

The Board of Education met in regular session Tuesday, July 10, 2018, at 6:00 p.m. in the Board Room at the Board of Education Office, 201 North Forest Avenue, Independence, Missouri.

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

Also Present: Dr. Dale Herl, Superintendent
Dr. Dred Scott, Dr. Lance Stout, Dr. Cindy Grant, Mr. Dean Katt, Dr. Janet Richards, Dr. Pam Boatright, Mr. Randy Maglinger, Ms. Prissy LeMay, Mrs. Sherry Potter, Mr. Todd Theen, Mr. Salum Stutzer, Mrs. Jana Corrie, PTA, interested patrons, staff, and Ms. Annette Miller.

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

Dr. Herl shared a video on the Academies and talked about the Partnership with the Englewood Art Gallery. Mr. Scott Cauger, the owner, said that it is exciting working with the students as they further their knowledge and skills in the field of art. Dr. Herl said that next year students will have their own art gallery as part of the Arts and Technology building.

Blake Roberson made the motion to approve the July 10, 2018 Agenda as presented. The motion was seconded by Denise Fears and unanimously approved by the Board of Education.

Mr. Finke read a statement regarding employees or District patrons addressing the Board of Education. He then asked if anyone would like to speak. No one replied.

Dr. Herl said the List of Bills totaled \$18,572,742.67 for the month of July which includes ordering of supplies for the next school year plus Bond Issue items. The Administration is recommending letting bids for roof replacement for the gym at Mill Creek Elementary School and for contracted services for speech language pathologists and hearing interpreters for the District's IEP students and parents

Eric Knipp made the motion that the Board of Education approves the July 10, 2018 Consent Agenda as printed.

1. Minutes – June 12 and 29, 2018
2. Approval of July 10, 2018 List of Bills totaling \$18,572,742.67
3. Approval of Personnel Recommendation #1 as follows:
 - A. Employment of Certificated Staff for the 2018-2019 School Year.
 1. Lynnae Andersen, English Teacher
 2. Alexandra Arrelano, At-Risk Teacher
 3. Diane Frisbie, Math Teacher
 4. Jacqueline Herman, ELA Teacher
 5. Twanna Jones, At-Risk Coordinator
 6. Jessica Lorenz, ELA Teacher
 7. Carly McBride, ELA Teacher
 8. Mattie Shepherd, ELA Teacher
4. Approval to Let Bids for Existing Roof Replacement for the Gym at Mill Creek Elementary School.
5. Approval to Let Bids for Contracted Services for Speech Language Pathologists and Hearing Interpreters for District IEP Students and Parents.

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

Dr. Herl reported that the Learning League session has started and is held at Glendale Elementary School. Students are invited to attend based on teachers' recommendations. A June Jump Start in-service was held for new teachers which went exceptionally well. This allows them to get in their buildings, operate copiers, learn the logistics of the building, etc. Dr. Herl reported that the District's Assessed Valuation this year is \$1,000,610,832.00 compared to last years of \$994,000,000 last year. The increase was in the Personal Property amount.

Mr. Stutzer provided an update on the Bond Issue Projects including getting close to wrapping up at several sites. William Chrisman High School - finished Phase 1 with doing the Science classrooms remodeling, casework left to do, painting is done, all utilities are in place, and the flooring is completed. Truman High School – projects are moving rapidly, front canopy is complete except for flashing, front doors are in place, security vestibule is in place, ceiling and soffits are almost done, the front lobby work is well underway, epoxy flooring will start next Monday, small amount of casework to be done, and this area should be wrapped up by July 27th; Cafeteria - epoxy was applied to the glazed block flooring, walls are painted, hanging light fixtures, prepping the floor, and July 23rd the new cafeteria tables and chairs will be installed. Van Horn School – looking at mid-September for substantial completion, working on the ramp by the stairs at the front entrance, sidewalk work and fence structure poles are in place, final layer of asphalt on the east side parking area will be done in the next two weeks, finishing up on installing lights, wood flooring has been delivered, lights in the locker rooms are in place, prepping the floors for installation of epoxy, and Control Services have secured the building. Cassell Park Elementary – in about four weeks windows will arrive and be installed, will set the air handler units on Friday, brick work on the north side is almost done, first floor interior framing is complete, and will start on the kitchen area painting next. Mr. Stutzer again said that overall he is very pleased with the progress that is being made.

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

Dr. Herl explained that this is the first reading for three new Board of Education Policies. Policy 1320 deals with web site accessibility; Policy 2812 concerns identification of at-risk students; and Policy 6445 relates to screening for Dyslexia.

Denise Fears made the motion that the Board of Education approves this as the first reading of new additions to the Board of Education Policies as presented: 1320, 2812, and 6445. The motion was seconded by Matt Mallinson and unanimously approved by the Board of Education. (Pages 11569-11575)

Dr. Herl reported the Christian Ott PTA had approached the Administration regarding funds that they had raised for a playground fence. They raised over \$10,000 for this project. Dr. Herl expressed appreciation to them for raising these funds and is recommending approval of the bid for this project.

Carrie Dixon made the motion that the Board of Education approves the bid of \$19,202 from Van's Fence, LLC for a fence around the playground at Christian Ott Elementary School. The motion was seconded by Jill Esry and was unanimously approved by the Board of Education.

Dr. Herl said that as part of the Bond Issue projects, a welding area was scheduled for Van Horn High School. Only one bid was received due to the time frame involved even though five companies had been contacted. This is partially funded through the Vocational Enhancement grant so the School District pays 25% and the Vocational Enhancement grant pays 75%.

The motion was made by Matt Mallinson, second by Eric Knipp, that the Board of Education approves the bid of \$549,974.90 from Eichman Sales Associates, LLC for the metal shop equipment to be purchased through the approved Enhancement Grant for Van Horn High School. The motion was unanimously approved by the Board of Education.

Dr. Herl said that five commercial kitchens are scheduled to be installed at Van Horn High School. This is another project funded through their Vocational Enhancement grant. Only one company could meet the time line for installation of the culinary arts equipment, therefore the Administration is recommending approval of the bid from Douglas Equipment Company.

The motion was made by Matt Mallinson, second by Blake Roberson, that the Board of Education approves the bid of \$101,835.69 from Douglas Equipment for the Culinary Arts equipment to be purchased through the approved Enhancement Grant for Van Horn High School. The motion was unanimously approved by the Board of Education.

Dr. Herl said that the District is required to hold a public Tax Rate Levy hearing prior to September 1st. The recommendation is to schedule the hearing on August 14 at 5:45 p.m. prior to the regular Board of Education meeting.

The motion was made by Denise Fears that the Board of Education approves scheduling a Tax Rate levy Hearing on Tuesday, August 14, at 5:45 p.m. The motion was seconded by Eric Knipp and unanimously approved by the Board of Education.

General Administration

Policy 1320

Equal Opportunity

Website Accessibility

The District is committed to providing accessibility of its website for students, parents, and members of the community with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency.

Information on the District's website will provide access either through modification of its website in conformance of the W3C WAI's Web Content Accessibility Guidelines (WCAG) or by providing the same information in a modality addressing an individual's disability. Students, parents and members of the community who have questions about the accessibility of content used, and/or would like to report barriers to accessing the District's website, please contact the District's Compliance Officer or call (816) 521-5300 with detailed information on the location of the page or document you are attempting to access so we can make it accessible. Please include your name, email address and phone number so that we may contact you to provide the information in another format.

Website Accessibility

With regard to the District website and any official District web presence which is developed by, maintained by, or offered through third party vendors and open sources, the District is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online.

The District shall appoint an administrator(s) who will be responsible for reviewing and evaluating new material that is published by school staff and uploaded to the website for accessibility on a periodic basis. The designated responsible personnel or 3rd party, will be responsible for reviewing all areas of the District's website and evaluating its accessibility on a periodic basis, and at least once per quarter. Any non-conforming webpages will be corrected in a timely manner.

Website Accessibility Concerns, Complaints and Grievances

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA), Section 504 or Title II related to the accessibility of any official District web presence that is developed by, maintained by, or offered through the District, third party vendors and/or open sources may make complaints directly to the Compliance Officer or call (816) 521-5300. The initial complaint or grievance should be made utilizing the procedures set forth in Policy/Regulation 1300 - Prohibition Against Harassment, Discrimination and Retaliation. When the Compliance Officer receives the information, they shall immediately inform the designated District official.

Whether or not a formal complaint or grievance is made, once the District has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information in a modality specific to the individual's disability condition.

A record of each complaint and grievance made pursuant to this Policy shall be maintained at the District office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.

New 7/2018

STUDENTS

Policy 2812

Student Services

Identification of At-Risk Students

The District is committed to identifying students who are at-risk of not being ready for college-level work or not being ready for employment in entry-level career positions. It is essential that such identification occur early enough that our schools can intervene with academic counseling, career counseling, and other intervention services to enhance a student's readiness for post high school academic or employment opportunities.

Identification

Consistent with this District's commitment, at-risk students will be identified by at least their ninth grade year, including students who transfer into the District during ninth grade. In order to identify such at-risk students, District staff will utilize the following criteria:

1. Student performance in Mathematics and English on the eighth grade Missouri Assessment Program (MAP) tests.
2. The District will consider comparable statewide assessment performance for students transferring into ninth grade from outside of Missouri.
3. The District's reported rate of students taking remedial courses in basic academic subjects of English, Mathematics, and Reading during their initial year of college. In assessing this data, the District will rely on data submitted by the Department of Higher Education pursuant to § 173.750 RSMo.
4. The student's attendance rates.

While the above at-risk identifiers are mandatory, the District may consider additional criteria including, but not limited to, review of discipline record; performance more than one grade level below in Reading and/or Math; core subject middle school grades; academic assessment results; contents of Section 504 Plan; ACE score (Adverse Childhood Experience) of 5 or more or other relevant identifiers.

Academic and Career Counseling

When at-risk students are identified, the District will initiate academic and/or career counseling as soon as is practicable to enhance at-risk students' opportunity to graduate on-time, and to enhance their college and/or career readiness.

Policy 2812

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This policy may be appropriately waived for any student with a disability upon the recommendation of the student's Individualized Education Program (IEP) team.

New 7/2018

INSTRUCTIONAL SERVICES

Policy 6445

Evaluation Services

Screening for Dyslexia

Dyslexia is a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit on the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading, comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

In order to close the gap between struggling readers and their “normally” developing peers, the District will:

1. Identify students at risk for dyslexia or reading failure.
2. Form small groups for instruction and intervention.
3. Plan instruction and intervention.
4. Goal setting for individual student achievement.
5. Set criteria for intervention exit.

Screening

Each student, kindergarten through third grade, will annually be screened for dyslexia within the first thirty (30) days of the school year. In order to monitor progress or lack of progress, benchmark assessments will also be completed for K-3 students in the middle and at the end of each school year.

The dyslexia screening protocol set forth in this policy will also be administered to the following students:

1. K-3 Missouri transfer students who have not been previously screened.
2. K-3 out-of-state transfer students who do not have documentation of previous screening.
3. Students in grades 4 and above with a record of potential dyslexia related issues as determined by the classroom teacher or as requested by the student’s parent/guardian.

The following groups are exempt from dyslexia screening:

1. Students with an existing diagnosis of dyslexia.
2. Students with a sensory impairment (visual/auditory).
3. Students with severe intellectual disabilities.
4. Students who are English Learners where screening administration and/or interpretation are not available. However, English Learners may be screened for dyslexia-related risk factors through screening in the student's native language, where feasible.

Screening Components

There is no one test that encompasses all recommended skills. The District will utilize screening tools that are both reliable and valid. However, universal screening is not sufficient to identify students with dyslexia. Universal screening can reveal specific weaknesses that are consistent with dyslexia. Monitoring a student's response to high quality reading instruction may be the best way to identify students with severe dyslexia.

The District will identify the appropriate staff to complete student screenings. These staff members may include: classroom teachers, reading interventionists, Title I teachers, reading specialists, or coaches or any combination of these individuals.

Supports and Accommodations

Once identified, students with dyslexia will be provided with the supports and accommodations tailored to meet the individual student's needs. These accommodations will derive from the following supports and accommodations.

1. General classroom instruction modifications.
2. Instructional environment.
3. Technology
4. Social/Emotional
5. Design of Classroom Assignments

6. Test and Exams.

The District will consider the specific supports and accommodations set forth in DESE's "Serving Students at Risk for Dyslexia: Guidance to LEAs."

Practicing Teacher Assistance Problems

Practicing teachers will receive two hours of in-service training during the 2018-19 school year regarding dyslexia and related disorders. Teachers employed by the District in subsequent years, who have not received this training in another district will be provided the same training by video or by in-person training.

Such in-service training should include:

1. Introduction to dyslexia and dyslexia simulation;
2. Key areas of literacy and reading intervention;
3. Screening/progress monitoring, data-based decision-making, fidelity and classroom supports.
4. Training for secondary-level staff will be tailored to the unique needs of secondary students.

New 7/2018

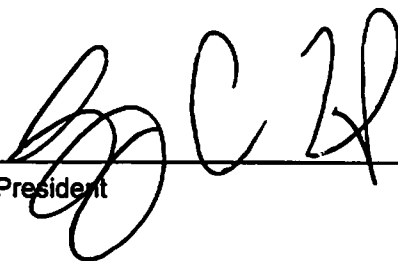
There being no further information to come before the Board of Education, Eric Knipp made the motion, second by Jill Esry, to adjourn the meeting and go into executive session for legal, personnel, and real estate issues at 6:35 p.m. The motion was approved as follows:

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

Nays:



Secretary



President