

The Board of Education met in regular session Tuesday, September 9, 2014, at 6:00 p.m. in the Board Room at the Board of Education Office, 201 North Forest Avenue, Independence, Missouri.

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

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

The meeting was called to order by the President, Mrs. Ann Franklin, and minutes of the meeting were recorded by the secretary, Mrs. Annette Miller. Mrs. Franklin welcomed Boy Scouts and their leaders from Troop 173 – Gudgell Park.

Dr. Herl shared a video on *Promises Kept* (2009 Bond Issue). It states that the District upheld promises made to the patrons when the 2009 Bond Issue was approved. By being good stewards with the Bond money, numerous improvements throughout the District were completed i.e., mobile trailers were removed, additions/improvements at nearly all schools, band room at Truman High School, etc. By being frugal with the Bond funds, the District was able to add an additional project – a new gymnasium at Nowlin Middle School. This video expresses appreciation to all of the patrons for approving the 2009 Bond Issue. The Board of Education added a big 'thank you' to everyone for their support and continued commitment to the Independence School District.

Greg Finke made the motion to approve the September 9, 2014 Agenda as presented. The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

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

Gene Hoppe, 16508 Crackerneck Road, Independence, addressed the Board regarding Amendment 3 that will be on the November ballot. He said that awareness needs to be raised as this item is fraud by birth. He said it was sold as a falsehood that "this would help teachers." In reality, it will not but it will cost the state millions of dollars to pay for the additional new tests that teachers will be required to administer to students. He stated that approval of Amendment 3 would be catastrophic for schools throughout the state. He said that assessments are necessary in education but this would take it to the extreme. He also stated that this is a power grab by the state legislature and would result in loss of local control for school districts and boards of education. He commended *The Examiner* reporter, Brandon Dumsky, for his coverage of a presentation by area superintendents regarding Amendment 3 and the effects it will have on public education. He said this was an ill-conceived plan and he urged voters to vote no on this issue on the November ballot. Mrs. Franklin thanked Mr. Hoppe for his presentation and comments.

Dr. Herl stated that the List of Bills is typical for this month and time of year.

Denise Fears made the motion to approve the September 9, 2014 Consent Agenda as printed.

1. Minutes – August 12, 2014 – Tax Rate Hearing and Regular Session
2. Approval of September 9, 2014 List of Bills totaling \$6,311,926.84

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

Dr. Herl reported that the District's enrollment continues to ebb and flow almost daily. Currently, the enrollment is up 347 students from last year: 180 in grades K-5; 65 in grades 6-8; and 102 in grades 9-12. The increases are not in any one specific geographic area but throughout the District. Van Horn High School's attendance is up again this year. The largest class is first grade and kindergarten is the second largest. Dr. Scott is working diligently on this issue. Trying to staff schools based on projected enrollments is very difficult and the Administration monitors this for any necessary changes that may need to occur. Currently, the District is allowing transportation of students to other schools since some schools are closed based on their high enrollment numbers. The District is

using three retired teachers to help offset some of the class size increases (these are 550 hour positions). The District is glad to have this problem. The Legislative Veto Session starts tomorrow (Wednesday). In the news, Governor Nixon has talked about Friday Favors – this is in reference to 10 Bills that were passed on the last day of the 2014 legislative session and will have an effect on state revenues. Last month the Board of Education approved a resolution opposing these 10 Bills as they will result in a \$425 million loss of revenue for the state. Proposition C reduction will mean \$1.63 million less revenue for the District. Not sure how the Veto Session will go, so stay tuned. Also, regarding the Enterovirus D68 that has been in the news, the District staff is diligently stepping up the cleaning/disinfecting measures in the schools. District staff has been working with Children's Mercy Hospital on the necessary precautions that need to be taken. Lori Halsey, Director of Health Services, is working with our nursing staff on this issue.

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

Dr. Herl presented changes to Board of Education Policies. The Policy Review Committee is recommending these changes/additions for the District to be compliant with education laws and procedures. The changes affect Board Policies: 1210, 1220, 2200, 2210, 2230, 2290, 2640, 2780, 2835, 3381, 3470, 4440, 4610, 5250, 6110, and 6117. This is the second and final reading regarding these changes.

Blake Roberson made the motion that the Board of Education approves this as the second and final reading of changes and additions to Board of Education Policies as presented: 1210, 1220, 2200, 2210, 2230, 2290, 2640, 2780, 2835, 3381, 3470, 4440, 4610, 5250, 6110, and 6117. The motion was seconded by Ken Johnston and approved by the Board of Education as follows: (Pages 10810-10829)

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

Dr. Herl reviewed recommended changes to Board of Education Regulations. The changes are necessary due to education law and procedural changes with which the District has to comply. The Regulations are: 0342, 0411, 1405, 2110, 2200, 2230, 2260, 2664, 4220, and 5260. The Board of Education Regulation changes/additions only require one reading.

The motion was made by Jill Esry, second by Denise Fears, that the Board of Education approves adopting the changes to Board of Education Regulations 0342, 0411, 1405, 2110, 2200, 2230, 2260, 2664, 4220, and 5260 as presented. The motion was unanimously approved by the Board of Education. (Pages 10830-10852)

Dr. Herl stated that the District is looking at the Ford Next Generation Learning Academies as a method for preparing students to be college and/or career ready when they complete high school. He expressed appreciation to Mr. Bill Abernathy, Bayer Corporation, for their partnership support. Bayer has been wonderful in providing externships for our teachers by allowing them to job shadow for a week during the summer. Dr. Herl also commended Dr. MacLaughlin for setting up internships and externships for teachers and students with various companies and Nancy Lewis for scheduling all of the prior meetings that have been held regarding the Ford NGL Academies. He is excited with what the District is doing in getting students ready for college/careers. This year, the District is offering 31 sections of college credit compared to 6 offered last year.

Dr. MacLaughlin and Mrs. Lewis presented a power point overview of the 155 page document outlining the Ford Next Generation Academies plan. They talked about the road to college/career readiness and how rigor and relevance are applied to help students be ready for graduation, attain better grades, and improve attendance. By following the model that has been created, the District's high schools can be transformed into schools that will prepare students to be ready to compete in the college/career future. The Independence Chamber of Commerce approached the District regarding this plan and 62 members from the community, businesses, administrators, school staff, and parents agreed to serve on the three Strand Committees. Goals were established by each committee: Transforming Teaching and Learning – establish teacher externships, move towards project learning, and create professional development focused on these outcomes; Transforming the Secondary School Experience – redesigning the high schools to create quality schools of study, have individual learning plans, evaluate the data and accountability to be used in determining necessary changes; and Transforming Business and Civic Engagement – sustaining educational changes through business leadership and parent support utilizing internships and

GENERAL ADMINISTRATION**Policy 1210****Calendar Requirements****School Year and School Day**

The Board will annually adopt a school calendar that will provide for a minimum of ~~174~~ 173 days and 1,044 hours of pupil attendance.

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six (6) clock hours of instruction. A school year and school day in excess of the state required minimum may be recommended by the Superintendent and approved by the Board.

If the District's schools are dismissed due to inclement weather after school has been in session for three or more hours, that day shall count as a full day. When the total hours lost due to inclement weather exceed twelve (12) hours, the time must be made up in half- or full-day additions to the school term.

The District shall be required to make up no more than eight (8) school days lost or canceled due to inclement weather and half the number of days in excess of eight days.

GENERAL ADMINISTRATION**Policy 1220****Calendar Requirements****School Day**

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six clock hours of instruction. The length of the school day in excess of the state required minimum will be recommended by the Superintendent and approved by the Board. The specific daily opening and closing time for individual schools may vary to facilitate the scheduling of the District's transportation program.

If the District's schools are dismissed due to inclement weather after school has been in session for three or more hours, that day shall count as a full day.

Days that the District's schools are closed for inclement weather or emergency reasons, which cause a violation of the necessary ~~174~~ 173 days of pupil attendance, will be made up in accordance with state statutes and as approved by the Board upon the Superintendent's recommendation.

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 state law. Students entering the School 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.

Rev. 8/2014

STUDENTS**Policy 2210****Admission and Withdrawal****Entrance Age****Entrance Age for Pre-Kindergarten Programs**

If the District chooses to maintain a pre-kindergarten program, the students must have reached the age of three (3) before August 1 of the school year beginning that calendar year to be eligible for admission.

Entrance Age for Kindergarten

To be admitted to kindergarten or to summer school prior to the student's regular term, a student must be five (5) years old before August 1 preceding entrance.

Entrance Age for First Grade

To be admitted to first grade a student must be six (6) years old before August 1 preceding entrance. However, students who have completed an accredited kindergarten program will be considered for enrollment in the first grade regardless of the August 1 cut-off date.

A birth certificate or some other acceptable document will be required as proof of age ~~will be required~~.

Military Dependents

Military dependents that have completed an accredited pre-kindergarten or kindergarten program in another state may enter kindergarten or first grade regardless of age. The District will facilitate the timely enrollment of children of military families and will ensure that they are not placed at a disadvantage due to difficulty in their transfer of education records from the previous school district(s) or variations in entrance legal requirements.

Rev. 8/2014

STUDENTS**Policy 2230
(Regulation 2230)
(Form 2230)****Admission and Withdrawal****Admission of Non-Tuition Students****Admission of Resident Students**

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

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

~~A student may only register in the District if the student provides proof of residency or if the student or parent/guardian requests a waiver from the Board of Education on the basis of hardship or good cause. A Residency Enrollment Checklist (Form 2230) and Affidavit Regarding Prior Discipline (Form 2230.2) will be completed at the time of enrollment. If the Superintendent has reason to suspect that the admission of a student will create an immediate danger to the safety of others, a hearing will be convened within three (3) working days of the request to register. At the hearing, the Board of Education or a Committee of the Board will determine whether the student may enroll.~~

Waiver

~~Students or parents/guardians seeking a waiver of the District's residency requirement must complete and submit to the Superintendent/Designee a Request for Waiver of Proof of Residency (Form 2230.1) stating the reasons for which the waiver is requested. If a waiver is requested, the Board of Education or a Committee of the Board must convene a hearing no later than forty five (45) days after the request for waiver is filed with the Superintendent/Designee. Following the hearing, the Board or a Committee of the Board will provide written notice of its decision and the reasons for its approval or denial of the waiver request. If the waiver request is denied, the student will not be allowed to attend school in the district. Any person aggrieved by a decision of the board or Committee of the Board on a request for waiver may appeal such decision to the local circuit court.~~

Records Review

~~Within two (2) business days of enrolling a new student, the Superintendent/designee will request copies of the new student's transfer and discipline records from all schools in which the new student~~

Policy 2230**Page 2**

~~attended at any time within a twelve (12) month period preceding enrollment 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 suspensions or expulsions incurred at schools previously attended.~~

Exceptions Students Entitled to Enroll Without Proof of Residency

~~The residency provisions of this policy are not applicable to homeless students, wards of the state, students placed in residential care facility due to a mental illness or developmental disability, a student placed in a residential facility by a juvenile court, or students attending regional or cooperative alternative education programs. The exemptions are expressly established by state law and entitle such students to tuition free school attendance.~~

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

Requests for Waiver of Proof of Residency Requirements

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

Students of Nonresident Teachers and Regular Employees

Employees, staff employed to work more than 25 hours per week on an annual basis, that are non-residents of the Independence School District may enroll their children, Grades K-12, in the Independence School District. For the purpose of state aid, such students will be counted as resident students.

~~Enrollment should be made prior to the start of each school year. Students may be enrolled at the school of their parent's choice, contingent on the capacity for additional enrollment at the particular grade level of the student. Students will not be enrolled in grades where the average class size is above the M.S.I.P. minimum standard. Building principals are responsible for enrollment decisions and their decision shall be final.~~

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

Rev. 8/2014

STUDENTS**Policy 2290****Admission and Withdrawal****Denial of Admission and Student Withdrawal from School****Denial of Admission**

A student who is conditionally enrolled pending a Waiver of the Proof of Residency Requirement hearing may be denied admission and barred from attending school after denial of the student's waiver request as provided in Regulation 2230 and state law.

A student may be denied admission based upon a previous disciplinary expulsion that would result in expulsion in the District or criminal conduct as provide in Policy and Regulation 2664 and state law.

A nonresident student who is not otherwise entitled to a free public education in the District may be denied admission for any nondiscriminatory reason in accordance with District policies, regulations and rules, and state and federal law.

Administrative Removal of Student from Enrollment Not Resulting from Student Disciplinary Action

Upon information that calls into question a student's entitlement to a free public education in the District, the Superintendent/Designee will attempt to contact the student's parent(s) or guardian and give him/her the opportunity to respond. If the Superintendent/Designee determines after this communication or attempted communication that the student is not entitled to a free public education in the District, the Superintendent/Designee will provide written notification of this determination to the parent(s)/guardian and will notify the parent(s)/guardian of the right to appeal this determination to the Board of Education. The student will not be removed from the District's enrollment and barred from school attendance until after the time period to appeal to the Board has expired or if the Superintendent/Designee's determination is appealed, the Board has upheld the Superintendent/Designee's determination.

Voluntary Student Withdrawal**Student Withdrawal from School**

Students who voluntarily withdraw from school for any reason are required to notify the building principal and provide a specific reason for withdrawal.

Each building principal will submit a monthly report to the Superintendent concerning the identity and reason of each student withdrawing from school.

Policy 2290**Page 2****Requests to Transfer Student's Records to Another Public, Private or Charter School**

Building principals will respond within five (5) business days to requests by other schools for the records of students transferring from District schools. Records transferred pursuant to such requests will include the written notification of criminal charges/adjudications by law enforcement officials for criminal acts listed in Regulation 2673.

~~Any student age sixteen years or older who drops out of school for any reason other than to attend another school, college or university, or to enlist in the armed services, shall be reported to the state literacy hotline by the School District.~~

Rev. 8/2014

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

The Board of Education believes that smoking and the use of any tobacco products or substances appearing to be tobacco products are is detrimental to the health and well-being of staff and students. Therefore, the Board prohibits the use, sale, transfer, and possession of any tobacco products or substances appearing to be tobacco products, i.e. e-cigarettes, at school and at school activities.

Alcohol and Drug Use

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

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

The determination of whether or not a student is under the influence of alcohol or a controlled substance is based upon a variety of information including but not limited to physical appearances, speech patterns, and witnesses' statements. While not required, District administrators may request a student suspected of alcohol use to submit to a Breathalyzer. Conduct that includes possession of or use of alcohol or controlled substances as well as the possession of drug paraphernalia is prohibited and is subject to disciplinary action as set forth in Regulation 2610.

STUDENTSPolicy 2780Student WelfareUse of Tracking Devices

District employees are prohibited from requiring students to use an identification device that uses radio frequency identification technology, or related technology to identify the student, to transmit information regarding the student, or to monitor or trace the location of the student.

New 8/2014

STUDENTS**Policy 2835**
(Form 2835)**Student Services****Consent to Medical Treatment and Educational Service**

As provided by statute, and as otherwise provided in Board Policy, the following individuals may consent to student medical treatment and educational services:

1. Parents
2. Student's legal guardian
3. Relative caregiver
4. Foster parent
5. Any person who under court order is authorized to give consent for a student

A "relative caregiver" is defined by statute as a competent adult (18 years of age or older) who is related to the student by blood, marriage, or adoption and who is not the parent. Relative caregivers are required to provide an affidavit attesting that the student lives with the relative caregiver and they are responsible for the care of the student. (See Form 2835).

A relative caregiver acting under the requirements of an affidavit may consent to medical treatment and educational services for a student who cannot otherwise legally consent if the parent has delegated these responsibilities in writing or if after reasonable efforts the consent of the parent cannot be obtained.

The consent of the relative caregiver will be revoked in the event the student's parent withdraws their authorization provided the parent's decision does not threaten the life, health or safety of the student. In addition, if the student ceases to live with the relative caregiver, the relative caregiver must immediately notify the District. Upon receipt of such notice, the relative caregiver can no longer consent to medical treatment or educational services.

A relative caregiver's affidavit is valid for one year from the date received by the District.

New 8/2014

FINANCIAL OPERATION**Policy 3381****Revenue****Purchase Lease of Real Estate**

The Board may enter into agreements in order to provide for the acquisition, construction, improvement, extension, repair, remodeling, renovation, and financing of sites, buildings, facilities, furnishings, and equipment for the use of the District for educational purposes.

Lease

The Board may approve a lease of sites, buildings, facilities, furnishings, and equipment. The Board may also sell or lease at fair market value any existing sites, buildings, and facilities in order to acquire, construct, improve, extend, repair, remodel, renovate, furnish and equip buildings and lease back or purchase such sites provided that any lease back to the District is not for more than one (1) year in length and will not provide for more than twenty-five (25) successive options to renew the lease under the same conditions and provided there is an agreement to convey or sell the sites, buildings, or facilities and attendant improvements back to the District with clear title at the time payments have been completed.

The Board may make such rental payments under such leases provided that in no event shall the District become indebted in an amount in any year exceeding the income and revenue of the District for such year plus any unencumbered balances from previous years.

Notice that the Board is considering such project shall be given publication in a newspaper published within the county in which all or part of the District is located which has general circulation in the area once a week for two (2) consecutive weeks, the last publication to be at least seven (7) days prior to the date of the Board meeting at which the project will be concluded and acted upon.

New 8/2014

FINANCIAL OPERATION**Policy 3470****Accounting and Reporting****Average Daily Attendance – Early Childhood Program**

Pupils between the ages of three and five who are eligible for free and reduced lunches and who attend the early childhood education program are included in the District's calculation of average daily attendance.

The total number of three- and five-year olds included in the District's calculation of average daily attendance must not exceed four percent (4%) of the total number of students who are eligible for free and reduced lunch between the ages of three and eighteen who are included in the District's average daily attendance.

New 8/2014

PERSONNEL SERVICESPolicy 4440Professional Activities, Training and Professional GrantsMentoring

The District's mentoring goal is to facilitate the growth and development of new educators by pairing them with experienced veteran educators. Through the effort of both the mentor and the mentee, the mentee shall draw upon the experience and knowledge of the veteran mentor to enhance professional skills and enhance student learning. It is vital to the success of our students that new educators become integrated through the mentoring program into the school's culture and are given the opportunity to better themselves with the assistance of one of their veteran peers.

Through the mentoring program the Board hopes to not only create a stronger learning community but also a community where the strong professional and personal bonds between the educators in the District provide students and employees the best possible working and learning environment.

New 8/2014

PERSONNEL SERVICES**Policy 4610**
(Form 4610)**Performance Evaluation****Certificated Personnel Performance Evaluation**

The Board of Education's ultimate goal in education is to provide the highest quality educational experience to all District students. The District's performance-based evaluation system contributes to that goal by promoting the professional improvement of each staff member and, when necessary, by providing data to remove an employee whose employment is detrimental to students.

Performance-based evaluation is a process endorsed by the Board of Education for performance improvement that includes identification of performance expectations, documentation of performance, discussion of performance, development of improvement plans, and making personnel decisions based upon performance. The evaluation process for every employee is an on-going process that takes place every day. Formal, summative evaluations will be prepared and reviewed with each tenured teacher at least every other year. All other District employees will receive summative evaluations annually.

Evaluation of all teachers is to be made in accordance with the following guidelines:

1. Procedure for Evaluation - The evaluator shall be the teacher's principal and/or immediate supervisor.

2. Frequency and Time Schedule

a. Probationary Teachers

All probationary teachers shall be evaluated annually. The evaluations will be completed by March 1.

b. Tenure Teachers

A permanent teacher may be evaluated at any time at the teacher's request or the evaluator's discretion. However, the teacher must be evaluated at least once every four years before March 1.

c. Reevaluation

A teacher may request a reevaluation of the formal evaluation between March 1 and April 1. The principal will complete the evaluation prior to October 15.

3. Evaluation Conference - The evaluator(s) shall discuss with the teacher in personal conference the evaluation instrument and any other information relative to the success and professional growth of the teacher.

Policy 4610
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The District's performance evaluation system incorporates the seven "Essential Principles of Effective Evaluation" adopted by the State Board of Education and set out as follows:

1. Uses research-based and proven practices to measure educator performance;
2. Establishes performance indicators for educators based on their level of performance;
3. Aligns the evaluation process with an educator's probationary period to provide for an appropriate accumulation of performance data;
4. Uses student learning, based on a variety of performance measures, in the evaluation process;
5. Assesses educator performance on a regular basis and provides feedback to teachers and administrators that they can use to improve their performance through their careers;
6. Ensures evaluators are highly trained so that evaluation ratings are fair, accurate and reliable; and
7. Uses the evaluation process to guide school district policies that impact the development of educators and student learning.

Notwithstanding the State's essential principles, the major focus on the District's evaluation system is on positive learning outcomes, cognitive and affective, for District students. Educators are responsible for the positive learning outcomes for their students.

SUPPORT SERVICES**Policy 5250****Safety, Security and Communications****Use of Tobacco Products**

The Board of Education recognizes that the use of tobacco products represents a health and safety hazard. Similarly, the use of substances appearing to be tobacco products, including but not limited to e-cigarettes, creates an environment where tobacco products are endorsed. Therefore, the use of tobacco products and substances appearing to be tobacco products shall be prohibited in all District buildings, grounds, and vehicles. This policy applies to all employees, students, and patrons attending school-sponsored activities and meetings.

Rev. 8/2014

INSTRUCTIONAL SERVICES**Policy 6110****Curriculum Services****Curriculum Development**

The Board of Education recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board of Education directs the Superintendent to continuously carry out the curriculum development and implementation process. As used in this policy, curriculum is the process, attitudes, skills, and knowledge that is are taught and learned at the appropriate levels in District schools.

However, the Board of Education is responsible for the approval and adoption of curriculum used by the District.

Similarly, the Board may adopt the District's own education standards, in addition to those already adopted by the state, provided the additional standards are in the public domain and do not conflict with the standard adopted by the State Board of Education.

Rev. 8/2014

INSTRUCTIONAL SERVICESPolicy 6117Curriculum ServicesVeteran's Day Commemoration

Each District school will devote at least one class period in preparation for Veteran's Day in order to convey the meaning and significance of Veteran's Day. In addition, the Board may annually designate Veteran's Day as a school holiday.

New 8/2014

ORGANIZATION, PHILOSOPHY AND GOALS**Regulation 0342
(Form 0342)****School Board Organization****Nepotism, Conflict of Interest and Financial Disclosure****Contractual and Business Relationships**

No Board member ~~shall~~ or District employee may:

1. Perform ~~any~~ a service ~~for~~, sell, rent, or lease any property to the District for ~~compensation~~ consideration of in excess of five hundred dollars (\$500.00) value per transaction or five thousand dollars (\$5,000.00) value per annum ~~except for transactions made pursuant to an award~~ of to him/her, to their spouse, to a dependent child in his/her custody, or to a business with which member or employee is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and in the case of personal property, competitive bidding and ~~provided that the bid or offer is the lowest received.~~

- ~~1. 1. Sell, rent, or lease any property to the District for consideration in excess of five hundred dollars (\$500) per transaction, or five thousand dollars (\$5,000) per annum, unless the transaction is made pursuant to an award or a contract let or a sale made after public notice, provided that the bid or offer accepted is the lowest received.~~
2. 2. Attempt, for any compensation other than the compensation provided for the performance of his/her official duties, to influence the decision of the Board or the District on any matter.

Business Entities

No partnership, joint venture, or corporation in which any Board member is a partner having the lesser of a ten percent (10%) interest or a ten thousand dollar (\$10,000) value partnership interest, or a co-participant, or owner of outstanding shares of any class of stock with a fair market value equal to the lesser of ten percent (10%) of the outstanding shares or \$10,000, shall:

1. Perform any service for the District for any consideration in excess of five hundred dollars (\$500) per transaction or five thousand dollars (\$5,000) per annum unless the transaction is made pursuant to an award on a contract let after public notice and competitive bidding provided that the bid or offer accepted is the lowest received.
2. Sell, rent, or lease any property to the District where the consideration is in excess of five hundred dollars (\$500) per transaction or five thousand dollars (\$5,000) per annum unless the transaction is made pursuant to an award on a contract let or sale made after public notice and in the case of property other than real property, competitive bidding, provided that the bid or offer accepted is the lowest received.

Regulation 0342**Page 2****Use of Confidential Information**

A Board member shall not use or disclose confidential information obtained in his/her official capacity in any manner with the intent to cause financial gain for himself/herself, any other person, or any business. This also precludes the use of mailing lists or the school mail for any communication other than that directly related to school matters. The term Confidential Information shall mean all information whether transmitted orally or in writing which is of such a nature that it is not, at that time, a matter of public record or public knowledge.

Acceptance of Gifts

A Board member shall not solicit or accept gifts, payments, anything greater than a nominal value item, or holiday gifts of nominal value from any person, organization, group, or entity doing business or desiring to do business with the District.

Contact Between Vendors and Board Members

A Board member, if contacted by a vendor requesting information about the District's bidding procedures whether of a general nature or with regard to a specific goods or service to be bid, shall provide the vendor with the name and business telephone number of the District's Business Manager. The Board member shall request that the vendor contact the Business Manager and direct all questions or concerns to him/her.

Financial Interest Statement

All Board members will disclose to the public all potential Board member and employee conflicts of interest including:

1. Transactions in excess of five hundred dollars (\$500) per calendar year between a Board member, Superintendent, chief purchasing officer, or general counsel employed full time, and any person related within first degree consanguinity (see Form 0342) to such persons and the School District, excluding compensation received as an employee or payment of any tax, fee or penalty due to the District. Disclosure will include the dates and identities of the parties in the transaction.
 2. Transactions between any business entity in which such individuals have a substantial interest¹ with a total in excess of five hundred dollars (\$500), and the School District, excluding any payment of tax, fee or penalty due to the District or payment for providing utility service to the District. Disclosure will include the dates and identities of the parties in the transactions.
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Regulation 0342**Page 3**

The Superintendent and chief purchasing officer will make written disclosure of the following:

1. The name and address of each employer who provided income of one thousand dollars (\$1,000) or more to the Superintendent or chief purchasing officer.
2. The name and address of each sole proprietorship which the individual owned; the name, address, and general nature of business conducted by each general partnership or joint venture in which he/she was a partner or participant; the name and address of each partner or co-participant in the partnership or joint venture unless the information is already filed with the Secretary of State; the name, address, and general nature of business or any closely held corporation or limited partnership in which the individual owned ten percent (10%) or more of any class of the outstanding stock or limited partner's units; and the name of any publicly traded corporation or limited partnership which is listed on a regulated stock exchange or automated quotation system which the individual owned two percent (2%) or more of any class of outstanding stock, limited partnership units, or other equity interests.
3. The names and addresses of each corporation for which the individual served as director, officer, or receiver.

A certified copy of this regulation will be sent to the Secretary of State's Office within ten (10) days of the adoption. Disclosure reports will be filed by May 1 for the preceding calendar year with the Secretary of State's Officer and the Board. Disclosure reports will be made available to the public during normal business hours.

The Board of Education shall readopt this policy biennially on or before September 15 of the calendar year.

¹ "Substantial Interest" is defined as ownership by the individual, his/her spouse, or dependent children, either singularly or collectively, of ten percent (10%) or more of any business entity, or an interest having a value of ten thousand dollars (\$10,000) or more, or receipt of a salary, gratuity or other compensation of five thousand dollars (\$5,000) or more from any individual, partnership, organization or association within any calendar year.

ORGANIZATION, PHILOSOPHY AND GOALS**Regulation 0411
(Form 0411)****Meetings****Meeting Agenda****Order of Business**

The President of the Board, upon taking the chair, shall call the members to order, on the appearance of a quorum. The order of business shall be as follows, unless changed by the President:

1. Call to Order
2. Announcements
3. Citizen Comments
4. Approval of Previous Minutes
5. Superintendent's Reports and Recommendations
6. Other Items
7. Adjournment

Parliamentary Procedure

In all matters not covered by the Rules of the Board, parliamentary procedure shall be governed by *Robert's Rules of Order*.

Vote of Member

Unless excused, every member present shall vote on all questions and no member shall leave before the close of the session without permission of the president. Members ~~participating electronically in a nonemergency meeting~~ may participate fully in ~~roll call votes~~ via videoconferencing. However, ~~if~~ If the meeting is required due to a bona fide emergency, and if the nature of the emergency is stated on the record, members ~~participating in the emergency meeting~~ may also participate in roll call votes by other electronic means including telephone; ~~may participate in a roll call vote.~~

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

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

1. Regular two way communication between school and parents/families. Such communication will include but not be limited to scheduled parent visits to school, electronic communication, use of translators, parent volunteers, and other programs recommended by the Parent/Family Involvement Committee.
2. Assist parents in developing positive, productive parenting skills, as well as positive productive means of interacting with District administrators and staff.
3. Provide professional development opportunities for District staff to facilitate productive parent/school involvement in promoting education of District students.
4. Involve parents in meaningful activities to enhance student learning.
5. Enhance opportunities for parents/families to visit schools in a safe and open atmosphere. Such opportunities will include, but are not limited to, identifying roles for parent volunteers, providing training for volunteers and provision of family activities at school.
6. Affirmatively involve parents in school decisions which affect their children.
7. Utilize community resources to promote and strengthen school programs, family practices, and student learning.
8. The Plan will be reviewed annually with input from parents and staff. Meeting agenda sign-in sheets and meeting minutes will be prepared and maintained by the District.
9. Full opportunity for parent participation will be provided to all parents including, but not limited to, parents with limited English proficiency, parents with disabilities, and parents of migratory children.
10. Conduct an annual evaluation of the policy to identify and resolve any barriers that would limit the involvement of parents. (Examples of barriers include, but are not limited to, economically disadvantaged, limited English proficiency, limited literacy, disabled, or are of any racial or minority background).

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

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

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

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

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

Parent and Student Rights Under Section 504:

1. Parents/guardian and students have the right to be informed by the School District of their rights under Section 504. The purpose of these Procedural Safeguards is to advise you of those rights.
2. A student with a 504 disability has the right to a free appropriate public education. An appropriate education is defined as the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the disabled person as adequately as the needs of nondisabled persons are met and are based upon adherence to 504 regulatory procedures.
3. The provision of a free education is the provision of educational and related services without cost to the disabled person or to his or her parents or guardian, except for those fees that are imposed on nondisabled persons or their parents or guardian. Funds available from any public or private agency may be used to meet this requirement. Under

Regulation 2110**Page 2**

the law, insurers and other third parties are not relieved from an otherwise valid obligation to provide or pay for services for a disabled student.

4. A child with a disability has the right to take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
5. The parents(s) or guardian of a child with a disability have the right to receive notice with respect to the identification, evaluation, or placement of the child.
6. A student with a disability has the right to receive services and be educated in facilities that are comparable to those provided to nondisabled students.
7. A student with a disability has the right to have evaluation, education and placement decisions made based on a variety of information sources, and by persons who know the student and are knowledgeable about the evaluation data and placement options. The student also has the right to be periodically reevaluated.
8. A student with a disability has an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.
9. A student with a disability has the right to have transportation provided to and from an alternative placement setting (if the setting is in a program not operated by the District) at no greater cost to the parent/guardian than would be incurred if the student were placed in a program operated by the District.
10. The parents/guardian of a student with a disability or an eligible student (over the age of 18) have the right to examine all relevant records relating to decisions regarding the student's identification, evaluation and placement.
11. The parents/guardian of a student with a disability or an eligible student and/or the District have the right to request an impartial due process hearing relating to decisions or actions relating to the student's identification, evaluation, program or placement and the parents or guardian have the right to be represented by counsel in such hearings. The parents or guardian or eligible student and/or the District also have the right to a review procedure involving such hearings. The procedures for requesting an impartial due process hearing and the relevant review procedures are described below.
12. The parents/guardian of a student with a disability or an eligible student have the right to file a local grievance with the District for issues unrelated to the identification, evaluation, program or placement of the student. Board Policy 1621 describes the procedures for filing a grievance and can be requested by contacting: Director of Special Services at Central Office.

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

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

DUE PROCESS APPEAL PROCEDURES

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

1. If a parent, legal guardian or eligible student intends to challenge the action proposed or refused by the District, the parent/guardian or eligible student must file a written Notice of Appeal/Request for 504 Due Process Hearing within 15 90 calendar days from the date of the District's written notice of the proposed or refused action. ~~A copy of this form is attached to these Procedural Safeguards.~~ The Request for 504 Due Process hearing should be filed with: the ~~Director of Special Services at the~~ District's Section 504 Coordinator at Central Office. Determinations as to the timeliness of a request for a Section 504 due process hearing shall be made solely by the impartial hearing officer, who shall have the discretion to grant a waiver of the filing deadline upon a showing that an action of the District's prevented the timely filing of a request for hearing.

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

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

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

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

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

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

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

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

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

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

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

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

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

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STUDENTSRegulation 2200Admission 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.

STUDENTS**Regulation 2230**
(Form 2230)**Admission and Withdrawal****Admission of Non-Tuition Resident Students**

The Superintendent/Designee is responsible for ensuring that all pre-registration residency, waiver requests, and prior discipline forms are completed and maintained as District records.

A student may only register in the District if the student provides proof of residency or if the student or parent/guardian requests a waiver from the Board of Education on the basis of hardship or good cause. A Residency Enrollment Checklist (Form 2230) and Affidavit Regarding Prior Discipline (Form 2230.2) will be completed at the time of enrollment. If the Superintendent/Designee has reason to suspect that the admission of a student will create an immediate danger to the safety of others, a hearing will be convened within five (5) working days of the request to register. At the hearing, the District will determine whether the student may enroll. (See Regulation 2664 – Enrollment or Return Following Suspension and/or Expulsion.)

Waiver

Students or parents/guardians seeking a waiver of the District's residency requirement must complete and submit to the Superintendent a Request for Waiver of Proof of Residency (Form 2230.1) stating the reasons for which the waiver is requested. If a waiver is requested, the Board of Education, or a committee of the Board appointed by the Board President, must convene a hearing no later than forty-five (45) days after the request for waiver is filed with the Superintendent. Once a waiver of proof of residency has been requested, the student may be permitted to conditionally enroll and attend school pending a hearing before the Board on the request unless there is reason to suspect that the student's admission will create an immediate danger to the safety of other students or employees of the District. If there is reason to suspect that a student poses an immediate danger, the Superintendent/Designee may hold a hearing within five working days of the request to register and determine whether or not the pupil may register.

If the District fails to convene a timely hearing, the request for waiver is automatically granted. Following the hearing, the Board will provide written notice of its decision and the reasons for its approval or denial of the waiver request. If the Board grants the waiver request, the student will be allowed to continue attending school in the District and will be deemed fully enrolled. If the Board denies the waiver request, the student's conditional enrollment will automatically be revoked and the student shall not be allowed to continue attending school in the District.

In considering whether a waiver to residency should be granted, the presumption that a student's domicile is in the home of the student's parent/guardian is not conclusive. Students residing within the District, but not within the domicile of their parent/guardian, will be considered

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residents of the District if they reside within the District for reasons other than solely to attend District schools or athletic reasons.

Students Entitled to Enroll Without Proof of Residency or Payment of Tuition

The following students may enroll without payment of tuition or request for a waiver of the proof of residency requirements:

1. Orphaned children or children with only one living parent.
2. Children between the ages of six (6) and twenty (20) who are unable to pay tuition and whose parents/guardians do not contribute to their support.
3. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.
4. Children whose parents/guardians own and reside upon property at least eighty (80) acres of which are used for agricultural purpose, provided at least thirty-five percent (35%) of the property is within the District.
5. Inter-district court-ordered desegregation students.
6. Students of District teachers or regular District employees.
7. Homeless students.
8. Wards of the state placed in a residential care facility by state officials.
9. Students placed in a residential care facility by a juvenile court or due to a mental illness or developmental disability.
10. Students with a disability identified under state eligibility criteria if the student is in the District for reasons other than accessing the District's educational programs.
11. Students attending regional or cooperative alternative education programs.
12. Students attending an alternative education program on a contractual basis.

The administration may investigate the eligibility of children attending schools under the provisions of this regulation. If a determination is made by the Superintendent/Designee that the student does not meet the criteria to be entitled to a free public education by the District, the student may be administratively removed from the enrollment as set forth in Policy 2290.

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Records Review

However, as provided in Policy (2663) and Regulation 2664—Enrollment or Return Following Suspension and/or Expulsion, no student will be enrolled who has been convicted of or charged without final adjudication of the following criminal acts or the corresponding juvenile offenses:

1. — First degree murder.
2. — Second degree murder.
3. — First degree assault.
4. — Foreible rape.
5. — Foreible sodomy.
6. — Robbery in the first degree.
7. — Distribution of drugs to a minor.
8. — Arson in the first degree.
9. — Kidnapping (Class A felony).
10. — Statutory Rape.
11. — Statutory Sodomy.

This provision does not apply to a disabled student who is convicted or adjudicated guilty as a result of conduct related to the student's disability.

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

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

1. ~~A supervised shelter designed to provide temporary living accommodations.~~ are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in hotels, motels, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. ~~An institution that provides a temporary residence for individuals intended to be institutionalized.~~
3. ~~Transitional housing for less than one (1) full year.~~
2. have a public or private place not designed for, or ordinarily used as, a regular sleeping area for people human beings; ~~including, but not limited to cars, tents, and abandoned buildings~~
3. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. are a migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in subdivisions 1-3 of this section.

Enrollment

A homeless student will be enrolled without undue or unreasonable delay. A homeless student will be enrolled even if their previous academic records, immunization records, proof of residence, or other documents are not immediately available.

Coordinator

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

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

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

Disputes Over School Selection or Enrollment in a School

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

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1. The homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
2. The parent or guardian of the homeless student will be provided with a written explanation of the District's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision; and
3. The homeless student, parent, or guardian will be referred to the Homeless Coordinator who will carry out the complaint resolution process described in the next section of this Regulation as expeditiously as possible after receiving notice of the dispute.

Complaint Resolution

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

Immunization

~~Homeless students may be enrolled in school twenty-four (24) hours prior to receiving their immunization records.~~

Policy Dissemination

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

Identification

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

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STUDENTS**Regulation 2664****Discipline****Enrollment or Return Following Suspension and/or Expulsion****Conference Required**

The conference shall include the appropriate school officials, including (1) any teacher employed in the District or directly involved with the conduct that resulted in the suspension or expulsion, (2) the student, (3) the parent/guardian of the pupil, and (4) any agency having legal jurisdiction, care, custody or control of the student.

The District shall notify in writing the parent/guardian and all other parties of the time, place, and agenda of any such conference. However, failure of any party to attend this conference shall not preclude holding the conference.

Notwithstanding any provision of this regulation to the contrary, no student shall be readmitted or enrolled in a regular program of instruction if:

1. The student has been convicted of one of the offenses listed below.
2. The student has been charged with one of the offenses and there has been no final judgment.
3. A juvenile petition has been filed alleging that the student committed an act, which if committed by an adult, would be one of the offenses listed below, and there has been no final judgment; or
4. The student has been adjudicated to have committed an act, which if committed by an adult, would be one of the offenses listed below.

Offenses to Which this Policy Applies

1. First degree murder under Mo. Rev. Stat. § 565.020
2. Second degree murder under Mo. Rev. Stat. § 565.021
3. First degree assault under Mo. Rev. Stat. § 565.050
4. Forcible rape under Mo. Rev. Stat. § 566.030
5. Forcible sodomy under Mo. Rev. Stat. § 566.060
6. Robbery in the first degree under Mo. Rev. Stat. § 569.020

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7. Distribution of drugs to a minor under Mo. Rev. Stat. § 195.212
8. Arson in the first degree under Mo. Rev. Stat. § 569.040
9. Kidnapping, when classified as a Class A felony under Mo. Rev. Stat. § 565.110
10. Statutory rape under Mo. Rev. Stat. § 566.032
11. Statutory sodomy under Mo. Rev. Stat. § 566.062

Nothing in this regulation shall be construed to prevent the District from imposing discipline under the Student Code of Conduct for conduct underlying the above-listed offenses, even if the adult charge or juvenile petition has been dismissed, or the student has been acquitted or adjudicated not to have committed such acts in a criminal or juvenile court - if by a preponderance of the evidence, it can be established that the student engaged in the underlying conduct. The District may enroll a student, otherwise excluded under this regulation, in an alternative education program if the District determines that such enrollment is appropriate.

This policy shall not apply to a student with a disability, as identified under state eligibility criteria, who is convicted or adjudicated guilty as a result of an action related to the student's disability.

Students denied enrollment because of conviction of one of the acts set out in this regulation or due to an existing suspension or expulsion from another school district will be advised of the reasons for denial of enrollment and will be given an opportunity to respond to those reasons.

Suspension or Expulsion from Other Schools

Prior to enrollment, a student who is under suspension or expulsion from any other in-state or out-of-state public or private school and who is seeking admission will be evaluated by the Superintendent or Superintendent's designee. However, upon request, the Superintendent/designee will confer with the pupil, parent/guardian or person acting as parent of a special education student to consider imposition of the other school's suspension or expulsion. If the Superintendent/designee determines that such conduct would have resulted in a suspension or expulsion had the conduct been committed in District schools, the suspension or expulsion will be implemented.

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

Teachers shall be on duty not less than 30 minutes before classes begin. ~~High school teachers may leave the building 30 minutes after classes are dismissed at the close of the school day. Middle school teachers may leave the building 20 minutes after classes are dismissed at the close of the school day. Elementary Teachers may leave the building 15 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. ~~Any~~ 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.

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

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

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

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

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

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

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5. The Superintendent/designee will meet at least once a year with all the bus drivers.

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

Exceptions to the eligibility requirements may be made for siblings of disabled students who ride transitional buses. Transitional buses are defined as general education buses that have a capacity of 65 or more students that transport regular education students as a normal route but that also have supports installed to provide service for disabled students. Where a disabled sibling is in the same grade level grouping as a non-disabled sibling (Kindergarten - 5th grade, 6th Grade at Bridger, 6th-8th grade at Nowlin Middle School, 7th - 8th grade at Bingham Middle School and Pioneer Ridge Middle School, and 9th - 12th grade), parents may make a sibling ridership request. A sibling ridership request is a request for a non-disabled sibling to ride a transitional bus with a disabled sibling to the school attended by the disabled sibling. Such requests must be made through the building administrator for the school attended by the disabled sibling and will only be granted if the following conditions are met:

- The non-disabled sibling must be in the same grade level grouping as the disabled sibling.
- There must be sufficient capacity on the transitional bus for the non-disabled sibling to ride as determined by the Director of Transportation in his sole discretion. Additional buses will not be added in order to allow a non-disabled sibling to ride with a disabled sibling.
- There must be sufficient capacity at the school attended by the disabled sibling for the non-disabled sibling to attend.

Sibling ridership requests will be granted on a first-come first-serve basis. Approval of ridership requests is contingent on the district's Director of Transportation verifying that there is capacity available on the transitional bus. Approval of sibling ridership requests will be effective for the school year in which they are made. Parents must submit a new sibling ridership request to the building administrator each school year.

Before a sibling ridership request is approved, the parent must sign an Acknowledgement of this Regulation and of the following limitations on sibling ridership:

- Transitional buses may be reassigned to different schools each year and may not be available to provide transportation service for non-disabled siblings in future school years.
- If a family moves, sibling ridership may be immediately discontinued based on the buses assigned to the new residence location.
- If a disabled student is placed at a different school mid-year, sibling ridership may be discontinued based on whether a transitional bus continues to be used to transport the disabled sibling, space available on the transitional bus used to transport the disabled sibling, and space available at the school where the disabled student is placed.

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- Non-disabled sibling must obey all safety rules and bus expectations. If non-disabled sibling interferes with the riding experience of any students, sibling ridership may be immediately discontinued.
- Once a disabled sibling is no longer in the same grade level grouping as a non-disabled sibling, the non-disabled sibling will be transported to his/her attendance area school.

Sibling ridership is not permitted on specialized buses. Specialized buses are defined as buses with a rated capacity of 64 or less that are specifically designed and equipped to transport disabled students. Due to the unique needs of students assigned to specialized buses, sibling ridership is not permitted.

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externships, data used to guide the programs, determine the 'real tie' to industry needs, and have parents walk with students through the plan.

Dr. MacLaughlin discussed a ten year plan that will help students focus on being prepared for their future – whether it is to continue their education or to begin their career upon graduation from high school. This program aligns with the District's goal to increase the graduation rate. The career academies will focus on real technology/industry needs and also will be based on employment data and what types of jobs yield a high income in the near future. Students will not be required to enroll in an academy; this is provided as an option to prepare them for their future after high school. Also, students who choose to take dual credit courses in high school may be able to also attain an Associate's Degree at the end of their four years of high school. The District is working to prepare students for the future and appreciates and encourages business partners to be part of this plan.

Blake Roberson made the motion that the Board of Education approves the Ford Next Generation Learning Master Plan as presented. The motion was seconded by Denise Fears and unanimously approved by the Board of Education.

Dr. Herl asked Dr. Beth Savidge to share information on the District's Assessment Plan. Dr. Savidge explained that assessments are given by the teachers as a way to measure students' learning. She stated that this is not just about test scores but to let teachers know what instruction may need to be changed or added in order to best support kids. Assessments provide great data but they need to be meaningful. The STAR assessments will be given to students and take about 25-30 minutes per test (grades K-1 and grades 1-12 for reading, math, early literacy, etc.). They will be given three times per year as they provide valid and reliable assessment information that teachers can use as instructional guides to accelerate learning for all students. All juniors (11th graders) will take the ACT in the spring. Next month they will start practice tests on math, science, reading, and English. If students can write about their learning experience, this will show that they comprehend what is being taught. The major testing/assessments will be the ACT in April 2015 for 11th grade students; MAP for 3-8 grades in English, language arts, and math; and EOC (End of Course) for 9th graders in algebra, 1st through 10th graders in English, and biology and American government for 12th graders. An Assessment Calendar has been provided to all staff. Through this assessment process, the District is focusing on fewer dropouts, more college/career ready graduates, improved self-esteem for every child, effective teachers differentiating and supporting each child's learning goals, and creating a tradition of achievement for generations to come. One of the powerful tools now is that students can chart their own learning path. Assessments are given to gauge learning, not just for the sake of a grade – this is a way to improve instruction for each student. (Page 10854)

Matt Mallinson made the motion that the Board of Education approves the 2014-2015 Assessment Plan, as required by the Missouri School Improvement Plan (MSIP) guidelines, for the Independence School District. The motion was seconded by Jill Esry and unanimously approved by the Board of Education.

Dr. Herl stated the District bids out the banking process every four years. This year, two full bank bids (Commerce Bank and Metcalf Bank) were received. The banking industry has changed their fee structure with interest rates being lower, so they no longer are responding with discounts or waiving of fees to get clients to put more money in the bank so they can loan it out at a higher interest rate. The banking industry is not making as many loans nor is their interest rate spread as great between deposit interest and loan interest. The District has a number of accounts that require a lot of services, no loans, and the account balance has to be collateralized as well as available capital maintained for it. The Administration is recommending continuing the District's banking services with Commerce Bank.

Denise Fears made the motion, second by Ken Johnston, that the Board of Education approves Commerce Bank for basic banking services, petty cash funds, and Phil Roberts Scholarship investment funds. The Board of Education further approves retention of PFM as investment manager of District surplus fund investments. All services are to be renewable annually for the next four years. The motion was approved as follows:

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

INDEPENDENCE PUBLIC SCHOOLS 2014-15 ASSESSMENT CALENDAR

| JULY 2014 | | | | | AUGUST 2014 | | | | | SEPTEMBER 2014 | | | | | OCTOBER 2014 | | | | |
|--|----|----|----|----|--|----|----|----|----|--|----|----|----|----|--|----|----|----|----|
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | 1 | 2 | 3 | 4 | | | | | 1 | 1 | 2 | 3 | 4 | 5 | | | 1 | 2 | 3 |
| 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 | 6 | 7 | 8 | 9 | |
| 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 | 13 | 14 | 15 | 16 | 17 |
| 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | | | | | |
| 28 | 29 | 30 | 31 | | 25 | 26 | 27 | 28 | 29 | 29 | 30 | | | | | | | | |
| | | | | | Student Attendance - 14 Teacher Contract - 18 | | | | | Student Attendance - 21 Teacher Contract - 21 | | | | | Student Attendance - 21 Teacher Contract - 23 | | | | |
| NOVEMBER 2014 | | | | | DECEMBER 2014 | | | | | JANUARY 2015 | | | | | FEBRUARY 2015 | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| | | | | | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 6 | 7 | 8 | 9 | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 12 | 13 | 14 | 15 | 16 | 9 | 10 | 11 | 12 | 13 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 19 | 20 | 21 | 22 | 23 | 16 | 17 | 18 | 19 | 20 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | 26 | 27 | 28 | 29 | 30 | 23 | 24 | 25 | 26 | 27 |
| Student Attendance - 16 Teacher Contract - 17 | | | | | Student Attendance - 15 Teacher Contract - 15 End of First Semester, Dec. 19 | | | | | Student Attendance - 17 Teacher Contract - 19 | | | | | Student Attendance - 17 Teacher Contract - 19 | | | | |
| MARCH 2015 | | | | | APRIL 2015 | | | | | MAY 2015 | | | | | JUNE 2015 | | | | |
| M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 | | | 1 | 2 | 3 | | | | | 4 | 1 | 2 | 3 | 4 | 5 |
| 9 | 10 | 11 | 12 | 13 | 6 | 7 | 8 | 9 | 10 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 |
| 16 | 17 | 18 | 19 | 20 | 13 | 14 | 15 | 16 | 17 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 |
| 23 | 24 | 25 | 26 | 27 | 20 | 21 | 22 | 23 | 24 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 |
| 30 | 31 | | | | 27 | 28 | 29 | 30 | | 25 | 26 | 27 | 28 | 29 | 29 | 30 | | | |
| | | | | | | | | | | | | | | | | | | | |

Leadership Retreat

Teacher Data Day

Tentative writing assessment

Tentative writing assessment scoring

Tentative EOC & State Testing Window for ISD

District Assessment window

Dates reserved for make-up testing

District data to Kent for Admin retreat

Assessment data due for report cards

End of Nine Weeks

Dr. Herl reported that the School District developed 262 transportation routes for the 2014-2015 school year based on student information provided by each school. He said this is up 6 routes from last year but the District is using fewer buses due to the new bus transportation tier system which makes it more efficient. The Administration is recommending approval of the 262 Transportation Routes for the 2014-2015 school year.

Jill Esry made the motion, second by Blake Roberson, that the Board of Education approves the 262 Transportation Routes for the Independence School District for the 2014-2015 school year as presented. The motion was unanimously approved by the Board of Education.

Dr. Herl said that he had saved the best for last as he commended the teachers and students on their outstanding MSIP performance this past year. Dr. MacLaughlin explained that 140 points are possible on the MSIP 5 evaluation as follows: academic achievement - 56 points; subgroup achievement - 14 points; college/career readiness - 30 points; attendance rate - 10 points; and graduation rate - 30 pts. The District improved from 102.5 points in 2012-2013 to 112 points in 2013-2014. Congratulations to the whole District for this outstanding improvement. The Administration and Board of Education are very proud of the students' achievement and the staff for providing excellent instructional support.

There being no further information to come before the Board, Blake Roberson made the motion, second by Greg Finke, to adjourn the meeting and go into executive session for legal, personnel, and real estate issues at 7:20 p.m. The motion was approved as follows:

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


Secretary


President