

BOARD OF EDUCATION
The School District of Independence

12421

The Board of Education met in regular session Tuesday, December 13, 2022, at 6:00 p.m. in the Board Room at the Board of Education Office, 201 North Forest Avenue, Independence, Missouri.

Members Present: Mr. Eric Knipp, President
Mr. Blake Roberson, Vice President
Mrs. Carrie Dixon, Treasurer
Mrs. Jill Esry, Director
Mr. Greg Finke, Director
Mrs. Denise Fears, Director
Mr. Anthony J. Mondaine, Director

Also Present: Dr. Dale Herl, Superintendent
Dr. Lance Stout, Dr. Cindy Grant, Dr. Randy Maglinger, Dr. Anthony Robinson, Mr. Dean Katt, Mrs. Leslie Hochsprung, Mrs. Megan Murphy, Mrs. Sherry Potter, Mr. Todd Theen, Mr. Salum Stutzer, INEA, MST, PTA, interested patrons, reporters, staff, and Ms. Annette Miller.

The meeting was called to order by the President, Mr. Eric Knipp, and minutes of the meeting were recorded by the secretary, Ms. Annette Miller. Mr. Knipp welcomed those in attendance including Boy Scout Troop 223 members who are working on their Community and Citizenship badges.

Denise Fears made the motion to approve the December 13, 2022 Agenda as presented. The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

Mr. Knipp said that several patrons and staff had requested to address the Board of Education this evening. He read Policy 0412 regarding the process when addressing the Board of Education.

Shelley Lauber, 19111 East State Route 78, Independence, MO 64057. She thanked the Board for the exploration of the 4 Day Instructional Week. She said she is a product of the ISD and has taught for 24 years at Truman High School. She said she is proud to be a staff member, teacher, and advocate for kids. COVID changed everything and burnout is at a high rate. She doesn't feel that way this year as things changed. Ms. Lauber said she realizes that time is valuable and money does not always bring happiness. She said after a two or three day weekend she is happy to see her students. She encouraged the District to be bold and be pioneers as they were during COVID. She looked at the research and talked with a teacher from the Lathrop School District who has had the four day instructional week for several years. She said this is a game changer and ISD should be a pioneer. She thanked the Board of Education and District Administration for their hard work on exploring this issue.

Art Smith, 3312 South Hardy, Independence, MO 64052. He addressed the Board of Education regarding Policy changes. He spoke with Kelli Hopkins, Missouri School Boards Association, and she said Districts should build relationships with the community. He said a crisis exists in the community and it is grounded in systems. He said the public comment rules in Policy 0412 are part of the problem and that the 30 minute limit is not enough time. He also addressed how the public can request items to be placed on the Agenda. He said it is difficult for people to request to address the Board as they don't know what Agenda items will be until the Board Agenda is posted the day prior to when comment requests are due.

Brandi Prunte, 610 North River Boulevard, Independence, MO 64050. She addressed the Board regarding the 4 day week. Her concern was that people were not engaged and were not aware of this happening. She talked about the childcare issue and also that teachers feelings are not being considered. She said a longer school day will not benefit students or teachers and that behavior issues will increase. She talked about routine is vital for special education students and families finding child care for their special needs child. She said no one has asked if this is a change we want.

Steve Cassity, 3501 South Noland Road, Independence, MO 64055. He said he has been a teacher in the District for 16 years and is speaking in support of the 4 day week. He understands the problem of recruiting and retaining quality teachers and that it is difficult to fill classroom positions. The District is being creative and using innovative ways due to this issue. The leadership has done a great job exploring and researching the 4 day week. He said they are addressing pay/salary and time which are two driving factors for teachers. Staff already has a competitive employment package with items including the clinic, wellness center, etc. He said the 4 day week will provide more quality of life with a 3 day weekend if staff wants it. He said the leadership team has earned the staff's trust. He talked about the Academies Program and that the District is a model for other school districts. He asked the Board

to trust the process, trust the people, support this innovative plan, and to vote for the plan as teachers are supporting the issue.

Vern Leutzinger, 1521 North Holder Road, Independence, MO 64050. Mr. Leutzinger said he is a life-long resident and supporter of the ISD. He graduated from William Chrisman High School in 1981, student taught at William Chrisman High School, serves as a mentor teacher to new educators, past MSTA president, and has served as a teacher for 23 years. One of the things new teachers want is more time. He also talked about the shortage of bus drivers and the change the District has already had to make with transportation routes this year. He said that we need to step out in faith and believe that what we do will make life better for others and to trust the ISD in this proposal. He is hearing from other people that they want to move to ISD because of the 4 day week possibility,

Amy Arnote, 3016 Sweet Briar Drive, Independence, MO 64057. Mrs. Arnote said she has been an educator for 15 years, her husband is an ISD employee, and she is the MSTA president. She has a vested interest in exploring the 4 day week with the purpose/focus to recruit and retain staff. During this planning process there are more questions than answers. In talking with staff from other school districts that are on a 4 day week, she said now they don't know why they had concerns as the transition went very smooth. Their families found they like it and child care was not an issue. She said the District's plans for the fifth day will support families through various activities and opportunities. She said teachers like that Professional Development is scheduled one day per month. She said the 4 day week provides a good balance between work and home life.

Mr. Knipp thanked each of the presenters for addressing the Board of Education this evening and expressing their concerns and suggestions.

Dr. Herl stated that the bills total for December is \$7,540,290.61 which is less than last year due to all of the Bond Issue projects going on at that time.

Greg Finke made the motion that the Board of Education approves the December 13, 2022 Consent Agenda as printed.

1. Minutes – November 8, 2022

2. Approval of December 13, 2022 List of Bills totaling \$7,540,290.61

The motion was seconded by Blake Roberson and unanimously approved by the Board of Education.

Dr. Herl shared that changing to a four day school week was an extremely difficult decision considering the impact it has on families and individuals. He said that this is the most difficult part of being the Superintendent and also for the Board of Education when considering what is best for the District and potentially for the future. He cited the following issues facing the School District: 45% of teachers leave the profession after three years; 55% leave the profession after five years; the pool of individuals graduating with teaching degrees has dropped by 25% in the last decade; and the bus driver shortage has caused the District to adjust the walk boundaries. An extensive fifth day programming and childcare options are available to families. Dr Herl said the primary focus is to provide the very best educational opportunities for students that is possible.

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

Mr. Knipp asked Dr. Herl about Agenda 1. – Survey of Staff, students, and families regarding four day instructional week. Dr. Herl turned it over to Mr. Mondaine who had requested it be listed as an agenda item. Mr. Mondaine said that this is a very serious time and the Board of Education can call a special meeting after the survey is done to discuss the results. He said the decision on a four day week can be made later this month and the Board would be more informed after the survey results are received.

The motion was made by Anthony J. Mondaine that a new survey be sent out to staff, parents, and students regarding the four day instructional week asking if they wanted to make the change. The motion was seconded by Jill Esry

Mrs. Fears stated that she had done independent research on the four day school week which shows that it does improve teacher recruitment and retention and does not significantly affect academic performance if the instruction time is not decreased. She said she believes that another survey will show that some people like it and some don't so she does not believe that it is beneficial to send out another survey. Mr. Finke said there are 250 days until the first day of next year. He said that is plenty of time to make changes or adjustments for families and for the District to work through 30 employee calendars and other questions. He said there has been plenty of opportunities for staff and parents engagement at various meetings, online information, and District videos on this item. He said that he does not believe that additional time added by sending out another survey will change the results.

Mrs. Esry said that as elected Board members they represent the stakeholders and sometimes tough decisions have to take place. She said another survey could further divide the group and that Board members have listened

to the concerns and comments that have been expressed. She said she knows that the decision on this issue will not make everyone happy but the Board of Education has to consider what is best for all students, staff, and families.

Mr. Knipp called for a vote on the motion.

Ayes:	Anthony J. Mondaine	Nays:	Eric Knipp
			Blake Roberson
			Carrie Dixon
			Jill Esry
			Greg Finke
			Denise Fears

The motion failed.

Dr. Herl stated that this was the second and final reading of changes/additions to Board of Education Policies 0320, 0342, 0412, 1210, 2876, 4130, 4150, 4630, 5205, 6118, 6119, 6190, 6191, 6215 and 6251. The Administration is recommending approval of these changes and additions due to State and Federal requirements.

The motion was made by Greg Finke that the Board of Education approves this as the second and final reading of changes/additions to Board of Education Policies as presented. The motion was seconded by Denise Fears and approved by the Board of Education as follows: (Page 12424-12447)

Ayes:	Eric Knipp	Nays:
	Blake Roberson	
	Carrie Dixon	
	Jill Esry	
	Greg Finke	
	Denise Fears	
	Anthony J. Mondaine	

Dr. Herl reviewed the changes/additions to Board of Education Regulations 2240, 2876, 5620, 6190, and 6215 and said the Administration is recommending approval of these changes/additions.

The motion was made by Blake Roberson that the Board of Education approves the changes/additions to Board of Education Regulations 2240, 2876, 5620, 6190, and 6215 as presented. The motion was seconded by Carrie Dixon and unanimously approved by the Board of Education. (Pages 12448-12461)

Dr. Herl read the Board of Education's twelve (12) Legislative Priority Positions that represent the greatest importance to the Independence School District in the upcoming legislative session. Mrs. Fears stated that the positions were written in a positive way and not in a negative way. Mr. Roberson stated that Rory Rowland, former Missouri State Representative, is now the Mayor of the City of Independence and he hopes that the City and School District can work together and Mayor Rowland will be supportive of District issues.

Denise Fears made the motion that the Board of Education approves these twelve Legislative Priority Positions for the 2023 Legislative session. The motion was seconded by Jill Esry and unanimously approved by the Board of Education. (Page 12462)

Dr. Stout presented information on the Safe Return to In-Person Instruction and Continuity of Services Draft Plan. He said this plan has to be reviewed and updated twice a year and amended when local, state, and national guidance changes occur. He said that Lori Halsey and her team met on December 1st to review and discuss if any changes were needed.

A motion was made by Carrie Dixon, second by Greg Finke, that the Board of Education approves the Safe Return to In-Person Instruction and Continuity of Services Draft Plan as presented. The motion was unanimously approved by the Board of Education. (Pages 12463-12468)

Dr. Herl presented the list of items to be declared as surplus and disposed of as they have met their life cycle. Dr. Herl said that lists of disposable items are presented four times per year for the Board's consideration/approval.

Greg Finke made the motion, second by Carrie Dixon, that the Board of Education approves declaring for surplus the list of items pursuant to Section 177.091 R.S.M.o. as presented. The motion was unanimously approved by the Board of Education. (Page 12469)

Dr. Herl presented Agenda Item V. 7. Approval of the 2023-2024 Four Day Instructional Week for the Board's consideration. He said that 2,300 employees will be impacted and hiring has already started for the 2023-2024

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0320
(Regulation 0320)
Form 0320

School Board Organization**School Board Elections and Term**

The qualified voters of the School District shall biennially, on the first Tuesday after the first Monday of April, elect two (2) directors for terms of six (6) years, except, effective for Board elections beginning in April of 1994, and each six years thereafter, when three (3) directors shall be elected for terms of six (6) years.

An election shall not be held if the number of candidates who have filed for the Board is equal to the number or positions available, unless a ballot proposition (i.e. tax levy, bond issue) is on the ballot as well. If no election would be held due to the number of candidates equaling the number of vacancies when there is not a ballot proposition on the ballot, the District will publish a notice containing the names of the candidates who will assume a Board directorship absent an election. This notice will be published in a newspaper of general circulation in the District on or by March 1 prior to the scheduled election.

Qualified Voters in the School District

An individual must be a registered voter in order to vote in a school election. In order to vote, a person must be eighteen (18) years of age or older, must be a citizen of the United States, and must reside in the School District thirty (30) days.

Candidate Qualification - Method of Filing

Qualified applicants for the Board may file for office beginning at 8:00 a.m. in the Superintendent's office commencing on the seventeenth (17th) Tuesday prior to the election and ending at 5:00 p.m. on the fourteenth (14th) Tuesday before the election. The candidate shall declare his/her intent to become a candidate, in person and in writing to the secretary of the Board of Education. The names of qualified candidates shall be placed on the ballot in the order of filing. The notice of election and certification of candidates must be submitted to the county clerk by the tenth Tuesday prior to the election. Candidates must comply with all of the prevailing laws concerning eligibility and campaign financing.

A candidate who files for one vacancy and later decides to run for another shall be positioned on the ballot according to the time when his/her change of declaration is received by the secretary of the Board, not on the basis of when the first petition was filed.

Candidates must be citizens of the United States and resident taxpayers of the District, reside in the District ~~his/her state~~ for one year next preceding their election or appointment, and be at least twenty-four (24) years of age. Candidate must also complete a notarized copy of Missouri Department of Revenue Form 5120 (MCE Form 0320) attesting that the candidate is not

Policy 0320
Page 2

currently aware of any delinquency in the filing or payment of state income taxes, personal property taxes, municipal taxes or real property taxes on the candidate's place of residence provided on the Department of Revenue Form 5120. Candidates will be disqualified from participation in a Board election if the candidate is delinquent in the payment of any state income taxes, personal property taxes, municipal taxes, or real property taxes on the residence of the candidate. The candidate must further attest that they are not a past or present corporate officer of the office that owes any taxes to the state, which are not in dispute. Failure to accurately complete and file Form 5120 with the Department of Revenue may disqualify a candidate from the ballot. Each newly elected or appointed director shall qualify and take his/her oath of office in the manner prescribed by law and according to Policy 0330 - Oath of Office.

No person may be a candidate for a position on the Board if such person is registered as a sex offender or is required to be registered as a sex offender under state law. Any Board member who is likewise required to register or who is registered as a sex offender under state law will immediately be requested by the Board to resign from the Board. Should such Board member refuse to resign, the member will be ineligible to serve as a Board member at the end of his/her term.

In addition, no person shall qualify as a candidate for the Board of Education who has been found guilty of or has pled guilty to a felony or misdemeanor under federal law or to a felony under Missouri law or has been found guilty of an offense in another state, that would be considered to be a felony in the State of Missouri.

It is not the District's responsibility to investigate and determine a candidate's eligibility. That responsibility rests with the Department of Revenue and/or the County Election Authority.

Expenditure of District Funds

No contribution or expenditure of District funds will be made directly by any officer, employee, or agent of the District to advocate, support, or oppose the passage or defeat of any ballot measure, or the nomination or election of any candidate for public office, or to direct any public funds to, or pay any debts, or obligations of any committee supporting or opposing such ballot measure or candidates. This policy shall not be construed to prohibit any district official from making public appearances or from issuing press releases concerning such ballot issue.

REV. 6/19
REV. 11/21
REV. 12/22

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0342
(Regulation 0342)
(Form 0342)

School Board Organization

Nepotism, Conflict of Interest and Financial Disclosure

~~Board members shall~~ The Board may employ a person ~~not debate or vote upon the employment of any person to whom they are~~ related within the fourth degree to a Board member. ~~(See (see Form 0342.), P~~provided the related Board member ~~relative~~ does not debate or vote upon the employment issue ~~the Board may employ a person related to a Board member~~. However, the Board may not under any circumstances employ one of its own members.

In order to consider employment of a Board member's spouse, the position must have been advertised as required in Policy 4120 – Employment Procedures. In addition, the Superintendent must consider and submit a written affirmative recommendation to the Board. The names of all applicants for that position, as well as the name of the applicant hired, shall be included in the Board minutes.

Members of the Board of Education will conduct themselves in a manner which complies not only with the letter of conflict of interest laws, but also in the spirit of those provisions. Board members will at all times make good faith efforts to avoid the appearance of a conflict of interest. If a situation arises which involves the potential for a conflict of interest, the individual Board member will declare his interest and will refrain from debating or voting upon the question of engaging or using the business entity in question.

REV. 12/22

ORGANIZATION, PHILOSOPHY AND GOALS

Policy 0412

Meetings

Requests to Address the Board

The Board is very interested in citizen viewpoints and problems, however, citizens are encouraged to work through problems at the building and/or administrative levels before coming to the Board. For purposes of insuring public awareness of items to be discussed by the Board, residents and employees of the District may only address items on the publicly noticed agenda of the Board meeting. Residents and employees of the District may request that items be added to the agenda only as described below.

Requests to Add an Item to the Agenda

District residents and employees who desire to address the Board during the public comment period ~~must~~ may ~~present~~ request items to be considered for placement on the agenda. The Board President and the Superintendent shall determine whether or not the request is appropriate for inclusion on the agenda, either in open or closed session, or for public comment. Any such requests must meet the following requirements:

- a. ~~This~~ request must be in writing, specifying the individual's name who will be addressing the Board, the subject of the presentation, supporting data, and the desired action.
- b. The request is to be directed to the Board of Education and must be received in the Office of the Superintendent of Schools. ~~by 4:00 pm on the Friday before the regular meeting of the Board of Education. The Board President and the Superintendent shall determine whether or not the request is appropriate for inclusion on the agenda, either in open or closed session, or for public comment.~~
- c. Only items directly related to the governance and operation of the District will be placed on a meeting agenda.
- d. The Board may refuse to address an issue if the individual proposing the topic has not first attempted to resolve the matter through the appropriate established procedures and policies. The resident or employee must first meet with the Superintendent or the Superintendent's designee to attempt a resolution of the issue. The Superintendent or the Superintendent's designee shall meet with the resident within twenty business days of a written request to meet. After such meeting, or if the Superintendent or the Superintendent's designee does not meet with the resident within twenty business days, the resident or employee may submit a written request to the Board secretary to have the issue added to the Board meeting agenda.

The Board reserves the right to impose reasonable restrictions on the number of items placed on the agenda and the number of spokespersons for any given public comment period. In the event the Board agenda is full, items may be rescheduled for the next regular Board meeting.

Policy 0412**Page 2****Public Comment ~~Period~~ Regarding an Agenda Item**

A period of time ~~not to exceed~~ up to thirty (30) minutes, ~~unless extended by the Board~~, will be allotted for public comment by District residents and staff members who ~~have received prior approval and placement~~ seek to address the Board regarding an item on the agenda included in the notice of the meeting. District residents and staff members wishing to make public comment must notify the Board Secretary in writing by 4:00 p.m. the Friday before the regular Board meeting and must identify the agenda item they wish to address. ~~Individuals who have not been placed on the agenda, pursuant to this policy, may not speak during the public comment period.~~ The Board has established a maximum limit of five minutes per approved spokesperson, thus allowing a maximum number of participants in the allotted time period. ~~Should there be multiple speakers, the Board may limit comments to two~~ five minutes or less based on the number of speakers. Only items from the posted agenda may be discussed during the public comment period. Board members or other representatives from the District will not respond during the meeting to comments made during the period for public comment. All questions will be responded to by an appropriate person within a reasonable period of time.

Rev. 1/19**Rev. 3/22****REV. 12/22**

GENERAL ADMINISTRATION**Policy 1210
(Regulation 1210)****Calendar Requirements****School Year and School Day**

~~Beginning with the 2019-2020 school year, the~~ The Board will annually adopt a school calendar that will provide for 1,044 hours of pupil attendance with no minimum number of school days. The beginning of the school year shall not be earlier than fourteen (14) calendar days prior to ~~Labor Day~~ the first Monday in September.

The length of the school day will meet State Department of Elementary and Secondary Education requirements for six (6) clock hours of instruction. A school year and school day in excess of the state required minimum may be recommended by the Superintendent and approved by the Board. The planned calendar adopted prior to the beginning of the school year must be reported to DESE on Core Data Screen 10 by August 15 of each year, and cannot be changed after that date.

The District will only be required to make up the first thirty-six (36) hours of school lost or canceled due to inclement weather and half the number of hours lost or canceled in excess of thirty-six (36) hours up to twenty-four (24) hours of additional lost or canceled hours. Thus, the maximum number of hours that must be made up is sixty (60) hours. Days missed in the District's half-day education program will only be made up if required of the District due to inclement weather on a proportional basis. For purposes of this Policy, "inclement weather" shall mean ice, snow, extreme cold, flooding, a tornado, or excessive heat.

The District ~~may make up thirty-six (36)~~ will not be required to make up any hours of school lost or canceled due to exceptional or emergency circumstances during a school year, if DESE has approved an alternative method of instruction plan submitted by the District. (See Regulation 1210).

Rev. 11/2019

REV. 12/22

STUDENTS**Policy 2876**
(Regulation 2876)**Student Services****Epilepsy/Seizure Disorder**

Beginning on July 1, 2023, parents of a student with epilepsy or a seizure disorder who are seeking care for their child while at school are encouraged to inform the school nurse or in the absence of the nurse, the building administrator of their request. Upon such request, the school nurse will develop an individualized emergency health care plan for the student. Parents must annually provide written authorization for the provision of epilepsy or seizure care as set out in the student's individualized health care plan.

NEW 12/22

PERSONNEL SERVICES

Policy 4130
(Regulation 4130)
(Form 4130)

Employment

Certificated Staff Contracts

Employment contracts will be in writing and will be signed by the employee, the Board president and the Board secretary. Contracts will include the amount of annual compensation and the days of service.

Certificated staff members under contract include probationary teachers, permanent teachers and administrative staff. The probationary period allows a teacher to demonstrate, and the District to assess the teacher's competence. Beginning after the initial one (1) year contract, teachers who have demonstrated their competence through performance may be offered additional contracts.

Alternative Certification

Applicants who have not successfully achieved a qualifying score on the teacher examination are issued two-year nonrenewable provisional certificates.

During the two-year provisional period, the affected teacher may gain full teacher certification by:

1. Achieving a qualifying score on the designated exam; or
2. Successfully achieving an acceptable score on the state-approved evaluation system from seven walk-through evaluations; two formative evaluations; and one summative evaluation for each of the two provisional years and being offered a third contract by the District; and
3. District recommendation to DESE that the teacher be given full teacher certification.

Visiting Scholar Certificate

The District may employ teachers with the Visiting Scholar Certification under the following provisions:

1. Verification from the District that such teacher will be employed as part of a business-education partnership designed to build career-pathways to teach in the ninth grade or higher for which the teacher's academic degree or professional experience qualifies the teacher or employed as part of an initiative designed to fill vacant positions in hard-to-staff public schools or hard-to-fill subject areas for students in a grade or grades not lower than the ninth grade for which the applicant's academic degree or professional experience qualifies the applicant.
2. Appropriate and relevant bachelor's degree or higher, occupational license or industry-related recognized credential.

Policy 4130
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3. Completion of the application for a one year visiting scholar certificate.
4. Completion of a background check as required by state law.

Under these circumstances, Department of Elementary and Secondary Education may issue a one year visiting scholar certificate. The visiting scholar may renew their certificate for a maximum of two (2) years based upon completion or completion of the requirements listed above; completion of professional development required by the District and attainment of a satisfactory performance-based teacher evaluation.

Rev. 1/19
REV. 12/22

PERSONNEL SERVICES**Policy 4150****Employment****Substitute Teacher Employment**

The Board of Education will employ qualified substitutes for all employee groups. The Superintendent/Designee will prepare and submit to the Board a procedure for reporting absences, assigning substitutes and developing a substitute compensation plan.

Substitute teachers shall meet all requirements as established by the State Board of Education. Rate of compensation shall be according to the annual school budget approved by the Board of Education.

Records shall be kept by the Superintendent/Designee concerning number of days taught by substitutes and the amount of funds expended. The Board shall be informed concerning this data at periodic intervals.

Retired Certificated Employees

Retired certificated employees may be employed to substitute teach in the District on a part-time or temporary substitute basis without a discontinuance of their retirement allowance. Such individuals may also be utilized by the District as a part-time or temporary substitute through a third-party or as an independent contractor. No deduction will be made for retirement purposes.

Retired certificated employees may be employed as a full-time substitute in the District. However, during any month of full-time employment, the individual's retirement payment will be discontinued. Such retirees may be required by the retirement system to provide documentation showing compliance with this provision.

Substitute Teacher Certificates

The State Board of Education may grant such certificate to an individual who has completed:

1. At least 36 semester hours at an accredited institution of higher education; or
2. The 24-hour online training program requirement required by the State and who possesses a high school diploma or the equivalent.

Such certificate may also be granted for a qualified individual with expertise in a technical field or with experience in the Armed Forces of the United States and who has completed a background check. No such substitute teacher certificate holder who is under 20 years of age may be a substitute in grades 9 to 12. Such certificate is valid for 4 years. A substitute certificate will expire at the end of any calendar year in which the substitute has failed to substitute teach for at least five (5) days for 40 hours of in-seat instruction.

Policy 4150
Page 2

Substitute Teacher Survey

Each substitute teacher will complete a DESE survey at the end of each day of teaching. The District will provide substitute teachers, by email, a weblink to the survey. If needed, the District will provide brief access to a computer or other device to allow completion of the survey or If preferred the substitute's personal device.

Reporting

The District will annually provide information to DESE regarding use of third-party employment agencies for substitute teachers; daily rate of substitute pay; employment of full-time or part-time substitute teachers; substitute teachers' recruitment efforts; interview process as well as use of current school staff as substitute teachers during unassigned time.

REV. 12/22

PERSONNEL SERVICES**Policy 4630****Performance Evaluation****Staff Conduct**

The Board of Education requires all staff members to serve as positive role models for District students. District schools exist to provide quality, cognitive, and affective education for District students in a safe and appropriate setting. In achieving these objectives, staff are required to meet certain performance criteria including, but not limited to:

1. Review and Comply with Board policies, regulations, and procedures as well as related building rules and practices.
2. Properly prepare for student instruction.
3. Fully utilize instructional time for learning activities.
4. Maintain students under active supervision at all times.
5. Assess student performance in a regular and accurate manner.
6. Modify instructional goals to meet the needs of each student.
7. Comply with administrative directives.
8. Communicate with students in a professional and respectful manner.
9. Communicate with colleagues, parents, and District citizens in a professional manner.
10. Properly operate and maintain district property.
11. Utilize district technology solely for school district business.
12. Maintain required records and submit requested reports in a timely manner.
13. Comply with all safety guidelines and directives.
14. Refrain from the use of profane and obscene language.
15. Dress in a professional manner.
16. Attend to all duties in a punctual manner
17. Maintain student confidentiality pursuant to state and federal law.

Policy 4630**Page 2**

18. Follow and implement student Individual Education Programs (IEP) under the Individuals with Disabilities Education Act (IDEA) or plans under Section 504 of the Rehabilitation Act.
19. Maintain and account for District funds in the staff member's possession and control.
20. Maintain professional relationships with students. With the exception of students who are immediate family with the staff member, this requirement also includes avoiding situations that could lead to allegations of inappropriate relationships with students, including, but not limited to:
 - a. Being present in any setting where students are provided or are consuming alcohol or illegal drugs.
 - b. Communicating with students, electronically or in person, about the student's sexual activity or concerning the staff member's sexual or romantic conduct.
 - c. Being present on District premises alone with a student in a room where the door is closed, the door is locked, or the lights are off, unless required temporarily due to emergency circumstances. Counselors and administrators are exempted from this prohibition in performance of professional duties.
 - d. Communicating with students about sexual topics outside approved District curriculum, unless done as part of a District investigation into sexual abuse or harassment.
 - e. Allowing students to drive a staff member's vehicle.
 - f. Provision to a student of any pictorial, three-dimensional or visual depiction of sexual acts of any sort as well as human genitals. However, works of art, when taken as a whole, have serious significance or materials used in science class are not considered to be violations of this subparagraph. Questions regarding the applicability of the subparagraph must be directed to the teacher's building administrator.

REV. 3/16**REV. 12/22**

SUPPORT SERVICES**Policy 5205****Building and Grounds Management****Removal of Lead from Water Supplies—Lead Testing in Water Samples**

~~Subject to appropriations, the District may elect to test samples from sources of potable water in District facilities serving students under first grade in buildings built prior to 1996. A “source of potable water” means a source of nonbottled water that provides water that may be ingested by students or used for food preparation of students under first grade, including but not limited to, any tap, faucet, drinking fountain, wash basin in a classroom, or similar point of use. This does not include bathroom sinks or wash basins used by janitorial staff.~~

~~The purpose of such testing would be to determine the presence of and quantity of lead. If election to test is made, the District will submit sample(s) to a Department of Health and Senior Services approved laboratory for analysis for the presence of lead. Written sampling results will be submitted by the laboratory to the Department of Health and Senior Services within seven (7) days of receipt.~~

Beginning the 2023-24 school year, the District school will provide drinking water in a large enough quantity to meet the drinking needs of student and staff with a lead concentration level below five parts per billion.

On or before January 1, 2024, the District school will:

1. Conduct an inventory of all drinking water and all outlets used for dispensing water for cooking or for cleaning cooking and eating utensils.
2. Develop a plan for testing each inventoried outlet (above) and will make the plan available to the public; and
3. Provide general information on the health effects of lead contamination and additional informational resources to employees and parents upon request.

A priority will be assigned to District schools which house early childhood education programs, kindergarten and all elementary schools.

Before August 1, 2024, the District school will:

1. Perform all testing for lead annually and thereafter using first draw and follow-up flush surplus of a random sampling of at least 25% of remediated drinking water outlets until all remediated sources have been tested as recommended by the EPA.
2. Make all test results and any lead remediation plans available on the school’s website.
3. Remove and replace any drinking water outlets that the EPA has determined are not lead free as provided in the Lead Contamination and Control Act except for drinking water outlets and water coolers that have been determined to be dispensing drinking water with a lead contamination level less than five parts per billion.

Policy 5205
Page 2

If testing indicates that the water source is causing the contamination and until such time that the source of the contamination has been remediated the affected school will:

1. Install a filter at each point at which the water supply enters the building.
2. Install a filter that reduces lead in drinking water on each water outlet inventoried to ensure lead contamination are below five parts per billion.
3. Provide purified water at each water outlet inventoried.

If testing in any District school indicates that internal piping is causing the contamination, the following items will be put in place until the contamination has been remediated:

1. Install a filter at each point at which the water supply enters the building.
2. Install a filter that reduces lead in drinking water on each water outlet inventoried to ensure lead contamination are below five parts per billion.
3. Provide purified water at each water outlet inventoried.

If a pipe, sodder, fitting or fixture is replaced as part of remediation and the replacement will be lead free, which under Federal regulation means containing less than 0.2 percent lead.

If a test result exceeds five parts per billion, the affected school will:

1. Contact parents and staff by written notification within seven (7) business days after receiving the test result. The notification will include:
 - a. Test result and summary explanation of the test result.
 - b. Description of any remedial steps taken; and
 - c. Description of general health effects of lead contamination and community specific resources.

In such instance, the district will also provide, at affected school(s), bottled water if there is not enough drinking water from uncontaminated outlets to meet the drinking needs of the students and staff. No District school constructed after January 4, 2014 will be required to install, maintain or replace filters.

Testing

If in the ten (10) years prior to the 2023-24 school year, a fixture tested above five parts per billion for lead such fixture does not need to be retested for lead, but remediation will begin on such fixture.

The District will annually report to the Department of Health and Human Services the results of annual testing.

Policy 5205**Page 3**

A District school whose testing does not find a drinking source with a lead concentration above, the acceptable level will only be required to test every five (5) years.

For school year 2022-23, the District may elect to test samples of potable water in District facilities serving students under first grade in buildings built prior to 1996. The purpose of such testing would be to determine the presence of and quantity of lead. If election to test is made, the District will submit sample(s) to a department of health approved laboratory for analysis for the presence of lead. Written sampling results will be submitted to the Department of Health within seven (7) days of receipt.

If any of the submitted samples exceed standards ~~for parts per billion of lead~~ set by the U.S. Environmental Protection Agency (EPA), the District will promptly notify by written or electronic communication to the parents/guardian of all enrolled students. Notice to parents/guardians will include the:

1. Sampling location within the building;
2. EPA's website for information for lead in the drinking water; and
3. The specific lead level in each testing site.

If any of the samples are at or below five parts per billion, parental notification may be made by posting on the District's website.

NEW 11/2020

REV. 12/22

INSTRUCTIONAL SERVICES**Policy 6118****Curriculum Services****State Mandated Curriculum-Mental Health Awareness**

District students will receive instruction on mental health awareness at some point during grades 9-12. Students with disabilities will participate to the extent appropriate and to the extent consistent with the IDEA and Section 504 provisions of the Mental Health Awareness Program.

Mental health awareness will be included in the District's health or physical education curriculum. Such instruction shall be consistent with the Mental Health Awareness Program developed by the Department of Elementary and Secondary Education.

NEW 12/22

INSTRUCTIONAL SERVICES

Policy 6119

Curriculum Services

Computer Science Class

Beginning with the 2023-24 school year, the District will provide at least one computer science course as an in-person course or as a virtual or distance course option. The computer science courses offered by the District are:

1. Defined as a high-quality course by DESE.
2. Meets or exceeds the computer performance standards developed and adopted by DESE.
3. Offered in each school's course catalog.

A successfully completed computer science class will be counted toward state graduation requirements as the equivalent to one science class or one practical arts credit for purposes of satisfying any admission requirements of any public higher education institution in this state.

Reporting

Annually by June 30, the District will submit a report to DESE focused on the District's computer science program for the current school year.

The District's annual report will contain the names and course codes for computer science classes with a course description and performance standards for computer science classes offered. In addition, the computer science class report will provide the number and demographic percentage of students in each computer class.

The demographic data provided for each such course will include the member of each group as follows:

1. Sex
2. Race and ethnicity
3. Identified special education students
4. English Language Learner students
5. Eligibility for free or reduced meals
6. Grade level

If a category contains 1 to 5 students, the number shall be replaced by a symbol. The number of computer science instructors at each school by:

Policy 6119

Page 2

1. Certification
2. Sex
3. Race and ethnicity
4. Highest academic degree

NEW 12/22

INSTRUCTIONAL SERVICES**Policy 6190**
(Regulation 6190)**Student Academic Achievement****Virtual Instruction Program - [Less than Full-Time Equivalent](#)**

The District will participate in the Missouri Course Access and Virtual School Program (“Program”). The Program offers District students the opportunity to enroll in virtual school courses in a variety of grade level and content areas from Kindergarten through grade 12. The District may elect to offer specific courses as part of the program. ~~Any on-line courses or virtual programs offered by the District prior to August 18, 2018 will be automatically approved for program participation, where the District course meets program requirements.~~

Rev. 1/19
REV. 12/22

INSTRUCTIONAL SERVICES**Policy 6191**
(Regulation 6191)**Curriculum Services****Virtual Education – Full-Time Equivalent**

District students will have the opportunity to participate in a virtual education program as a full-time student as provided in the Policy/Regulation. For purposes of this policy, a full-time student is a student enrolled in six (6) credits per regular term.

The District will, in good faith, collaborate with the parents/guardians of full-time virtual students, the virtual program and the Host District. Designated “Host Districts” for full-time virtual students will be responsible for enrolling, monitoring, reporting, disenrolling, if required, full-time virtual District students. The District will not play any significant role in these decisions.

NEW 12/22

INSTRUCTIONAL SERVICES**Policy 6215**
(Regulation 6215)**Instruction****Reading Success**

The District is committed to taking substantial procedures for maximizing student success in reading. As set forth in the accompanying Regulation 6215, these procedures include but are not limited to reading proficiency/readiness screening; provision of intensive reading instruction particularly to students exhibiting a substantial reading deficiency and informing and involving parents/guardians in improvement of student reading proficiency/readiness.

NEW 12/22

INSTRUCTIONAL SERVICES

Policy 6251
(Regulation 6251)

Instruction

Blind Students Independence, Training and Education

Each blind or visually impaired student will receive instruction in Braille reading and writing as part of the student's Individualized Education Program (IEP) or Individualized Family Support Plan (IFSP) unless the IEP team determines, based on the student's skills, needs and whether the student requires Braille instruction. No student will be denied instruction in Braille reading and writing solely because the student has some vision. During the evaluation process, consideration shall be given regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis.

For purposes of this Policy/Regulation, the following terms and definitions are applicable:

1. "Accessible assistive technology device," an assistive technology device, as defined In 20 U.S.C. Section 55 1401, as amended, that provides blind or visually impaired students benefits of an educational program in an equally effective and integrated manner as that provided to nondisabled students.
2. "Adequate Instruction," the quality teaching of blind or visually impaired students, as it pertains to general education and necessary blindness skills, in alignment with the U.S. Department of Education's definition of free appropriate public education, as defined In 20 U.S. C. Section 1401, as amended.
3. "Blind or visually impaired student":
 - a) A child who:
 - i. Has an Individualized Education Program (IEP) as such terms are defined in 20 U.S.C, Section 1401, as amended, or a 504-plan created under Section 504 of the Federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended; and
 - ii. Is identified as having the disability of "visual Impairment (Including blindness)" within the definition of "child with a disability" in 20 U.S.C. Section 1401 as amended; or
4. "Braille", the system of reading and writing through touch.
5. "Expanded core curriculum," a disability-specific curriculum that compensates for vision loss, is foundational to all other learning, and that covers the nine essential areas of compensatory access, sensory efficiency, assistive technology, orientation and mobility, social interaction, recreation and leisure, independent living, self-determination, and career education.
6. "Grade level instruction", instruction that aligns with state-designated content standards and curricula for students of the same age or level of maturity, based on the development of intellectual, emotional, physical, and behavioral capacity that is typical for the student's age or age group.

Policy 6251
(Regulation 6251)
Page 2

7. "Local educational agency" or "LEA", the same definition as In 20 U.S.C. 1401, as amended.
8. "Nonvisual access", the ability of a blind or visually impaired student to use all functions of a device, without using the student's vision, In an equally effective, equally Integrated manner and with equivalent ease of use as the student's sighted peers.
9. "Nonvisual skills," skills that are taught in such a way that the student does not need to use any vision.
10. "State educational agency," the same definition as In 20 U.S. C. Section 1401, as amended.

NEW 12/22

STUDENTS**Regulation 2240****Admission and Withdrawal****Admission and Tuition - Non-Resident Students**

The following students who live within the District will be considered residents and may enroll without payment of tuition.

1. Orphaned children or children with only one living parent.
2. Children whose parents/guardians do not contribute to the support of the child.
3. Children who participate in an American Field Service or similar foreign exchange program subject to District approval and provided that the student resides in the home of a District resident.
4. Children whose parent/guardian owns real property within the District, but who reside outside of District boundaries. Such children may attend school upon payment of tuition which will be reduced by the amount of real estate tax paid by the child's parent/guardian for School District purposes. Tuition payment shall be paid in full prior to the first day of the non-resident student attending school.

Beginning with the 2023-24 school year, any current owner of residential real property or agricultural real property or the beneficiary of a trust owning such property who pays a school tax to the District but who resides in another school district may send up to four (4) of such owner's children to District schools without payment of tuition provided:

- a) The residential real property does not include a multi-family property which exceed four units.
- b) The owner must reside in the County in which the District resides.
- c) Owner provides proof of the payment of at least Two Thousand Dollars (\$2,000.00) in school taxes to the District for not less than the immediately preceding four (4) consecutive years.
- d) Owner has owned the real property located in the District for not less than the preceding four years prior to application.
- e) Owner provides 30 days written notice of their intent to enroll children in the District.

The District will not be responsible for providing transportation for such children. Such students will be counted of the District's ADA under Chapter 163.

5. Children whose parents/guardians own and reside upon property at least 80 acres of which are used for agricultural purpose provided at least 35% of the property is within the District.

Regulation 2240
Page 2

6. Inter-district desegregation students.
7. Students of District teachers or regular District employees.
8. Homeless students.
9. Wards of the state.
10. Students placed in a residential care facility.
11. Students attending regional or cooperative alternative education programs.

The administration may investigate the eligibility of children attending schools under the provisions of this policy.

REV. 10/11
REV. 12/22

STUDENTS

Regulation 2876

Student Services

Epilepsy/Seizure Disorder

Individualized Health Plans

Beginning July 1, 2023, such plans shall be updated by the school nurse before the beginning of each school year. However, if there is a change in the student's health status, the plan may be modified at any time as directed by the student's changed health issues.

Individualized Emergency Health Care Plan

An Individualized Emergency Health Care Plan is a document developed by a school nurse in consultation with the student's parent and health care providers. Such Plan will set out the procedural guidelines that provide what to do in a particular emergency situation. The Plan will be signed by the parent, school nurse or administrator in charge of the nurse.

Individualized Health Care Plan

This plan differs from the "Emergency Plan" only in that this plan describes the continuing care provided to affected students. Individualized plans may include but will not be limited to the following:

1. Notice about the student's condition for all school employees who interact with the student.
2. Written orders from the student's physician or advanced practice nurse describing the epilepsy or seizure disorder care.
3. Symptoms of the epilepsy or seizure disorder and recommended care.
4. Whether the student may participate in exercise, sports and any contraindications to exercise or accommodation.
5. Accommodation for field trips, after-school activities, class parties, or other school-related activities.
6. Information for school employees concerning recognition of and care for epilepsy and seizure disorder.
7. First aid training, and directives about when to call for assistance, emergency and parent contact information.
8. Medical and treatment issues that may affect the educational process of the student.
9. The student's ability to manage and the student's level of understanding of their epilepsy or

Regulation 2876**Page 2**

seizure disorder.

10. How to maintain communication with the student, the student's parents and health care team, the school nurse or the administrator in absence of the nurse.

School Nurse Responsibilities

The school nurse or the administrator in absence of the school nurse will coordinate the provision of epilepsy and seizure care at school. The school nurse will also ensure that all school employees are trained every two (2) years in the care of students with epilepsy and seizure disorders. The school nurse shall obtain a release from the student's parents to authorize the sharing of medical information between the student's physician or advanced practice nurse and other health care providers. The release will include sharing this information with other school employees as necessary.

Staff Training

All school employees including employees working with school-sponsored programs outside of the regular school day will be trained every two (2) years in the care of students with epilepsy and seizure disorders. Such training will include an on-line or in-person course of instruction approved by the Department of Health and Senior Services that is provided by a reputable, local, Missouri-based health care or non-profit organization that supports the welfare of individuals with epilepsy and seizure disorders.

Immunity from Liability

School employees including but not limited to the school nurse, bus drivers, bus driver aides and any officer or agent of a school will not be liable for any good faith acts or omissions consistent with the provisions of this Regulation. School nurses will also be protected from the State Board of Nursing for any action taken by a school employee trained in good faith by the school nurse. Good faith does not include willful misconduct, gross negligence, or recklessness.

NEW 12/22

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

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

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

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

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

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

Regulation 5620**Page 2**

4. The Superintendent/designee will make spot checks of buses throughout the year to review compliance with requirements.
5. The Superintendent/designee will meet at least once a year with all the bus drivers.

Only those students who meet eligibility requirements by means of residence will be permitted to use school bus transportation for the purpose of travel to and from school. ~~Other vehicles owned by the District or operated under contract with the School District shall transport no more children than the manufacturer suggests as appropriate for such vehicle.~~ The District may use motor vehicles other than school buses for the purpose of transporting students. In addition, the District may enter into ridesharing agreements for the purposes of transporting students.

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

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

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

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

Regulation 5620**Page 3**

- Transitional buses may be reassigned to different schools each year and may not be available to provide transportation service for non-disabled siblings in future school years.
- If a family moves, sibling ridership may be immediately discontinued based on the buses assigned to the new residence location.
- If a disabled student is placed at a different school mid-year, sibling ridership may be discontinued based on whether a transitional bus continues to be used to transport the disabled sibling, space available on the transitional bus used to transport the disabled sibling, and space available at the school where the disabled student is placed.
- Non-disabled sibling must obey all safety rules and bus expectations. If non-disabled sibling interferes with the riding experience of any students, sibling ridership may be immediately discontinued.
- Once a disabled sibling is no longer in the same grade level grouping as a non-disabled sibling, the non-disabled sibling will be transported to his/her attendance area school.

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

Rev. 9/2014

REV. 12/22

INSTRUCTIONAL SERVICES

Regulation 6190

Curriculum Services

Virtual Education - Less than Full-Time Equivalent

The District will annually permit any eligible student, under the age of twenty-one (21) in grades kindergarten through 12 who resides in the District, to enroll in Missouri Course Access and Virtual School Program ("Program") courses as part of the student's annual course load. Course costs will be paid by the District provided that the student:

1. Is enrolled full-time and has attended a public school, including a charter school, for at least one (1) semester immediately prior to enrolling in the Program. However, if the reason for a student's non-attendance in the prior semester is a documented medical or psychological diagnosis or condition which prevented attendance, such non-attendance will be excused; and
2. Prior to enrolling in the Program course has received District approval through the procedure set out in this Regulation 6190.

Each Program course successfully completed will count as one class and will receive that portion of a full-time equivalent that a comparable course offered by the District generates.

District students enrolled full-time in Program courses are not permitted to attend or participate in various noncurricular, extracurricular, and/or interscholastic activities and athletics, including graduation ceremonies, dances, etc. Students enrolled full-time in Program courses may be allowed to attend graduation ceremonies if they complete District in-person instruction and seat time requirements as set forth by the District and upon a written request from the student to the Superintendent.

A. Enrollment

The enrollment process for participation in the Program will be substantially similar to the enrollment process for participation in District courses. [In making the enrollment decision, the District may consider the suitability of virtual courses based upon prior participation in virtual courses by the student. In addition, available opportunities for in-person instruction will be considered prior to enrolling a student in virtual courses.](#) The enrollment period will be ten (10) school days prior to each semester. Students who fail to timely enroll will be permitted to apply the next semester. New students enrolling during the school year will have five (5) school days from school enrollment for a Program Course under this regulation. The process may include consultation with a school counselor. However, consultation does not include the counselor's approval or disapproval of enrollment in the Program. The District has ten (10) business days from the date the application was submitted to the District to approve or deny the application.

When a District school denies a student's enrollment in a Program course or enrollment as a full-time Program student, the District will provide in writing a "good cause" reason for the denial. Such good cause determination will be based upon a determination that the enrollment is not in

Regulation 6190
Page 2

the student's best educational interest. Where enrollment is denied, the ~~following process will be utilized:~~ student/parent/guardian may seek review of the decision in the same manner as the District allows review from denial of enrollment in an in-class course.

1. The District will notify the student and the student's family in writing of the right to appeal denial of Program enrollment to the Board of Education; and
2. The family will be given an opportunity to present the reasons for their appeal to the Board at an official Board meeting; and
3. The District, at such Board meeting, will provide the basis for its determination that Program enrollment was not in the student's best educational interest; and
4. The written submissions by the family and the District will be incorporated into Board minutes; and
5. The Board's written decision and the reason for that decision will be provided to the family within thirty (30) days of such Board meeting; and
6. The family may appeal the Board's determination to the Department of Elementary and Secondary Education. The Department shall provide their decision within seven (7) calendar days.

Considerations that may support the District's determination that enrollment is not in the student's best educational interest include, but are not limited to, the fact that the student:

1. Has not completed prerequisite courses;
2. Has requested to enroll in a class that does not meet appropriate curriculum requirements or does not contain sufficient rigor according to the District's standards.
3. Does not have consistent attendance.
4. Does not have consistent passing grades in the classes he or she has taken within the past school year.
5. Has not successfully completed other virtual courses.

Program credits previously earned by a student transferring into the District will be accepted by the District. Students participating in the Program at the time of transfer shall continue to be enrolled in the course(s), and the District will assume future monthly payments for the course(s).

Students wishing to take additional courses beyond their regular course load will be permitted to enroll in Program courses under an agreement that includes terms regarding the student's payment of tuition or course fees.

Regulation 6190
Page 3

B. Payment for Program Courses

Cost associated with Program courses shall be paid by the District for students satisfying subsection (1) of this Regulation 6190. Payments will be made on a monthly cost basis prorated over the semester enrolled and based on the student's completion of assignments and assessments. In the event a student discontinues their enrollment, the District will discontinue monthly payments made on the student's behalf.

Payments will be made directly to the Program contract provider. The District shall not pay, for any one course for a student, more than the market necessary costs but in no case shall pay more than fourteen percent of the state adequacy target, as defined under section 163.011, RSMo, as calculated at the end of the most recent school year for any single, year-long course and no more than seven percent of the state adequacy target as described above for any single semester equivalent course. Payment for a full-time virtual school student shall not exceed the state adequacy target, unless the student receives additional federal or state aid. Where possible, the District will negotiate lower costs directly with the course or full-time virtual school providers, particularly in cases where several students enroll in a single course or full-time virtual school.

In the case of a student who is a candidate for A+ tuition reimbursement and who is enrolled in a Program course, the District will attribute no less than ninety-five (95%) percent attendance to any such student who has completed such Program course.

C. Program Course Evaluation

The District will consider recommendations made by DESE relative to a student's continued Program enrollment. The District will evaluate the progress and success of enrolled students that are enrolled in any course or full-time virtual school and may terminate or alter a course offering if the District determines that the Program course(s) or full-time virtual school is not meeting the student's educational needs.

Independently, the District will monitor student progress and success in Program courses. The District will annually provide DESE with feedback regarding Program course quality.

The District is not obligated to provide computers, equipment or internet access unless required by eligible students with a disability in compliance with federal and state law.

The District will include students' enrollment in the Program in determining the District's average daily attendance (ADA). For students enrolled in the Program on a part-time basis, ADA will be calculated as a percentage of the total number of Program courses in which the student is enrolled by the number of courses required for full-time students.

The District will provide a copy of DESE's Virtual School Guidance document to every District parent/guardian at the beginning of each school year and upon enrollment of every student

Regulation 6190**Page 4**

enrolling after the beginning of the school year. In addition, the District will provide an electronic version of the Guidance document on the main page of the District's website.

D. Students Disenrolled from Full-Time Virtual Schools

When a District student is disenrolled from a full-time virtual program, the virtual school must immediately notify the District of their disenrolled decision. Upon notice of such decision, the District will provide the parents/guardians of the student with a written list of available District educational options. Such student shall be promptly enrolled in their selected educational option.

Any student disenrolled from a full-time virtual school will be prohibited from re-enrolling in the same virtual school for the remainder of the school year.

E. Notice

The District will inform District parents of their child's right to participate in the Program through a notice in parent handbooks, registration documents and on the homepage of the District's website.

REV. 4/20

REV. 3/21

REV. 6/21

REV. 12/22

INSTRUCTIONAL SERVICES

Regulation 6215

Instruction

Reading Success

Beginning January 1, 2023 and In order to improve the reading proficiency and readiness of District students, the District has adopted the following procedures.

Reading Assessment

Utilizing a state-approved reading assessment, the District will assess the level of reading readiness for all students enrolled in Kindergarten through grade 3. Such assessments will occur at the beginning and end of each school year. Newly enrolled students in grades 1 through 5 shall be assessed at the time of enrollment.

Reading Success Plans

At the beginning of each school year the District will provide a Reading Success Plan (hereinafter the “Plan”) to eligible students. The Plan will be consistent with the guidelines issued by DESE to include but not be limited to measures of reading proficiency, strategies for addressing reading deficiencies, timelines for measuring improvement and information on screening.

Such “Plans” will be provided to any student who:

1. Exhibits a “substantial deficiency” in reading which creates a barrier to the student’s progress in learning to read. A “substantial deficiency” means a student who is one or more grade levels behind in reading or reading readiness; or
- 2, Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal dyslexia diagnosis.
- 3, Students entering the District after the start of school if indicated in the enrolling student’s most recent assessment, or as otherwise identified by teacher observation.

The student’s reading proficiency will be reassessed on the District’s assessment instrument. The student will continue to be provided with intensive reading instruction under a Reading Success Plan until the reading deficiency is remedied.

Parental Notification

The District will annually notify the parents/guardians of any Kindergarten through 3rd grade student who exhibits a substantial deficiency in reading. Such notice will be in writing or in a different modality based on the need of the parent/guardian. The written notification will include:

1. Identification of these students as having a substantial reading deficiency.

Regulation 6215Page 2

2. Description of the services currently provided to these students.
3. Description of the proposed supplemental instructional services and supports to be provided for mediation purposes.
4. Explanation that the instruction to be used with students identified as being at risk of dyslexia or is diagnosed with dyslexia will be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax and semantics.
5. Strategies for parents/guardians to sue in helping their child succeed in reading proficiency including the promotion of parent-guided home reading.
6. Opportunity to attend a District summer reading program if such program is provided.

For students exhibiting a substantial reading deficiency at the end of 3rd grade, District staff will meet with the student's parents/guardians to discuss whether the student should be retained in grade level. A decision to promote or retain such students will be made only after direct personal consultation with the student's parents/guardians and after formulation of a specific plan of action to remedy the student's reading deficiency. The promotion/retention decision will consider all relevant elements of the student's education and development.

Intensive Instructional Services

Students identified as having a substantial deficiency in reading, has been identified as at-risk for dyslexia, or has a diagnosis of dyslexia will be provided with intensive instructional services and supports specified in a reading success plan to remediate the identified areas of reading deficiency which may include, but is not limited to:

1. Small groups or individual instruction.
2. Reduced teacher-student ratios.
3. More frequent progress mentoring.
4. Tutoring or mentoring.
5. Extended school day, week or year.
6. Summer reading program.

No less than four (4) times per year, parents/guardians of such students will be notified of their student's academic progress. Parents/guardians will also be provided with a Plan that includes suggestions for regular parent-guided home reading.

Such students in grades Kindergarten through grade 5 will be provided intensive reading instruction through a reading development initiative which will comply with all of the following criteria:

1. Assessment that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

Regulation 6215**Page 3**

2. A reading curriculum that, at a minimum, has the following specifications:
 - a. Assists students in developing the skills to read.
 - b. Provides skill development in phonetic awareness.
 - c. Scientifically based reliable assessment.
 - d. Provides initial and ongoing analysis of each student's reading progress.
 - e. Provides a curriculum in core academic subjects to assist the student in meeting proficiency levels in all academic subjects.

School Improvement Plans

The District will address reading proficiency as part of its school improvement plan, which will draw upon assessments referenced in this Regulation as well as the prevalence of deficiencies.

As part of its Plan, the District will review chronic elementary absenteeism for its impact on literacy development. If more than fifteen (15%) percent of an attendance center's students are not at grade level in reading by the end of the 3rd grade, the Plan will include strategies to reduce that percentage.

Professional Development

The District will provide professional development services to enhance the skills of elementary teachers on responding to student's unique reading issues and needs and to increase the use of evidence-based strategies.

Reporting

The District will annually report to DESE the specific intensive reading interventions and supports implemented by the District as well as reporting on reading assessment data collected for grades K through 5. The District's report will confirm to DESE's required components or requested reports.

NEW 12/22

**Independence Board of Education
2023 Legislative Session**

Legislative Priority Positions

In the interest of public education in the Independence School District, we ask members of the Missouri General Assembly to:

1. Support the full funding of state mandates in accordance with the Missouri Constitution.
2. Support increasing overall state funding, per pupil, in an effort to make Missouri rank in the top one-half of all states in the country to support K-12 education.
3. Oppose legislation that would divert revenue to non-public educational entities.
4. Support local school district authority to make the decisions about matters such as: open enrollment; employee compensation and working conditions; class sizes; educational placement, curriculum and instruction materials; professional development; program and employee evaluation; school calendar; and Board member election terms and dates.
5. Support a line-item appropriation of state funding for safety measures for local school districts to protect students from harm and/or violence.
6. Support a consistent set of standards and tools to measure the progress of students and meet their educational needs while allowing districts to respond and implement these changes without further disruption to state standards or tests.
7. Support deadlines for certification of Assessed Valuation to allow school districts to be more accurate in setting levies.
8. Strengthen laws that control tax abatement programs.
9. Support funding for Early Childhood expansion.
10. Support a change in the bonding capacity for school districts from 15% to 20% of the district's assessment valuation.
11. Support maintaining full funding of the transportation formula, including modifying the provision the provision that penalizes school districts when they transport highly mobile students back to their original school of attendance.
12. Oppose charter school expansion as law currently exists. All local tax funds should be under the control of a publicly elected board.



President, Board of Education



Health & Safety Protocols

School Day, Early Education, K-12 and Kids Safari Safety Protocols and Mitigation Strategies

- Schools will make reasonable best efforts to minimize risk, however, attending schools in-person will introduce a greater risk of exposure.
- Classrooms have hand-sanitizing stations. Students and staff are encouraged to use hand sanitizer.
- Students will be reminded of proper hand washing techniques and cough and sneeze etiquette.
- Door handles and other high touch surfaces will be disinfected throughout the day by Facilities team members.

Face Coverings

- Masks are optional for all students, staff and visitors in all ISD buildings.

Bus Procedures

- Hand sanitizer is available on all buses.
- Students will have assigned seats on the bus.

School Arrival

- Students will report directly to classrooms upon arrival and will not congregate in common areas. Students will stay to the right of the hallway as they move directly to their classroom.

Students/Staff Presenting with Illness at School/Work

- If any students or staff present signs or symptoms of COVID-19 such as fever (100 degrees or greater), or two of the following: cough, shortness of breath, difficulty breathing, sore throat, chills, muscle pain, loss of taste or smell, they will be sent to the school nurse. The school nurse will immediately notify the parent/guardian. COVID-19 testing will be available in all schools if parents wish to test their students. If they test positive, they will be provided a medical mask and escorted to the Precautionary room. Precautionary rooms will be utilized to keep all students and staff safe from illness. The Precautionary Room door will remain open so that the nurse and/or designated staff member can monitor the student. The nurse or designated staff member will wear proper Personal Protective Equipment (PPE) to include a disposable face covering and gloves. Parents/guardians are advised to contact the student's doctor to discuss symptoms and risk factors.
- The Health Services Director will be contacted regarding any positive cases of COVID-19.

Illness Protocol for Returning to School/Work

If a student or staff member presents signs or symptoms of COVID-19 such as fever (100 degrees or greater), or two of the following: cough, shortness of breath, difficulty breathing, sore throat, chills,

muscle pain, loss of taste or smell, the student or staff member should not return to school/work until they speak with the school nurse. The nurse can approve students/staff to return if:

- 5 days have passed since the first symptom appeared **OR**
- The student/staff member tests negative for COVID-19
- The student/staff member should be fever-free for 24 hours without the use of fever-reducing medications. Symptoms should also be improving.
- **OR** student has a doctor confirmed explanation of symptoms

Students/Staff Testing Positive for COVID

If a student or staff member tests positive for COVID-19, the student or staff member should not return to school/work until they speak with the school nurse. The nurse can approve students/staff to return if:

- 5 days have passed since the first symptom appeared **AND**
- The student/staff member should also be fever-free for 24 hours without the use of fever-reducing medications. Symptoms should also be improving and the student/staff member should continue to wear a mask around others for 5 additional days

If the student/staff member is asymptomatic when they test positive and develops symptoms during the isolation period, they should exclude themselves from school/work for five days from the onset of symptoms, and be fever-free for 24 hours without the use of fever-reducing medication. All symptoms should also be improving before returning to school/work.

[Guidelines for Student/Staff Member Testing Positive for COVID-19 \(en español\)](#)

Exposures

If a student or staff member is exposed to a positive case of COVID-19 in their home and develop symptoms such as fever (100 degrees or greater), cough, shortness of breath, difficulty breathing, sore throat, chills, muscle pain, loss of taste or smell, the student or staff member should not return to school/work until they speak with the school nurse. The nurse can approve students/staff to return if:

- 5 days have passed since the first symptom appeared **AND**
- The student/staff member should be fever-free for 24 hours without the use of fever-reducing medications. Symptoms should also be improving.

If a student or staff member is exposed to a positive case of COVID-19 outside of their home, the student/staff member does not have to be excluded unless symptoms develop.

It is recommended that you test for COVID-19 following an exposure. The Independence School District continues to offer free COVID-19 testing for both symptomatic and asymptomatic staff and students at each school and the ISD Employee Clinic. Please contact your building nurse to schedule an appointment.

Vaccinations

According to the CDC, an individual is considered fully vaccinated for COVID-19 two weeks after receiving all doses in the primary series and received the most recent booster dose recommended for you by the CDC.

Close Contact

According to the CDC, anyone within six feet of an individual testing positive for COVID-19 for a cumulative total of 15 minutes or more over a 24-hour period is considered a close contact of that positive case.

Travel and Exclusions

Upon returning, be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19 and report any symptoms to your doctor as well as your supervisor. Students/staff should not report to school/work if symptoms develop.

Disinfecting Protocols and Ventilation

- Custodial staff will disinfect all commonly touched surfaces. End of day will include cleaning and sanitizing of restrooms, teacher desks, student desks, door-knobs, handrails and front office work spaces.
- Ventilation improvements will include upgrading equipment that will increase the number of fresh air exchanges in our schools and instructional spaces.

Educational Supports and Continuity of Services

The Independence School District uses Canvas and Fuel Ed for Virtual Learning Resources for secondary students. These resources help organize learning by connecting the digital materials that teachers and students use in one easy place. Canvas connects teachers and students through online courses that will include a daily live teaching component, attendance and grading expectations for credit. School counselors, psychologists and Family School Liaisons will be available to provide support as needed. The District will continue to utilize Trauma Sensitive Schools to identify and support the social-emotional and mental health needs of students. The District will use Lifeworks to provide for the social, emotional and mental health needs of staff.

ISD Building Coaches and Instructional Coaches will model and support teachers to increase instructional skills and fidelity of curriculum implementation by modeling lessons, co-teaching, observing and providing feedback, supporting lesson plan development and curriculum navigation and assisting with student data analysis to help teachers meet the instructional needs of students.

The ISD literacy model, teacher professional development and supporting resources will develop the understanding of how word recognition and language comprehension work together to establish skilled readers and writers who have strong reading comprehension and writing skills. Administrators, Instructional Coaches, Building Coaches and teachers will receive training and resources that support the Science of Reading.

The ISD math instructional model and resources will support effective mathematics teaching practices and allow students to engage in standards for mathematical practices by establishing mathematics goals to focus learning, implement tasks that promote reasoning and problem solving, build procedural fluency from conceptual understanding, use and connect mathematical representations, elicit and use evidence of student thinking, support productive struggle in learning mathematics and facilitate meaningful mathematical discourse.

The ISD will evaluate the performance of all sub-groups on State Assessments. This information along with interim data will be used to identify the most impacted students within the district.

Special Education

The District's Special Education Program will provide specialized instruction, accommodations/modifications, adaptations and assistive technology support for students with disabilities according to a student's Individualized Education Plan (IEP).

504

The District will provide accommodations/modifications, adaptations and assistive technology support according to a student's 504 plan.

English Language (EL)

EL will be offered in-person during the regular school day. Students enrolled in the EL program may elect to attend in-person as normal on their regularly assigned days even if enrolled in ISD Virtual Learning. Parents who opt for ISD Virtual Learning will be required to provide transportation for in-person EL.

IMPACT

IMPACT will be offered in-person during the regular school day. Students enrolled in the IMPACT program may elect to attend in-person as normal on their regularly assigned days even if enrolled in ISD Virtual Learning. Parents who opt for ISD Virtual Learning will be required to provide transportation for in-person IMPACT.

Activities and Athletics

The ISD is committed to providing all activity and athletic opportunities possible while adhering to local, state and national entities. Please keep in mind that students enrolled in ISD Virtual Learning are not eligible to participate in ISD activities and athletics.

Precautions to Minimize Risk

- Wash and sanitize hands often.
- Cover your mouth and nose with a tissue or elbow when coughing or sneezing.
- Custodial staff will disinfect all commonly touched surfaces. End of day will include cleaning and sanitizing of restrooms, teacher desks, student desks, door-knobs, handrails and front office work spaces.

Specials and Performance Electives

The Independence School District is committed to providing all curricular opportunities possible while adhering to local, state and national entities.

COVID-19 Testing and Vaccinations for Staff and Students

The Independence School District continues to offer COVID-19 testing for staff and students at each school and the ISD Employee Clinic. The ISD began offering COVID-19 testing to staff and students in November of 2020 and will continue this service into the 2022-2023 school year and until further notice.

The Independence School District began offering vaccination clinics in our schools for staff the first week the state of Missouri added the tier to allow us to offer that service. The ISD began offering vaccinations for students 12 and older in our schools in the spring of 2021, vaccinations for students 5 and older in the fall of 2022, vaccinations for those 6 months and older in the summer of 2022, the new bivalent booster in November 2022 and will continue offering vaccinations for staff and students into the 2022-2023 school year and until further notice.

Periodic Revision

The Independence School District will review and revise this document no less than every six months, with the input and consultation of stakeholders. This document is available to the ISD community on the District website, accessible in multiple languages.

Independence School District
HEALTH AND SAFETY PROTOCOLS:
STUDENTS/STAFF RETURNING TO SCHOOL/WORK
AFTER TESTING POSITIVE FOR COVID-19

12467

Updated June 2022

Student/staff members who test positive for COVID-19 should not return to school/work until they have worked with the school nurse.

The nurse can approve students/staff to return if:

SECTION A - SYMPTOMATIC



5 days have passed since the first symptom appeared.

Symptoms include fever of 100 degrees or higher, cough, shortness of breath/difficulty breathing, chills, muscle pain, sore throat or loss of taste or smell.



AND



Student/staff member is fever-free for 24 hours without the use of fever-reducing medication. Symptoms should also be improving. Student/staff member should continue to wear a mask around others for five additional days.

SECTION B - ASYMPTOMATIC



If the student/staff member who tests positive for COVID-19 did not exhibit any symptoms (asymptomatic), the student/staff member should not return for 5 days after the test was conducted. If symptoms develop anytime within the 5 day window, please follow the guidance outlined in [Section A](#).

DISTRITO ESCOLAR DE INDEPENDENCE PROTOCOLOS DE SALUD Y SEGURIDAD: ESTUDIANTES/PERSONAL QUE REGRESAN A LA ESCUELA/TRABAJO DESPUÉS DE SER POSITIVO PARA COVID-19

Los estudiantes / miembros del personal que resulten positivos para COVID-19 no deben regresar a la escuela / trabajo hasta que hayan comunicado a la enfermera de la escuela. La enfermera puede aprobar que los estudiantes / personal regresen si:

SECCIÓN A – SINTOMÁTICO



Hayan transcurrido 5 días desde la aparición del primer síntoma. Los síntomas incluyen fiebre de 100 grados o más, tos, falta de aire/dificultad para respirar, escalofríos, dolor muscular, dolor de garganta o pérdida del gusto o del olfato.



El estudiante/personal no tenga fiebre durante 24 horas sin utilizar medicamentos antifebriles. Los síntomas también deben mejorar. El estudiante o el miembro del personal debe seguir llevando una mascarilla cuando esté con otras personas durante cinco días más.

SECCIÓN B – ASINTOMÁTICO



Si el estudiante/personal que da positivo en la prueba de COVID-19 no presenta ningún síntoma (asintomático), el estudiante/personal no debe regresar hasta pasados 5 días desde la realización de la prueba. Si los síntomas se desarrollan en cualquier momento dentro de la ventana de los 5 días, por favor, siga la orientación descrita en la Sección A.

INDEPENDENCE SCHOOL DISTRICT
INVENTORY ASSET SHEET FOR DISPOSAL/SCRAP/DONATE

Date: 12-13-22

PUR-009

Asset Description	Quantity	Asset #	Serial #	Donate Item	Condition of Items(s)	Grant Item	Disposal/Scrap/Donate
All-In-One PC	107			No	Obsolete	No	Disposal
Basketball Backboard Pads	1 Set			No	Obsolete	No	Disposal
Basketball Rim	1			No	Obsolete	No	Disposal
Car Seat	16			No	Expired	Perkins	Disposal
Chair - Fabric Blue	7			No	Broken	No	Disposal
Chair - Teacher Wood	2			No	Obsolete	No	Disposal
Chromebook	1,322			No	Broken	No	Disposal
Desk - Teacher	1	13013629		No	Broken	No	Disposal
Desk - Teacher	1	13014386		No	Broken	No	Disposal
Desk - Teacher Wood	1			No	Obsolete	No	Disposal
Document Camera	24			No	Obsolete	No	Disposal
DVD Player	1	13001615		No	Broken	No	Disposal
Filet Cabinet - Large	2			No	Broken	No	Disposal
IPads	93			No	Obsolete	No	Disposal
Laminator	1	16001803		No	Broken	No	Disposal
LapTop	237			No	Obsolete	No	Disposal
Legun Vertical Mill FTV-2	1	13003353	SE 44851	No	Broken	No	Disposal
Monitor	3			No	Obsolete	No	Disposal
Phone	28			No	Obsolete	No	Disposal
Piano - Yellow	1			No	Broken	No	Disposal
Power Washer	1	20003383	EU18472D17	No	Broken	No	Disposal
Printer	5			No	Obsolete	No	Disposal
Projectors	16			No	Obsolete	No	Disposal
Roku TV	1	13036385	508GTC000210A0116	No	Broken	No	Disposal
Sony Dream Machine	1	17993	1013302	No	Broken	No	Disposal
Stage - Portable	1			No	Obsolete	No	Disposal
VHS Player	1	13002547		No	Broken	No	Disposal
Volleyball Ball Carts	3			No	Obsolete	No	Disposal

school year. He said that the Administration will need to develop over 30 employee calendars with nine just for Transportation Department. He said that 12 month employees will not be affected. Mr. Mondaine said that he wants the District to revisit this issue as time allows but not in 2-3 years. He said that the Board is elected by everyone not just the academic staff. He asked about the support staff and how will they meet 40 hours so they do not lose salary. He said what are their options?

Dr. Herl stated that options will be available and they could possibly make more money.

Mr. Roberson said he has friends on both sides of this question. He said research shows that people are leaving the educational field at a much higher rate than other professions. Mr. Roberson said that he is aware that the Administration is working on issues such as fifth day opportunities for students, families, and staff. He said he has spent many sleepless nights on this issue but wants to make the decision to do what is right by hiring and retaining quality teachers and other staff members. He referred to when the District started the Kids Safari Program, created the District Health Clinic, developed the Academies for students to experience various career fields, and incorporated Western Independence. These programs have all been successful.

Mrs. Dixon said she loves the community but this decision is not about us or her kids. She said she is making decisions as a Board member because of what is best for the District. Mrs. Dixon said the Administration's leadership team is willing to work hard and correct things that are not working. She wants the District to continue moving forward and doing what is best for students, staff, and families.

Mrs. Esry said she has had many emails regarding this issue. She said hearing the information and research presented on this issue and how it has worked for other school districts has been very informative. She said the fifth day options have been well thought out. Mrs. Esry said the Board and Administration will listen to the community regarding necessary changes and she is excited about the four day week.

Mr. Finke said he served on the Fifth Day committee and thanked those who sent emails and comments. He talked about the impact that teachers and coaches have had on kids. He said the Board of Education wants the best staff for all students. He said the Board will continue to work for the District they love.

Mr. Knipp said the Board members have spent numerous hours researching, talking with teachers, employees, etc. about this issue. He said that Board members have the ISD and Independence at heart when exploring this issue. He said foremost is the item on how to educate children the best for the future. He said the comment Mr. Roberson made about the Western Independence annexation and the concern expressed at that time and how the Administration took it to the next level. Mr. Knipp thanked the Administration and Board of Education that did this. He said he realizes that change is not easy.

The motion was made by Greg Finke, second by Jill Esry, that the Board of Education approves the 2023-2024 Four Day Instructional Week as presented. The motion was approved as follows: (Page 12471)

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

Nays: Anthony J. Mondaine

There being no further information to come before the Board of Education, Greg Finke made the motion, second by Blake Roberson, to adjourn the meeting and go into executive session for legal, real estate, personnel, and student issues at 7:24 p.m. The motion was approved as follows:

Ayes: Eric Knipp
Blake Roberson
Carrie Dixon
Jill Esry
Denise Fears
Greg Finke
Anthony J. Mondaine

Nays:


Secretary


President

INDEPENDENCE PUBLIC SCHOOLS
4 Day 2023-2024 CALENDAR
 4 day Draft

July 2023					August 2023					September 2023					October 2023				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4					1	2	3	4	5	6
10	11	12	13	14	7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
31					28	29	30	31		25	26	27	28	29	30	31			
Student Attendance					Student Attendance					Student Attendance					Student Attendance				
Teacher Contract					Teacher Contract					Teacher Contract					Teacher Contract				
November 2023					December 2023					January 2024					February 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1	1	2	3	4	5				1	2
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12	5	6	7	8	9
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26	19	20	21	22	23
27	28	29	30		25	26	27	28	29	29	30	31			26	27	28	29	
Student Attendance					Student Attendance					Student Attendance					Student Attendance				
Teacher Contract					Teacher Contract					Teacher Contract					Teacher Contract				
March 2024					April 2024					May 2024					June 2024				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5			1	2	3	3	4	5	6	7
4	5	6	7	8	8*	9	10	11	12	6	7	8	9	10	10	11	12	13	14
11*	12	13	14	15	15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
18	19	20	21	22	22	23	24	25	26	20	21	22	23*	24*	24	25	26	27	28
25	26	27	28	29	29*	30				27	28	29	30	31					
Student Attendance					Student Attendance					Student Attendance									
Teacher Contract					Teacher Contract					Teacher Contract									

A. Contract Days

July		Jan	20
August	14	Feb	18
Sept	18	March	19
Oct	19	April	17
Nov	17	May	14
Dec	14	June	

170

Tentative Summer School Start May 29

Graduation May 17 & 18, 2024

Seniors last day May 15

Weather Make Up Days

*Snow Days: #1 - March 11, #2 - May 23, #3 - May 24, #4 - April 8, #5 - April 29

All Attendance and Contract Days that are postponed due to inclement weather will be added at the discretion of the Board of Education

Required Student Contact Days	155
Required Teacher Contract Days	170
Floating Contract Day	1
	<u>171</u>

HR 10.31.22

No School / Non Contract

Professional Development (8 days) - No School / Contract

Parent Teacher Conference week

First Day of School/Last Day of School

Teacher Work Day