

Religion

The following guidelines are present for use when considering seasonal activities.

1. Seasonal themes may be emphasized such as winter festivals and celebrations, with examples from Western and non-Western cultures. Comparisons may be made with festivals at other times of the year: sun festivals, harvest festivals, Strassenfest, etc. Winter, sports, plants, music, art, weather, New Year celebrations around the world, etc., may be appropriate. Imagination and creativity should be used in designing bulletin boards and room decorations in all buildings and offices.
2. Musical performances and music selected for classes which express the masterpieces in history and may have originated from religious thought should emphasize historical and aesthetic significance, and not provide a source for religious indoctrination.
3. Museum exhibits may be presented in a historical context even though they stem from a religious origin. The emphasis might be on local history or a comparative study of types of art production reflective of master artists or periods in the development of civilization.
4. Dances and creative drama productions that express the spirit of winter celebrations or that represent various peoples around the world who celebrate a mid-winter season may be appropriately done.

Calendar Requirements

School Year and School Day

Alternative Methods of Instruction

Beginning in school year 2020-21, the District may use a DESE approved alternative method of instruction to compensate for certain hours lost due to exceptional and/or emergency circumstances. “Exceptional or emergency circumstances” include, inclement weather, a utility outage or an outbreak of a contagious disease.

Notification of Parents and Students

If the District utilizes such DESE approved alternative method of instruction plan, the District will notify students and parents on each day of the closure. In these circumstances, the District will ensure that each student receives assignments for that day in hard copy or receives instruction through virtual learning or another form of instruction.

Limitation on Utilization of Instruction Method

Alternative methods of instruction can be utilized for a maximum of thirty-six (36) hours during a school year. Days lost or cancelled beyond thirty-six (36) hours, will be made up in the scheduling of replacement days.

Application for Use of Alternative Methods of Instruction

The District’s application to DESE will describe:

1. Manner in which the District intends to strengthen and reinforce instructional content.
2. Means of communicating to students and parents the decision to implement alternative methods.
3. Process for communicating the purpose and expectation of alternative changes.
4. Communication of proposed expectations.
5. Assignments and materials to be used.
6. Manner in which attendance will be determined.
7. Instruction methods to reach students electronically and to reach students without internet access.
8. Instructional methods for IEP students.
9. Role and responsibility of certified personnel to be available to communicate with students.

Equal Opportunity

Prohibition Against Sexual Harassment and Retaliation under Title IX

This Regulation governs a complaint of sexual harassment or retaliation of a student or employee, as such conduct is defined and regulated under Title IX of the Education Amendments of 1972, and that is alleged to have occurred on or after August 14, 2020. If any provision of Title IX or its regulations is held invalid or unenforceable by a court, agency, or department with legal jurisdiction over the District, the corresponding provisions in this Policy shall likewise be rendered invalid and will not be enforced.

A complaint by students, employees, parents, and patrons of the District alleging harassment, discrimination, or related retaliation based on a protected classification under the laws identified in Policy 1310 (outside of Title IX) should be filed in accordance with the procedures outlined in Regulation 1310. A complaint regarding the identification, evaluation, educational program, or placement of a child with a disability under Section 504 of the Rehabilitation Act of 1973 should be filed in accordance with the procedures outlined in Regulation 2110.

DISTRICT'S TITLE IX COORDINATOR

The following person(s) has been designated as the District's Title IX Coordinator(s):

District Compliance Officer
201 North Forest Avenue, Independence, Missouri 64050
816-521-5300

The District has designated the Title IX Coordinator(s) with the responsibility to identify, prevent, and remedy unlawful harassment and retaliation under Title IX in the District. The Title IX Coordinator is in charge of assuring District compliance with Regulation 1301 and Title IX of the Education Amendments of 1972. See Policy and Regulation 1310 for the individual(s) designated by the District to be the Compliance Officer with the responsibility to identify, prevent, and remedy unlawful discrimination and harassment in accordance with Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; as well as other state and federal nondiscrimination laws.

DEFINITIONS

For the purpose of this Regulation, the following terms are defined:

Actual Knowledge: Notice of sexual harassment or allegations of sexual harassment to any employee (other than the respondent) of the District against a person in the United States, alleged to have occurred in an education program or activity of the District. Actual knowledge does not

include imputation of knowledge based solely on vicarious liability or constructive notice.

Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Day: A calendar day. All timeframes and deadlines may be extended by the District for good cause, including but not limited to Board-approved holiday breaks and building closures.

Education program or activity: Locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

Formal complaint: A document filed by a complainant, or a parent or legal guardian of a student complainant, alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. Additionally, a formal complaint can be completed and signed by the Title IX Coordinator, if, in their sole discretion, they conclude that the District needs to conduct an investigation based on information in their possession, regardless of the complainant's interest in filing a formal complaint. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District. The complainant must physically or digitally sign the formal complaint, or otherwise indicate that the complainant is the person filing the formal complaint. If the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant.

Respondent: An individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation: Intimidation, threats, coercion, or discrimination of an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report of complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this Regulation.

Sexual harassment: Conduct on the basis of sex that constitutes one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or

“stalking” as defined in 34 U.S.C. 12291(a)(30).

Supportive measures: Non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include, but are not limited to, physical separation, contact limitations, reassignment, alternative work or assignments, altering class or bus seating assignments, additional supervision, counseling, training, and conferences. Supportive measures will be kept confidential to the extent possible, as long as confidentiality would not impair the District’s ability to provide the supportive measures.

Illustrations and Examples of Prohibited Sexual Harassment

For the purpose of this Regulation, the determination if conduct is prohibited under Title IX is a fact-intensive question that shall be considered on a case-by-case basis. Legitimate, non-sexual physical conduct necessary to avoid physical harm to persons or property, to console an individual, or spontaneous movement during a sporting activity is not sexual harassment.

Depending on the circumstances and application of the definitions immediately above in this Regulation, examples of conduct which may or may not constitute sexual harassment, include, but are not limited to:

- sexual advances;
- request for sexual favors;
- threatening an individual for not agreeing to submit to sexual advancement;
- sexually motivated touching of an individual’s intimate parts;
- coercing, forcing, or attempting to coerce or force the touching of an individual’s intimate parts;
- display of drawings, graffiti, cartoons, pictures, symbols or other written material of a sexual nature;
- sexual gestures;
- sexual or dirty jokes;

- sexually provocative or explicit speech;
- communications about or rating an individual as to their body, sexual activity, or performance; and
- verbal abuse of a sexual nature.

OBLIGATION TO REPORT

The District is steadfastly committed to providing an inclusive environment that is free from sexual discrimination and harassment for all of its students, staff, and patrons. Staff with actual knowledge of behaviors that may constitute sexual harassment and related retaliation as defined in this Regulation shall immediately report it to the Title IX Coordinator. When a formal complaint is filed with the Title IX Coordinator, the grievance process detailed below will be used. Reports of sexual harassment and/or related retaliation must contain as much specific information as possible to allow for proper assessment of the nature and extent of the investigative procedures.

RESPONSE TO ACTUAL KNOWLEDGE OF SEXUAL HARASSMENT OR RELATED RETALIATION

When the District has actual knowledge of sexual harassment or related retaliation under Title IX, the Title IX Coordinator shall:

1. Promptly contact the complainant to discuss the availability of supportive measures;
2. Consider the complainant's wishes with respect to supportive measures;
3. Explain the process for filing a formal complaint under this Regulation; and
4. Inform the complainant of the availability of supportive measures regardless of whether a formal complaint is filed under this Regulation.

The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process outlined in this Regulation. The District will only impose disciplinary consequences against a respondent for violations of this Regulation after the grievance process has been completed; however, the District may impose disciplinary consequences against a respondent for violations of the District's Board of Education Policies that do not constitute sex discrimination or sexual harassment prior to the conclusion of the grievance process outlined in this Regulation. If there is an immediate threat to the physical health or safety of any student arising from the allegation of sexual harassment that justifies removal, the respondent's placement shall be changed, including removal from the District. Immediately following the removal, the respondent shall be given

notice and an opportunity to challenge the decision to the Superintendent in writing. The Superintendent shall issue a written decision on the respondent's challenge and such decision shall be final. If the respondent is an employee, the employee may be placed on administrative leave during the pendency of the grievance process.

GRIEVANCE PROCESS FOR FORMAL COMPLAINT

During the grievance process for a formal complaint, the District shall treat the complainant and the respondent equitably. The District will ensure that relevant evidence is objectively evaluated, including both inculpatory and exculpatory evidence, and that credibility determinations are not based on a person's status as a complainant, respondent, or witness. Additionally, the Title IX Coordinator, the investigator, all decision-makers, and any facilitator of the informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or individually. Furthermore, the District shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Formal Complaint

Formal complaints of sexual harassment under this Regulation must be submitted to the Title IX Coordinator.

A charge or complaint of sexual harassment or retaliation filed with an outside agency does not constitute a formal complaint with the District or trigger the District's obligation to follow the formal complaint grievance process as contemplated under this Regulation.

If a formal complaint involves allegations against the Title IX Coordinator, the formal complaint shall be filed directly with the Superintendent, unless the Superintendent is the Title IX Coordinator, or President of the Board of Education.

Upon receipt of a formal complaint, the Title IX Coordinator shall promptly:

1. Provide written notice of the allegations, the grievance process, and any informal resolution process to the complainant and the respondent to give both parties the proper time to prepare a response before an interview;
 - a. The written notice shall include:
 - i. The identities of the parties involved in the incident, if known;
 - ii. The conduct allegedly constituting sexual harassment;

- iii. The date and location of the alleged incident, if known;
 - iv. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - v. A statement that the parties may have an advisor (who may be, but who is not required to be, an attorney) present during any of their own subsequent meetings; and
 - vi. The prohibition against making false statement or knowingly submitting false information.
2. Offer supportive measures in an equitable manner to the complainant and the respondent, when appropriate.

The Title IX Coordinator, at their discretion, may consolidate formal complaints if they arise out of the same facts or circumstances. If, in the course of the investigation process as outlined below in this Regulation, the investigator decides to investigate new allegations about the complainant or the respondent that are not included in a written notice previously provided to the complainant and respondent, the Title IX Coordinator will provide another written notice of the additional allegations to the complainant and the respondent.

The Title IX Coordinator must dismiss a formal complaint for any of the following reasons:

1. The conduct alleged in the formal complaint would not constitute sexual harassment even if proved.
2. The conduct alleged in the formal complaint did not occur in the District's education program or activity.
3. The conduct alleged in the formal complaint did not occur against a person within the United States.

The Title IX Coordinator may dismiss a formal complaint for any of the following reasons:

1. The complainant has notified the District in writing that the complainant would like to withdraw the formal complaint or any allegations therein.
2. The respondent is no longer enrolled in or employed by the District.
3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the Title IX Coordinator dismisses a formal complaint, written notice of the dismissal, including the reasons for dismissal, shall be provided to the complainant and the respondent. If a complainant or respondent wishes to appeal a dismissal of a formal complaint, they should follow the appeal process outlined in this Regulation. Dismissal of a formal complaint does not preclude the District from investigating, taking action, or imposing discipline outside of this Regulation related to the alleged conduct and in accordance with any other Board policy or regulation.

Investigation

The Title IX Coordinator, or a designee, shall serve as the investigator and be responsible for investigating formal complaints in an equitable manner that involves an objective evaluation of all relevant evidence. The District may appoint an outside investigator when appropriate. A subordinate shall not investigate a complaint of violations of this Regulation in which his or her supervisor is the alleged perpetrator or alleged victim.

The burden for obtaining evidence sufficient to reach a determination regarding responsibility rests on the District and not the complainant or respondent.

The investigator shall initiate an investigation within five (5) days of the receipt of the formal complaint by the Title IX Coordinator, unless good cause exists to extend this timeframe. All investigations shall:

1. Provide an equal opportunity for the complainant and the respondent to present witnesses and evidence;
2. Not restrict the ability of either the complainant or the respondent to discuss the allegations under investigation or to gather and present relevant evidence;
3. Refrain from requiring, allowing, relying upon, disclosing, or otherwise using questions or evidence that seek disclosure of a party's records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in, or assisting in, their professional capacity, which are made or maintained in connection with treatment to the party, unless the District receives that party's, or party's parent's, voluntary, written consent;
4. Provide the complainant and the respondent with the same opportunities to have an advisor present during any grievance proceeding;
5. Provide to the complainant and the respondent whose participation is requested written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the individual to prepare to

- participate;
6. Provide the complainant and the respondent an equal opportunity to inspect and review any evidence directly related to the allegations in the formal complaint; and
 7. Result in the creation of an investigative report that fairly summarizes relevant evidence.

Employees and students should fully cooperate with the investigation process under this Regulation.

Prior to the completion of the investigative report, the investigator shall send to the complainant and the respondent the evidence related to the investigation to inspect and review. The complainant and the respondent shall have ten (10) days to submit a written response which the investigator shall take into consideration in creating the final investigative report.

At the close of the investigation, a written final investigative report will be delivered to the complainant and the respondent. The final investigative report should be completed within forty-five (45) days of the initiation of the investigation, unless good cause exists to extend this timeframe.

Upon receipt of the final investigative report, the complainant and the respondent shall have ten (10) days to submit a written response to the report to the investigator and to submit written, relevant questions to be asked of any party or witness prior to the determination of responsibility.

Determination of Responsibility

For the purposes of a determination of responsibility, the decision-maker shall be the Superintendent or their designee; however, the decision-maker shall not be the Title IX Coordinator or the investigator. The decision-maker shall receive the final investigative report as well as any written responses and additional questions to be asked that were timely submitted by the complainant and the respondent. The decision-maker will review the questions and determine their relevance. Questions are not relevant unless the questions are offered to prove that someone other than respondent committed the conduct alleged by the complainant, or if the questions concern specific incidents of the complainant's prior sexual behavior, they are only relevant if they are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Upon a determination of relevance, the decision-maker will facilitate the exchange of written questions as submitted by the complainant and the respondent by providing them to the other party or witness within five (5) days of receipt of the questions. The parties and/or witnesses must provide answers to the decision-maker within five (5) days of the date the decision-maker provides the questions to them. Each party will be given three (3) days from the date they provide responses to the decision-maker in order to submit no more than five (5) follow-up questions.

The decision-maker will promptly provide the follow-up questions to the appropriate party or witness within three (3) days of receipt. Answers must be provided to the decision-maker within three (3) days from the date the decision-maker provides the questions to the party or witness.

Within ten (10) days of the deadline date the parties or witnesses must provide answers to the limited follow-up questions, the decision-maker shall make a determination of responsibility based on the final investigative report, the evidence, and all written responses timely submitted by the complainant and the respondent, and without any live testimony or hearing.

The decision-maker shall provide the written determination to the complainant and the respondent, along with information regarding the procedures and allowable bases to appeal the decision. The written determination shall include:

1. The allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the recipient to the complainant; and
6. The District's procedures and permissible bases for the parties to appeal.

The preponderance of the evidence standard shall be used in making a determination of responsibility.

If a determination of responsibility against a respondent is made, the District shall impose consequences as described below in this Regulation. After a determination of responsibility is made, the Title IX Coordinator shall work with the complainant to determine if further supportive measures are necessary. The Title IX Coordinator shall also determine whether any other actions are necessary to prevent reoccurrence of the harassment and to restore equal access to the education program or activity

Appeal

Either the complainant or the respondent may appeal from a determination of responsibility or a dismissal of a formal complaint (or any allegations therein) for any of the following reasons:

1. A procedural irregularity that affected the outcome of the investigation;
2. New evidence that was not reasonably available at the time of the determination and that could affect the outcome of the investigation; or
3. A conflict of interest or bias on the part of the Title IX Coordinator, investigator, or decision-maker against either party, either generally or specifically.

Appeals shall be submitted to the Title IX Coordinator within five (5) days of a determination of responsibility or dismissal of a formal complaint (or any allegation therein). If an appeal is not timely submitted, the determination of responsibility or the dismissal of a formal complaint (or any allegation therein) becomes final.

Upon receipt of an appeal, the Title IX Coordinator shall provide written notice of the appeal to the complainant and the respondent. During the appeal process, the complainant and the respondent shall have ten (10) days to submit written statements in support of or in challenge of the appeal to the designated decision-maker on appeal; however, both the complainant and the respondent are limited on appeal to submission of only written statements. There will be no live or oral testimony.

After review of the appeal, investigative report, and any written statement submitted by the complainant and the respondent, the designated decision-maker on appeal, who shall not be the Title IX Coordinator, investigator, or the decision-maker of a dismissal or determination of responsibility, shall issue a written decision describing the result of the appeal and the rationale for the result. The written decision shall be provided to the complainant and the respondent simultaneously. This decision shall be final.

Informal Resolution

At any time after a formal complaint is filed and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process to address the allegations made in the formal complaint. Informal resolution is only available, and may only be offered, after a formal complaint has been filed. The informal resolution process is voluntary and does not involve a full investigation and adjudication under the grievance process in this Regulation. If the complainant and respondent both elect to engage in the informal resolution process, their voluntary consent shall be made in writing and all timeframes and deadlines in this Regulation shall be suspended.

Upon initiation of the informal resolution process, the District shall provide a written notice to the parties, which includes the following:

- The allegations;
- A statement explaining that a resolution of the complaint precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that either party may withdraw from the informal process at any time prior to agreeing to a resolution; and
- A statement explaining that the District will maintain, and may disclose, in accordance with Board Policy and the law, all investigative records gathered as a result of the complaint.

An informal resolution may include, but is not limited to the following:

- If the complainant so desires, an opportunity for the complainant to explain to the respondent that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the respondent that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training.

The informal resolution process shall not be made available to formal complaints alleging sexual harassment under this Regulation of a student by an employee.

RETALIATION

The District prohibits retaliation against a person who files a formal complaint of sexual harassment under this Regulation, and further prohibits retaliation against a person who participates in related investigations. Complaints of retaliation related to allegations made as outlined in this Regulation shall be investigated through the grievance process outlined above.

Notwithstanding this provision, employees or students found to have intentionally made knowingly false or materially misleading allegations of suspected harassment and/or related retaliation under this Regulation may be disciplined, up to and including dismissal or expulsion.

CONFIDENTIALITY

The District will respect the privacy of the complainant, the respondent, and the witnesses to the extent possible, consistent with applicable law as well as the District's legal obligations to investigate, to take appropriate action, and to conform with disclosure obligations as identified in this Regulation.

The complainant and the respondent shall not disclose any information obtained during the grievance process for any purpose outside of participation in the grievance process.

CONSEQUENCES

Where a determination of responsibility for sexual harassment or related retaliation as defined in this Regulation has been made, the District will provide remedies to the complainant designed to restore or preserve equal access to the District's education program or activity.

Consequences for violations of this Regulation may have educational, restorative, rehabilitative and/or punitive components.

Conduct constituting sexual harassment or related retaliation as defined in this Regulation will be subject to discipline including, but not limited to, written warning or reprimand, conference, required training, "no contact" order, reassignment, probation, suspension or termination for employees, suspension or expulsion for students, or exclusion from District property.

In the event that the evidence suggests that the conduct at issue is also a crime in violation of a Missouri criminal statute, the Title IX Coordinator shall report the conduct to the appropriate law enforcement agency charged with responsibility for handling such crimes.

As required by and in compliance with law and District policy, a report will be made to the Missouri Children's Division if there is reasonable cause to suspect abuse or neglect of a child.

RECORD KEEPING

The District shall maintain for a period of at least seven (7) years records of the following:

1. Each investigation and determination of responsibility made under this Regulation, including disciplinary sanctions imposed on the respondent and remedies provided to the complainant;
2. Any appeal and the result therefrom;
3. Any informal resolution reached under this Regulation;

4. Materials used for training the Title IX Coordinator, investigator, decision-makers, and facilitators of the informal resolution process under this Regulation; and
5. Actions taken in response to actual knowledge of sexual harassment or related retaliation under this Regulation, including supportive measures designed to restore or preserve equal access to the District's education program or activity.

TRAINING & PUBLICATION OF POLICY

The District will train its employees as required by Title IX and its implementing regulations, including but not limited to, the definition of sexual harassment and retaliation under this Regulation and the duty to report when they have actual knowledge of sexual harassment. This training will be provided to employees on an annual basis, and at such other times as the Superintendent, in consultation with the District's Title IX Coordinator, determines is necessary or appropriate. Additionally, the District will provide training, as required by Title IX and its implementing regulations, to the Title IX Coordinator, investigator, decision-makers, and facilitators of topics including, but not limited to, the informal resolution process on identifying, investigating, and reporting on acts that may constitute sexual harassment or related retaliation under Title IX, and such training materials will be posted on the District's website. District students will be notified regarding this Regulation. This Regulation will be posted on the District's website and available in Central Office.

NEW 11/2020

Freedom from Discrimination, Harassment, and Retaliation

This Regulation outlines the responsibilities of the compliance officer and provides mechanisms for the resolution of grievances/complaints by employees, patrons, and/or students relating to discrimination, harassment, and/or retaliation as provided in Board Policy 1310. Regulation 1301 outlines the responsibilities of the Title IX Coordinator and provides mechanisms for the resolution of grievances/complaints by employees, patrons, and/or students relating to sexual harassment and/or retaliation. For appeal procedures relating to the identification, evaluation, or placement of students under Section 504, see Regulation 2110 – Equal Education Opportunity.

Definitions

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

Day – A calendar day. All timeframes and deadlines may be extended by the District for good cause, including but not limited to Board-approved holiday breaks and building closures.

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

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

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

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

Harassment – Any intimidation, ridicule, or other insulting or threatening verbal or physical conduct that is sufficiently severe or pervasive enough that it substantially or unreasonably alters the learning or workplace environment. Conduct that could constitute illegal harassment includes, but is not limited to: graffiti, display of written material, pictures or electronic images, name calling, teasing or taunting, insults, slurs or derogatory remarks, jokes, gestures, threatening, intimidating, hostile acts, physical acts of aggression, assault or violence, theft, or

damage to property, if such conduct is based on race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law, or based on a belief that such a characteristic exists.

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

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

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Reports of Sexual Harassment should be made as outlined in Board Policy/Regulation 1301.

Compliance Officer’s Responsibilities

The compliance officer or alternative compliance officer shall:

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

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

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

5. Monitor the status of grievances to ensure that additional discrimination, harassment, and retaliation do not occur, and recommend corrective actions and consequences. Oversee

the grievance process, and maintain a record of all grievance matters filed, and solutions and/or actions taken by the District with respect to each grievance.

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

General Provisions

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

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

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

Reporting

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

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

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

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

Investigation

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

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

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

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

Grievance Process

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

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

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

Level I: Compliance Officer

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

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

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

The investigation shall be completed and a written report filed no later than forty-five (45) calendar days from the date of receipt of the grievance. The written report shall include a determination of whether the allegations have been substantiated as factual and as a violation of Board Policy/Regulation 1310 by a preponderance of the evidence. If a violation of Board Policy/Regulation 1310 is found, the compliance officer or designee's report will also recommend corrective action to address the discrimination, harassment, or retaliation, to prevent recurrence, and to remedy its effects.

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

Level II: Superintendent

Within ten (10) days after issuance of the Level I decision, the grievant, the victim (if someone other than the victim filed the grievance), or any alleged perpetrator may appeal the compliance officer's decision to the superintendent by notifying the superintendent in writing. The superintendent may, at his/her discretion, designate another person to review the matter when appropriate. A written decision will be rendered by the

superintendent or his/her designee within fourteen (14) days after receiving the written appeal, stating whether a violation of Board Policy/Regulation 1300 and/or 1310 was found, and if so, stating what corrective actions will be implemented.

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

Level III: Board of Education

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

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

Confidentiality

To the extent permitted by law and in accordance with Board Policy, the District will keep confidential the identity of the grievant and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal, or resolution of a grievance, or if necessary to carry out disciplinary procedures.

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

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).

School/Community Relations

Community Use of School Facilities

Use of Buildings

In accordance with the law, buildings may be used for free discussion of public questions and subjects of general public interest, for the meeting of organizations of citizens and for such other civic, social and educational purposes as will not interfere with the use of the building for school purposes. No part of the building is to be used without permission being granted by the Superintendent/designee or the Board.

Applications for Use

Applications for the use of the premises shall be made in writing and shall state the date and purpose of the use, and, if an admission charge is to be made, the purpose of raising said funds and such other information as the Board or the Superintendent/designee may require. Parent organizations, Scout, educational and other school activity organizations which may be granted use of certain rooms for regular meeting purposes shall not use other rooms in the building to hold meetings or entertainment on other than the regular meeting night unless written application is made for the use of same as provided above.

Any cancellation of reserved dates must be made in writing at least twenty-four hours before the date on which meetings are scheduled. The Board reserves the right to cancel any arrangements for use of buildings upon due notice in advance.

Rental Charges

No charge will be made for any “strictly school” activities or for regular meetings of parent organizations. No charge will be made to Scouts and similar organizations so long as no additional cost is incurred in custodial support that would not normally be on duty and if no extra work is incurred in setting up chairs, equipment, etc.

All rental charges for use of buildings are due and payable at least twenty-four hours before the date on which the building is to be used. When the buildings are rented on Saturday or Sunday, an additional charge over and above the minimum charge may be required. Other payment arrangements may be made with the Superintendent/designee.

Prohibitions

1. Special permission must be received to serve meals.

2. The sale, consumption or possession of alcoholic beverages shall not be permitted on School District premises at anytime. Nor shall any person who is in a drunken or intoxicated condition, or who is under the influence of liquor, be permitted on School District premises. The person in charge of the meeting will be held responsible for the enforcement of this rule.
3. Damage or breakage occurring in any building or grounds on account of the activities of an organization using it as a meeting place shall be paid for by the organization.
4. No use of equipment shall be granted unless an instructor or attendant, approved by the Board, is in charge of the rooms or equipment.
5. Smoking is not permitted in any school building.
6. The use of profane language or gambling in any form is not permitted in any school building.
7. Groups renting school facilities will be required to provide proof of insurance.

School/Community Relations

Visits To Schools

Procedural Guidelines for Visitors in the Schools

It is expected that cordial manners and friendly public relations will be practiced by all employees and students of the District toward legitimate visitors in our buildings. Unauthorized visitors, however, shall be considered trespassers and subject to arrest and prosecution.

Signs directing visitors to report to the Principal's office should display a friendly "welcome" as well as a warning to trespassers.

Parents, guardians, and volunteers are welcomed and encouraged to come into the schools. However, they must report to the principal's office on entering the building so that the office will be aware of their presence. When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption.

Students dismissed earlier in one school than others are not permitted to be on the grounds of any other school in the District.

School/Community Relations

Code of Conduct - Adults

In order to ensure a safe and orderly environment in which our students can maximize their educational and social development, the following regulations are enacted with respect to the conduct of all employees and adult visitors:

1. Verbally aggressive behavior, which would include, but not be limited to, threats, intimidation, and profanity, will result in limited access to school premises and school activities for up to one (1) year. The length of the restriction will be determined by the Superintendent of Schools, and the situation will be referred to law enforcement.
2. Physical or violent behavior will result in a ban by the Board of Education from school premises and activities and will be referred to law enforcement.
3. Failure to comply with the restricted access provided in these regulations will result in the filing of civil and/or criminal charges.

GENERAL ADMINISTRATION

Regulation 1440
(Form 1440)

School/Community Relations

Research Requests

The following steps must be taken by the researcher:

1. Obtain a copy of the District's policy statement on research requests.
2. Present a letter of introduction and authentication from the responsible official (i.e., department chairman or above) of the institution of higher education or the professional organization.
3. Submit a copy of the research proposal to include an outline of the research design, copies of the instruments to be used, and an outline or summary of techniques and procedures to be used in the study, including an anticipated date the District can expect a report of the findings.
4. Obtain approval by the Superintendent/designee.
5. Obtain approval from the principal(s) of the school (s) to be involved so that the District will be assured that data collecting will not in any way disrupt ongoing school programs.
6. Obtain written permission from parents of children to be directly involved.
7. Sign an agreement using the form provided by the Superintendent's office.

GENERAL ADMINISTRATION

Regulation 1450
(Form 1450)

School/Community Relations

Public Access to District Documents

The following regulations are intended to ensure full and open disclosure of the District's public records.

Public Records

As defined by state statute and provided in Board policy, public records include but are not limited to reports, surveys, memoranda, documents/studies prepared and presented to the Board by consultants or other professional service paid for in any part by public funds, provided that such "records" are retained by the District.

The phrase "public records" does not include:

1. Creation of a document not retained or creation of a summary/compilation of District data where such compilation or summary is not an existing retained record.
2. Internal memoranda or correspondence received by or prepared by or on behalf of the Board where such documents involve advice, opinions, or recommendations related to the Board's decision making process. However, if such memoranda or correspondence is retained by the District or are presented at a public meeting, they will be deemed public records subject to public access.
3. District records closed to public access by the Board including but not limited to appropriate legal actions, real estate matters, information related to the performance or merit of individual employees, academic discipline and testing records of personally identifiable students, testing and examination materials, software codes, preparation for employee negotiations, specifications for competitive bidding, personnel records, and sealed bidding.

Request for Inspection and/or Duplication

1. Requests for access or duplication of the District's public records must be made to the District's designated custodian of records.
2. Upon receipt, the custodian/designee will provide or deny access within three (3) business days of the request. The date of request will not be counted as one of the three (3) business days provided for response. Where reasonable cause exists the three day response period may be exceeded.

3. *If access is not immediately provided*, the custodian/designee will provide the person requesting access with a detailed explanation of the reason for the delay. The custodian/designee will advise of the earliest date, time, and place when access will be provided.
4. *If access is denied*, the custodian/designee will provide the person requesting access with a written explanation of the reason for denial of access. The written explanation will provide the specific provision of law relied upon in denying access and will be provided within three (3) days of the date when access was denied.
5. Fees for duplication of the District's public records must be received prior to copying unless the fee has been waived by the Board. Upon request of the person requesting duplication, the custodian/designee will certify that the actual cost of document search and duplication is fair, reasonable, and does not exceed the actual cost incurred by the District.

Unauthorized Removal of Public Records

No person is permitted to remove original public records from District facilities without written permission of the custodian of records/designee. Employees who violate this provision are subject to discipline up to and including termination. Violators may be referred to law enforcement officials.

Commercial Use of District Records

No person or business entity will be provided with the exclusive right to have access to, control over, duplication of, and dissemination of the public records of the District.

School/Community Relations

Community Involvement in Decision Making

As elected officials, members of the Board of Education will be open to input from members of the community. While accountable to the Electorate of the District, Board members will act in what they believe is in the best interest of District students given existing finances and circumstances of the District.

As required by State or Federal Law or Regulations the Superintendent or designated representative shall:

1. Solicit parents' suggestions in the planning, development, and operation of programs.
2. Consult with parents about how the school can work with parents to achieve the program's objectives.
3. Provide to parents timely information concerning program evaluations.
4. Facilitate willing participation by parents in program activities.
5. Provide timely responses to parents' recommendations.
6. Establish parent advisory councils as needed.
7. Inform parents concerning the selection of students for programs, objectives for the child, the child's progress, advice on ways parents may help the child, and provide when possible materials to help parents assist their children in special programs.

Office Methods and Data Management

School District Annual Report

The Board of Education will annually issue a report to each household with a student enrolled in the District. Copies of the School Accountability Report Card shall be available at all school or administrative buildings and shall also be distributed to all media outlets serving the District. The School Accountability Report Card for each school building will include the following information:

1. Accreditation Status
2. Preschool Enrollment
3. K-12 Enrollment
4. Rates of Pupil Attendance.
5. High School Dropout Rate.
6. High School Graduation Rate
7. Number of Suspensions of Ten (10) Days or Longer
8. Rate of Suspensions of Ten (10)Days or Longer
9. District Ratio of Students to Administrators
10. District Ratio of Students to Teachers
11. Average Years of Experience of the Professional Staff
 1. Number of Advanced Degrees Earned by the Professional Staff.
 2. Student Achievement Measured by the District assessment System.
 3. Student Scores of ACT.
 4. Percentage of District Graduates Taking the ACT.
 5. Average Teachers' Salaries Compared to the State Averages.
 6. Average Administrators Salaries Compared to State Averages.

7. Average Per Pupil Expenditures for the District
8. Average Per Pupil Expenditures by Attendance Center.
9. Adjusted Tax Rate of the District.
10. District's Assessed Valuation.
11. Percentage of District's Operating Budget Derived from State, Federal, and Local Sources.
12. Percentage of Students Eligible for Free or Reduced Lunch.
13. Percentage of Students Continuing their Education in Post-Secondary programs.
14. Placement Rate for Students who Complete District Vocational Education Programs.
26. Existence of a State-Approved Gifted Education Program.
27. If a District Gifted Program exists, the Number of Students Currently Being Saved in Such Program.

School Report Card

The District Report Card will permit disclosure of data on a school-by-school basis. However, school reporting will not be personally identifiable to any student or professional staff member.

Private, State and Federal Programs Administration

Private, State and Federal Funding

Steps to be followed in securing grants are:

1. Identify a significant District problem or need for program improvement that may be helped through outside funds.
2. Match the need or problem with a funding source that subscribes to a relevant purpose.
3. Study the background, resources, and funding prospects of the agency.
4. Clear with the Superintendent the general idea for a proposal.
5. Involve prospective participants in planning for a proposal. Secure parents' written permission if children are to be involved in experimental types of instruction.
6. Prepare the application, using the format and following the timeline prescribed by the funding agency.
7. Discuss the funding of personnel, including the project director, with the Human Resources Director, making sure to apply for full outside funding of all fringe benefits, including unemployment insurance.
8. Submit copies as required to the Superintendent for recommendation to the Board for approval.
9. If approved, complete the process of submission to the funding agency and its subsidiaries as required, with copies provided to participants.

Private, State and Federal Programs Administration

Title I

The responsibility for implementation of the Title I policy is shared between the Title I Director and each building Principal. The designation of these duties is described below.

Title I (ESEA) Staff and Parent Responsibilities

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

Title I Staff Qualifications

Teachers

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

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

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

Paraprofessionals

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

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

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

Title I ESEA Building Level Responsibilities

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

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

Each Title I school will:

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

Parent Notification of Teacher Qualifications

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

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

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

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

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

Title I Grievance Procedure

This grievance procedure applies to all complaints regarding District operations under all programs authorized under the Federal Every Student Succeeds Act including Title I, Title II, Title III, Title IV (Part A), Title V, Title VI, Title VII and Title IX (Part C).

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

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

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

Administrative Organization and Roles

Superintendent of Schools

1. Attend and participate in all meetings of the Board, except when his/her own employment status is being considered.
2. Formulate and present for Board action policies, plans, programs and proposals for curriculum revision with full information which will assist the Board in making fully informed decisions. Short and long term educational goals shall be presented along with regular population studies.
3. Enforce all provisions of applicable municipal, state and federal laws, policies and regulations of the Board of Education make recommendations for any changes of policy or regulation which may be needed.
4. Make recommendations for the employment, promotion, assignment, transfer, or dismissal, of any school employee in accordance with school policy.
5. Prepare, or direct the preparation of, the annual School District budget for the Board's consideration and action.
6. Administer the budget as approved by the Board and interpret it to the community.
7. Conduct a program of public relations which will keep the community fully informed of the activities, successes and needs of the School District. The Superintendent shall maintain a cooperative working relationship between the School District and the community by regularly attending community and school activities.
8. Initiate citizen committees which includes professional consultants to act in an advisory capacity in areas such as curriculum, government programs, school projects, research, school finance and evaluations subject to the Board's approval.
9. Respond to situations requiring discretion because they are not covered by existing Board policies, reporting the action to the Board as soon as possible thereafter.
10. Assist the Board in fulfilling its legislative function for the schools in an efficient and just manner.

11. Assume direct operational responsibility for all duties and responsibilities not specifically assigned to an assistant Superintendent, director, or others.
12. Maintain accurate up-to-date records and reports as required by law, the Missouri Department of Elementary and Secondary Education, and/or the Board.
13. Provide an orientation program for new Board members and inform Board members of conferences, workshops and other meetings that will assist them in their duties and responsibilities.
14. Provide an agenda to Board members prior to all regular Board meetings, with appropriate background information.
15. Provide leadership for all School District personnel which encourages team effort to provide quality education and services.
16. Supervise and evaluate central office administrative personnel and all principals, making annual recommendations to the Board for administrative employment and compensation.
17. Resolve student disciplinary problems resulting from principals' referrals.
18. Serve as spokesperson for the Board team in discussions with the representative teacher organization.
19. Perform other duties as may be assigned by the Board of Education or as may be required to implement the policies and regulations of the Board of Education.