regulation shall be reviewed at least annually for compliance with state and federal law.~~
6. ~~The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.~~

INVESTIGATION

~~Upon receipt of a report or complaint alleging unlawful discrimination, sexual harassment, or harassment based upon race, color, sex, national origin, age, ethnicity, disability, sexual orientation, or perceived sexual orientation, the Compliance Officer shall immediately undertake or authorize an investigation. That investigation may be conducted by District officials or by a third party designated by the District.~~

~~The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents, which may be relevant to the particular allegations.~~

~~In determining whether the alleged conduct constitutes a violation of this Regulation, the District shall consider:~~

- ~~the nature of the behavior;~~
- ~~victim's statements;~~
- ~~how often the conduct occurred;~~
- ~~mandatory written witness statements or interview summaries;~~
- ~~whether there were past incidents or past continuing patterns of behavior;~~
- ~~opportunity for the complainant to present witnesses and provide evidence;~~

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- ~~evaluation of all relevant information and documentation relating to the complaint of discrimination or harassment;~~
- ~~the relationship between the parties involved;~~
- ~~the race, color, sex, national origin, age, ethnicity, disability, sexual orientation or perceived sexual orientation of the victim;~~
- ~~the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment;~~
- ~~the number of alleged harassers;~~
- ~~the age of the alleged harassers;~~
- ~~where the harassment occurred;~~
- ~~whether there have been other incidents in the school involving the same or other students;~~
- ~~whether the conduct adversely affected the student's education or educational environment;~~
- ~~the context in which the alleged incidents occurred.~~

~~Whether a particular action or incident constitutes a violation of this Regulation requires a determination based on all the facts surrounding the circumstances.~~

~~The investigation shall be completed and a written report given to the Superintendent no later than fifteen (15) days from receipt of the complaint. If the complaint involves the Superintendent, the written report may be filed directly with the School Board. The written report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this Regulation. The Compliance Officer's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.~~

SCHOOL-DISTRICT RESPONSE

1. ~~Upon receipt of a report that a violation has occurred, the District will, within 48 hours, take appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. District action taken for violation of this Regulation shall be consistent with the~~

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requirements of applicable collective bargaining agreements, state and federal law, and District policies for violations of a similar nature of similar degree of severity. In determining what is an appropriate response to a finding that harassment in violation of this Regulation has occurred, the District shall consider:

- ~~what response is most likely to end any ongoing harassment;~~
- ~~whether a particular response is likely to deter similar future conduct by the harasser or others;~~
- ~~the amount and kind of harm suffered by the victim of the harassment;~~
- ~~the identity of the party who engaged in the harassing conduct.~~
- ~~whether the harassment was engaged in by school personnel, and if so, the District will also consider how it can best remediate the effects of the harassment.~~

In the event that the evidence suggests that the harassment at issue is also a crime in violation of a Missouri criminal statute, the Board shall also direct the District Compliance Officer to report the results of the investigation to the appropriate law enforcement agency charged with responsibility for handling such crimes.

2. ~~The results of the District's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the District within 10 days of the Compliance Officer's receipt of the complaint, in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.~~
3. ~~If the District's evaluation of a complaint of harassment results in a conclusion that a school employee has engaged in unlawful discrimination or harassment in violation of this Regulation, or that a school employee(s) has failed to report harassment as required herein, that individual may appeal this determination by presenting a written appeal within 10 school days of receiving notice of the District's conclusion, by use of established School Board procedures for appealing other adverse personnel actions. (See personnel handbooks.)~~
4. ~~If the District's evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by presenting a written appeal to the Superintendent within 10 school days of receiving notice of the District's conclusion. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his/her designee within 10 working days after receiving the written appeal.~~
5. ~~If the complainant believes the Superintendent has not adequately or appropriately addressed the appeal, he or she may present a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the~~

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~~option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting or no later than 45 calendar days from the District's receipt of the complainant's appeal to the Board. The grievant will be notified in writing of the decision within 5 working days after the Board of Education meeting.~~

- ~~6. — An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education, Office for Civil Rights, or the United States Department of Justice. In addition, such individual may choose to file suit in the United States District Court or the State Circuit Court.~~
- ~~7. — Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained at the main administrative offices of the School District.~~

RETALIATION

~~Submission of a good faith complaint or report of unlawful discrimination, sexual harassment, or harassment based upon race, sex, color, disability, national origin, age, ethnicity, or sexual orientation will not affect the complainant or reporter's future employment, grades, learning, or working environment, or work assignments.~~

~~The School District will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who reports an incident of alleged harassment/discrimination, sexual, racial, ethnic, sexual orientation discrimination, disability-related harassment or violence, or any person who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.~~

REV. 6/11

STUDENTS**Regulation 2200****Admission and Withdrawal****Student Records Requests**

Within 48 hours of enrolling a student placed in the District pursuant to R.S.Mo. §§ 210.481-.536, the school official enrolling the student shall request all records required by District policy for student transfer, including discipline records, from all schools and facilities attended by the student in the preceding twenty-four (24) months in addition to records related to the student from the Department of Social Services; the Department of Mental Health; the Department of Elementary and Secondary Education; and any other state agencies and entities involved in the placement of the student.

For all other students to whom the preceding paragraph of this Regulation is not applicable, the Superintendent/Designee will request the student's transfer and discipline records from all schools or facilities previously attended within the preceding twelve (12) months within two (2) business days of a student's request to enroll in the District. In addition, parents/guardians of students new to the District will be required to complete and sign the Affidavit Regarding Prior Discipline informing the District of the student's previous suspensions, expulsions or criminal activity.

Any enrollment of the student prior to receipt of the student's discipline records from a previous school will be conditional until such time as the student's previous discipline records are received evidencing that the student is not barred from enrollment under R.S.Mo. § 167.171 (See Policy and Regulations 2200 and 2664). A student will be allowed to attend school after a conditional enrollment. A student's conditional enrollment will be revoked upon receipt of information that the student is barred from enrollment pursuant to R.S.Mo. § 167.171 and the student will no longer be allowed to attend school. This provision does not apply to a disabled student, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of conduct related to the student's disability. Any student who is barred from enrollment pursuant to R.S.Mo. § 167.171 will be provided due process as set for in the District Regulation 2664. If the student is not barred from enrollment pursuant to R.S.Mo. § 167.171, the student will be deemed fully enrolled upon receipt of the student's records. (See Regulation 2200, Policy 2290, and Policy and Regulation 2664).

The Superintendent/Designee is authorized to share relevant portions of such student's transfer and discipline records with District employees who, based upon their duties, have a need to know such information. Such records will be maintained in confidence for purposes of maintaining discipline and for assistance to the student.

New 9/2014

In-District Transfers

Under exceptional circumstances a student may be permitted to transfer to a school outside of the student's attendance area. A transfer request may be made by a parent, legal guardian or lawful custodian of a student. A transfer request may be denied if the request is deemed by the

Regulation 2200**Page 2**

Superintendent/designee not to be in the best educational interests of the student. All in-district transfers are subject to available space and eligibility as determined by the district. These transfers must be renewed annually. All transfers are contingent on students meeting and maintaining the following criteria:

1. The student must be in good standing academically at the school he/she currently attends. Academic standing must be verified by official school documents;
2. The student must be a citizen in good standing at the school he/she currently attends; a student in "good standing" is defined as having no suspensions or expulsions during the student's school career.
3. The student must demonstrate regular attendance habits; regular attendance habits are defined as being absent no more than ten (10) percent of the total membership days of enrollment during the current and/or previous school year (tardies, to school or class, may accumulate as absences); student attendance must be verified by official school attendance records.

One of the following circumstances must be met for a transfer to be approved:

1. Completion of final year at same school – a student who has moved outside of the attendance boundaries of their current school may be allowed to complete the final year – 5th, 8th, 12th grade – at the school he/she has been attending.
2. Before/after school child care – students in grades kindergarten through 5th grade whose primary before/after child care provider is within the boundaries of school outside of the student's regular attendance area may request transfer so long as the student continues to be provided child care services at that location.
3. Student of District Employee – students whose parent/guardian is either a teacher or a regular employee (working more than 25 hours per week with benefits) of the Independence School District are eligible for in-district transfer so long as the parent/guardian is continually employed by the district.
4. Sibling attending special program in another school – a student whose sibling attends a district special program outside their regular neighborhood school may request transfer to allow all family members to attend the same school.
5. Extraordinary hardship – a student whose family is experiencing extraordinary hardship may request in-district transfer. A transfer request based on hardship must be accompanied by a letter explaining the circumstances of the hardship and how the situation directly impacts the education of the student.

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Unless a specific exception is granted by the Superintendent/designee, all transfers will commence at the beginning of an academic semester. Transportation during an approved in-district transfer will be the sole responsibility of the parent/guardian unless waived by the Superintendent/designee. Any student who transfers to a school outside the student's attendance area of residence shall be subject to all eligibility rules of the Missouri State High School Activities Association and such eligibility rules as may be adopted by the board of education.

REV. 8/16

PERSONNEL SERVICES**Regulation 4220****Personnel Assignment and Transfer****Certificated Staff Duties, Schedules, and Working Hours**

Teachers shall be on duty not less than ~~30~~ 20 minutes before classes begin. Teachers may leave the building ~~15~~ 20 minutes after classes are dismissed at the close of the school day. The arrival and departure time for all teachers may be flexible to accommodate instructional/student activities, emergency situations or other necessary meetings. Temporary adjustments to this schedule must be approved by the building administrator. In the event that building level needs so require, the Superintendent may grant a waiver related to the arrival and departure times provided herein, provided that the total 45 minutes set forth above are properly allocated elsewhere as time on duty.

It is recognized that professional duties and responsibilities extend beyond the student contact hours to include time for such activities as additional planning and evaluating, meetings, professional growth, parent conferences, sponsoring activities and participation in Open House and PTA meetings, if needed. These professional tasks will be equitably shared so that no staff member is given undue burdens.

Snow/Emergency Days

In the event that schools are closed due to snow or inclement weather, teachers are not expected to report for work.

Duty Free Lunch

Efforts will be made to provide an uninterrupted duty-free lunch period of at least twenty-five (25) minutes daily. When temporary, unanticipated emergency situations arise, teachers may not receive the full twenty-five (25) minutes.

The scheduling of lunch periods shall be determined by the building administrator or supervisor. Staff members may leave the school building during such periods; however, clearance must be made through the building principal/designee and a prompt return to assigned duties is mandatory.

PERSONNEL SERVICES**Regulation 4810****(Form 4810)****Staff Welfare****Sexual Harassment/Title IX**

~~The Board of Education is committed to maintaining a work environment for its employees that is free from sexual harassment. Furthermore, the Board of Education strongly believes that no person in the School District shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.~~

DEFINITION OF SEXUAL HARASSMENT**In-Employment**

~~Sexual harassment in employment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of sexual nature when:~~

- ~~1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment.~~
- ~~2. Submission to or rejection of such conduct by an individual is the basis for employment decisions affecting that individual.~~
- ~~3. Such conduct creates an intimidating, hostile, or offensive work environment.~~
- ~~4. Qualified employees are denied employment opportunities or benefits because the opportunities or benefits are given to another employee who submitted to an employer's sexual advances or requests for sexual favors.~~

Under Title IX (applies to students and employees)

~~Title IX forbids discrimination on the basis of sex in any educational program or activity that receives federal funds. This includes a prohibition on sexual harassment. The Office for Civil Rights of the U.S. Department of Education defines sexual harassment under Title IX as follows: "Verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services or treatment protected under Title IX."~~

~~Sexual harassment under Title IX includes, but is not limited to, unwelcome¹ sexual advances,~~

¹~~Sexual harassment of students by adults who otherwise come within this Policy is absolutely prohibited regardless of whether the conduct is "welcome."~~

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requests for sexual favors, and verbal or physical conduct of a sexual nature when:

1. ~~Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's academic status or progress, or employment.~~
2. ~~Submission to or rejection of such conduct by an individual is the basis for educational or employment decisions affecting that individual.~~
3. ~~Such conduct creates an intimidating, hostile, or offensive educational or work environment.~~
4. ~~Qualified students or employees are denied educational or employment opportunities or benefits because the opportunities or benefits are given to another student or employee who submitted to sexual advances or requests for sexual favors.~~

EXAMPLES OF SEXUAL HARASSMENT**Unwelcome Sexual Advances**

~~Whether the advance is "unwelcome" is determined on a case-by-case basis. Unwelcome advances may include, but are not limited to, the following:~~

1. ~~Any invitation (even subtle) intended to result in a sexual liaison.~~
2. ~~Invitations to dinner or social events, when refusal results in the loss of a promotion or in other adverse employment action.~~
3. ~~Propositioning an employee.~~

Unwelcome Verbal Conduct of a Sexual Nature

~~This may include, but is not limited to, the following:~~

1. ~~Sexually provocative or explicit speech.~~
2. ~~Publicly expressed sexual fantasies.~~
3. ~~Jokes of a sexual or crude nature.~~
4. ~~Derogatory comments directed to males or females as a class (language directed toward a specific employee is more likely to be viewed as sexual harassment).~~

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Page 3

5. ~~—— Demeaning comments.~~
6. ~~—— Threats for not agreeing to submit to sexual advances.~~
7. ~~—— Writing sexually explicit memos.~~

Unwelcome Physical Conduct of a Sexual Nature

This may include, but is not limited to, the following:

1. ~~—— Grabbing or twisting an individual's arm.~~
2. ~~—— Any unwarranted touching.~~
3. ~~—— Sexually offensive pranks.~~
4. ~~—— Drawing sexually explicit cartoons, other drawings, or graffiti.~~
5. ~~—— Gestures indicating sexual behavior.~~
6. ~~—— Suggestive winks.~~
7. ~~—— Kissing.~~

Conduct Toward Students

In addition to the foregoing examples, students may experience harassment that is unique to their situation, some of which may not be immediately recognized as sexual harassment, but which may support a potential claim against the District and/or its employees if not remedied. Such harassment may include, but is not limited to, the following:

1. ~~—— Unwanted sexual behavior, such as touching, oral comments, sexual name calling, spreading sexual rumors, jokes, pictures, leers, overly personal conversation, cornering or blocking a student's movement, pulling at clothes, students "making out" on school premises.~~
2. ~~—— A student in a predominantly single-gender class who is subjected to sexual remarks by a teacher or students who regard the comments as joking and part of the usual class environment.~~

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3. — Interfering with a student's achievement in a predominantly or historically single-gender class by hiding tools or equipment, questioning the student's ability to handle the work, or suggesting that the student is "abnormal" for enrolling in the class.
4. — Purposefully limiting or denying students access to educational resources because of their gender.
5. — Teasing a student about the student's enrollment in a predominantly or historically single-gender class.

Nature of Sexual Harassment

~~Sexual harassment is not limited to conduct by males toward females. Sexual harassment may occur between any or all of the following:~~

1. — Student to student.
2. — Staff to student.
3. — Student to staff.
4. — Male to male.
5. — Female to female.
6. — Male to female.
7. — Female to male.

INVESTIGATION OF SEXUAL HARASSMENT COMPLAINTS**Complaints Involving Employees**

1. — If an employee believes that he/she is being sexually harassed, the employee is encouraged to bring the concern to the attention of the employee's supervisor.
2. — If the employee feels that such contact with the supervisor would be inappropriate, if the situation is not satisfactorily resolved by the supervisor, or if the employee simply feels more comfortable speaking with someone other than the supervisor, the employee should contact the Title IX compliance coordinator for the School District.

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3. — ~~If neither the employee's supervisor nor the Title IX compliance coordinator is of the same sex as the employee, or the employee for any other reason would prefer to report the employee's concern to another supervisor/administrator within the District, the employee may do so. However, it is essential that the report be made to someone with the authority and obligation to act upon the concern.~~
4. — ~~Any supervisor/administrator who receives a report, orally or in writing, from any employee regarding sexual harassment of that employee by another employee, non-employee doing business with the District, or student must notify the Title IX compliance officer within twenty-four (24) hours or within a reasonable time thereafter.~~
5. — ~~Oral complaints of sexual harassment will be put in writing by the complainant or by the person who receives the complaint, and should be signed by the complainant. However, the complainant's refusal to sign a complaint does not relieve the District of the obligation to investigate the complaint.~~
6. — ~~An employee who believes that he/she has been subjected to sexual harassment shall not be required to confront the alleged harasser prior to making the report.~~
7. — ~~Following receipt of the report, District personnel will promptly and fully investigate the complaint and will notify the employee and the alleged harasser of the results of the investigation. Investigations will be conducted with full recognition of the rights of all parties involved.~~
8. — ~~Upon receipt of the report, the Title IX officer will appoint an investigator to investigate the complaint. The investigation shall commence within forty-eight (48) hours after such appointment.~~
9. — ~~The District will maintain the confidentiality of the complaint and the details of the investigation to the fullest extent possible.~~
10. — ~~The investigator will put his/her findings in writing and will forward a copy to the Title IX compliance officer within one (1) week after concluding the investigation, or within a reasonable extension of time thereafter, for good cause shown.~~
11. — ~~If the investigation substantiates the complaint, the District will take appropriate disciplinary action against the offender(s), commensurate to the severity of the harassment (up to and including termination of employment). If the offender is a student, disciplinary action will be taken in accordance with Board established Policy 2610. If the offender is not an employee of the District, the District will take appropriate action within the scope of its authority to eliminate and redress the harassment.~~

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- ~~12. If the investigation is indeterminate, the matter will be designated as unresolved, and the investigation file will be maintained by the Title IX compliance officer in a file separate and apart from any student or personnel file.~~
- ~~13. There will be no retaliation against or adverse treatment of any employee who uses this procedure to resolve a concern when such complaint has been brought in the good faith belief that the complainant has been subjected to sexual harassment.~~
- ~~14. The responsible administrator shall follow up regularly with the complaining employee to ensure that the harassment has stopped and that no retaliation has occurred.~~

ENFORCEMENT**Employees**

~~Each supervisor and administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each site manager, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:~~

- ~~1. The supervisor/administrator shall provide an in-service training regarding sexual harassment to all staff by the end of the first full calendar week of each school year.~~
- ~~2. The supervisor/administrator shall provide a copy of the policy to all new employees of the District prior to the commencement of the employee's duties.~~
- ~~3. The supervisor/administrator shall further instruct employees regarding the procedures for reporting sexual harassment in the educational setting on an as-needed basis.~~
- ~~4. The supervisor/administrator shall take prompt action to investigate all complaints of sexual harassment.~~
- ~~5. The supervisor/administrator shall take appropriate disciplinary action, as necessary.~~

Students

~~Each building administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each building administrator, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:~~

- ~~1. All vulgar or sexually offensive graffiti shall be removed from the premises.~~

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- ~~2. The building administrator shall provide an in-service training regarding sexual harassment (including sexual harassment involving students) to all staff by the end of the first full calendar week of school.~~
- ~~3. Student instruction regarding sexual harassment shall be provided annually by the end of September to all students in grades six through twelve. Age appropriate instruction will also be presented to pre-kindergarten through fifth grade students.~~
- ~~4. All homeroom teachers shall discuss this policy with their students within one month after its adoption by the Board and during the first week of the school year thereafter. Written copies of the policy shall be given to each student in grades six through twelve (and in lower grades as may be appropriate) as part of these discussions. Discussion shall be conducted in an age appropriate manner and should assure students they need not tolerate any form of sexual harassment.~~
- ~~5. All teachers, counselors, and administrators shall instruct students on the procedures for reporting sexual harassment within the educational setting on an as needed basis.~~
- ~~6. The building administrator shall take prompt action to investigate all complaints of sexual harassment.~~
- ~~7. The building administrator shall take appropriate disciplinary action, as needed.~~

NOTIFICATIONS

~~A copy of the School District's sexual harassment policy shall:~~

- ~~1. Be displayed in a prominent location at each work site.~~
- ~~2. Be provided to each current employee, and to each new employee prior to commencement of their duties.~~
- ~~3. Appear in any School District newsletter or work site publication that sets forth the School District's comprehensive rules, regulations, procedures, and standards of conduct for employees.~~

~~The District's Title IX compliance officer will be available to answer all questions regarding this policy or its implementation.~~

Regulation 4810Page 8**DISCIPLINE/CONSEQUENCES****Complaints Involving Employees**

1. — Any employee who engages in the sexual harassment of anyone while on school property, or while in the employ of the District off school property will be subject to disciplinary action, up to and including dismissal.
2. — Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action up to and including dismissal.
3. — Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator shall be disciplined appropriately.
4. — Any employee who retaliates, or engages in conduct that could be interpreted as retaliation, against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment will be subject to discipline, up to and including dismissal.
5. — Any nonemployee doing business with the District who engages in sexual harassment, or who retaliates against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment, will be subject to discipline to the extent that the District has control over the nonemployee and his/her employer.
6. — Any employee who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means a charge brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

Complaints Involving Students

1. — Any student who engages in the sexual harassment while on school property or while participating in school activities, will be subject to disciplinary action, up to and including expulsion.
2. — Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action, up to and including dismissal.

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3. ~~Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator, shall be disciplined appropriately.~~
4. ~~Any student who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means charges brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.~~

TITLE IX GRIEVANCE PROCEDURE
(Sexual Harassment)

Level 1: Principal or Immediate Supervisor (Informal and optional may be bypassed by grievant)

~~Many problems can be solved by an informal meeting with the parties and the principal or coordinator. A student who believes that he/she has been subjected to sexual harassment is encouraged to first discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter promptly and informally. Employees with a sexual harassment complaint are encouraged to first discuss it with their principal or immediate supervisor with the same objective. If the individual's teacher/supervisor is the person alleged to have engaged in sexual harassment, the grievant should skip Level 1 and go directly to Level 2.~~

Level 2: Title IX Coordinator

~~If the complaint or issue is not resolved at Level 1 or if the grievant chooses to skip Level 1, the grievant may file a signed, written grievance stating: 1) the nature of the grievance; 2) the remedy requested; and 3) the date the grievance was submitted. The Level 2 written grievance should be filed with the Title IX Coordinator within fifteen (15) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.~~

~~The Coordinator has authority to investigate all written grievances. If possible, the Coordinator will resolve the grievance. If the parties cannot agree on a resolution, the Coordinator will prepare a written report of the investigation which shall include the following:~~

1. ~~A clear statement of the allegations of the grievance and remedy sought by the grievant.~~
2. ~~A statement of the facts as contended by each of the parties.~~

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3. ~~— A statement of the facts as found by the Coordinator and identification of evidence to support each fact.~~
4. ~~— A list of all witnesses interviewed and documents reviewed during the investigation.~~
5. ~~— A narrative describing attempts to resolve the grievance.~~
6. ~~— The Coordinator's conclusion as to whether the allegations in the grievance are meritorious.~~

~~If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.~~

~~The Coordinator will complete the investigation and file the report with the Superintendent within fifteen (15) days after receipt of the written grievance. The Coordinator will send a copy of the report to the grievant.~~

~~If the Superintendent agrees with the recommendation of the Coordinator, the recommendations will be implemented.~~

~~The Coordinator and Superintendent may appoint an outside investigator once a written grievance is filed if the Coordinator or Superintendent is the alleged violator.~~

~~Level 3: — The Board of Education~~

~~If the Superintendent rejects the recommendations of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receiving the report of the Coordinator to the Board of Education. On receipt of the written appeal, the matter shall be placed on the agenda of the Board of Education for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board of Education will be final.~~

~~Other Options for Grievant~~

~~At any time during this process, a grievant may file a complaint with the Missouri Human Rights Commission or with the U.S. Department of Education, Office for Civil Rights.~~

Blake Roberson made the motion that the Board of Education approves the 265 Transportation Routes for the Independence School District for the 2016-2017 school year. The motion was seconded by Ann Franklin and unanimously approved by the Board of Education.

Dr. Herl said the District let bids for metal shop equipment for William Chrisman High School. The Administration is recommending approval of the bid from Eichmann Sales Associates and the quote from Haas Factory Outlet. He explained that the Vocational Enhancement grant is a 75%-25% match.

Matt Mallinson made the motion, second by Ken Johnston, that the Board of Education approves the bid of \$69,289.00 from Eichmann Sales Associates and the quote of \$50,838.15 from Haas Factory Outlet for metal shop equipment to be purchased through the approved William Chrisman High School Enhancement grant. The motion was unanimously approved by the Board of Education.

Dr. Herl said the Administration is recommending declaring the attached list of items as surplus property as they are no longer needed for District operations. (Pages 11230-11231)

A motion was made by Greg Finke, second by Ann Franklin, that the Board of Education approves declaring the list of attached items, as presented, as surplus pursuant to Section 177.091 R.S.Mo. The motion was unanimously approved by the Board of Education.

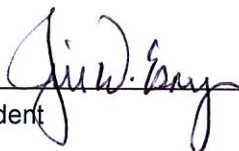
There being no further information to come before the Board, Blake Roberson made the motion, second by Ann Franklin, to adjourn the meeting and go into executive session for legal, personnel, and real estate issues at 7:02 p.m. The motion was approved as follows:

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

Nays:



Secretary



President

Date: September 13, 2016

INDEPENDENCE SCHOOL DISTRICT

Building/Department _____

FIXED ASSET SHEET FOR DISPOSAL/SCRAP/DONATE

| Asset Description | Asset # | Serial # | Donate Item | Condition of Items(s) | Grant Item | Disposal/Scrap/Donate |
|---|---------|----------|-------------|-----------------------|-------------------|-----------------------|
| WCHS One Man Tire Sled | | | | Broken | | Scrap |
| WCHS One Man Tire Sled | | | | Broken | | Scrap |
| WCHS ONE Man Slead | | | | Broken | | Scrap |
| WCHS Kwik Soccer Goal | | | | Broken | | Scrap |
| WCHS 1-Rawlings Helmet | | | | Obsolete | | Dispose |
| WCHS 17 Schutt Helmets | | | | Obsolete | | Dispose |
| WCHS 8-Riddle Helmets | | | | Obsolete | | Dispose |
| Spring Branch Metal Cabinet | | | | Other | | Dispose |
| Spring Branch 8' Wooden Cubby Cases | | | | Obsolete | | Dispose |
| Spring Brach 5' Table | | | | Broken | | Dispose |
| Spring Branch 5' Table | | | | Broken | | Dispose |
| Spring Branch Metal Cabinet | | | | Broken | | Dispose |
| Spring Branch Metal Cabinet | | | | Broken | | Dispose |
| WCHS Wooden Desk | | | | Broken | | Dispose |
| WCHS 5 Office Chairs | | | | Broken | | Dispose |
| WCHS Wooden Desk | | | | Broken | | Dispose |
| Blackburn- Wooden Sq. Table | | | | Broken | | Dispose |
| Blackburn- 6ft White Table | | | | Broken | | Dispose |
| Blackburn-Metal File Cabinet | | | | Broken | | Dispose |
| Blackburn- Wooden Chairs | | | | Broken | | Dispose |
| Blackburn-Lg. Metal Cabinet | | | | Broken | | Dispose |
| Blackburn-White Bookshelves | | | | Broken | | Dispose |
| | | | | | | |
| | | | | | | |
| 1. PLEASE FILL OUT THIS FORM COMPLETELY BEFORE SUBMITTING. | | | | | | |
| | | | | | | |
| 2. BUILDING/DEPARTMENT ADMINISTRATOR SIGNATURE _____ | | | | | Date _____ | |
| | | | | | | |
| 3. SEND THIS FORM TO FACILITIES/PURCHASING DEPARTMENT FOR BOARD APPROVAL to (ASSETS@ISDSCHOOLS.ORG) | | | | | | |
| | | | | | | |
| DO NOT DISPOSE OF ANY ITEMS UNTIL YOUR BUILDING HAS BEEN NOTIFIED BY FACILITIES/PURCHASING DEPARTMENT WITH FUTHER INSTRUCTIONS | | | | | | |
| | | | | | | |

Date:

INDEPENDENCE SCHOOL DISTRICT

Building/Department _____

FIXED ASSET SHEET FOR DISPOSAL/SCRAP/DONATE

| Asset Description | Asset # | Serial # | Donate Item | Condition of Items(s) | Grant Item | Disposal/Scrap/Donate | | | | |
|--|-----------|----------|-------------|-----------------------|------------|-----------------------|--|--|--|--|
| 1 File Cabinet 4 Drawer | | | No | Broken | No | Dispose | | | | |
| Truman- Teacher Desk | 13002697 | | No | Broken | NO | Dispose | | | | |
| Truman-Gray Filing Cabinet | 40026 | | No | Obsolete | NO | Dispose | | | | |
| Truman-Gray Filing Cabinet | 500000769 | | No | Broken | No | Dispose | | | | |
| Truman-Bookcase | 60522 | | No | Broken | No | Dispose | | | | |
| Truman-Gray Filing Cabinet | 42131 | | No | Broken | No | Dispose | | | | |
| Truman-Gray Filing Cabinet | 37772 | | No | Broken | No | Dispose | | | | |
| Truman-Gray Filing Cabinet | 40250 | | No | Broken | No | Dispose | | | | |
| Truman-3 Student Desk | | | No | Obsolete | No | Dispose | | | | |
| Truman-1 Student Desk | | | No | Broken | No | Dispose | | | | |
| Truman- Rolling White Board | | | No | Broken | No | Dispose | | | | |
| Ott- Black Teacher Chairs | | | No | Broken | No | Dispose | | | | |
| Ott- 6 White Projector Screens | | | | | | | | | | |
| Ott- 5 Wood Table w/Legs | | | No | Obsolete | No | Dispose | | | | |
| Ott-Wood Desk | | | No | Obsolete | No | Dispose | | | | |
| Ott- 4- 2 Seater Desk | | | No | Obsolete | No | Dispose | | | | |
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| IF YOU ARE DONATING ITEMS: NAME OF ORGANIZATION _____ | | | PHONE _____ | | | | | | | |
| 1. PLEASE FILL OUT THIS FORM COMPLETELY BEFORE SUBMITTING. | | | | | | | | | | |
| 2. BUILDING/DEPARTMENT ADMINISTRATOR SIGNATURE _____ | | | Date _____ | | | | | | | |
| 3. SEND THIS FORM TO FACILITIES/PURCHASING DEPARTMENT FOR BOARD APPROVAL to (ASSETS@ISDSCHOOLS.ORG) | | | | | | | | | | |
| DO NOT DISPOSE OF ANY ITEMS UNTIL YOUR BUILDING HAS BEEN NOTIFIED BY FACILITIES/PURCHASING DEPARTMENT WITH FUTHER INSTRUCTIONS | | | | | | | | | | |
| PLEASE LIST ALL TECHNOLOGY ITEMS ON SEPARATE DISPOSAL FORM(PUR-009). | | | | | | | | | | |