



Handbook for Educational Interpreters



"Connect"

**Board of Education Building
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September 15, 2015

INTRODUCTION

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District Mission

District Vision Statement:

A community united to improve the quality of life through education.

District Mission Statement:

By providing a quality education, the Independence School District will ensure that each learner will achieve the skills and self-confidence to be successful in an ever-changing world.

District Values Statements:

- All students can learn.
- All people have the right to be accepted and treated with respect.
- Schools will be safe, orderly and caring environments.
- Effective teaching/learning is the responsibility of the family, school, and community.
- High academic and behavioral standards are expected.

District Level Goals

- Increase student achievement and performance.
- Align district programs and services for continuity and cohesiveness.
- Maximize resources to facilitate learning.

Board of Education

President
Vice President
Treasurer
Director
Director
Director
Director

Mrs. Ann Franklin
Mrs. Jill Esry
Mrs. Denise Fears
Mr. Ken Johnston
Dr. Matt Mallinson
Mr. Greg Finke
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Central Office Administration

Superintendent of Schools
Deputy Superintendent-Instruction/Early Education/Student Services
Deputy Superintendent of Operations
Assistant Superintendent of Human Resources
Director of Human Resources
Assistant Superintendent of Secondary Education
Assistant Superintendent of Curriculum, Instruction, and Professional Dev.
Assistant Superintendent of Elementary Education
Director of Technology
Director of Special Services
Director of Community Relations
Director of Public Relations
Director of Business and Benefits
Director of Student Data Management and Residency
Director of Youth Development and Education
Director of Neighborhood Family Services
Director of Facilities Services
Director of Nutrition Services
Director of Transportation Services
Director of Health Services
Director of Public Safety

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Dr. Dred Scott
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Dr. Linda Gray Smith
Dr. Cindy Grant
Dr. Brad MacLaughlin
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Dr. Janet Richards
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Ms. Jennifer Walker
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Mr. Robert Burkey
Mrs. Michele Crumbaugh
Mr. Daryl Huddleston
Mrs. Lori Halsey
Mr. Dave Lamken



Dr. Dale Herl, Superintendent
201 North Forest Avenue
Independence, MO 64050
(816) 521-5300

Dear Employee:

On behalf of the Board of Education and the Independence School District, we welcome you to the 2015-2016 school year.

Your role is very important to the Independence School District and we appreciate your decision to join our staff. Included in this handbook is information that will answer many of your questions regarding the practices and services of the School District. If you have other questions, please contact Dr. Linda Gray Smith.

We hope that you enjoy working with the teachers, students, parents, and administrators. We appreciate you sharing part of your life with our School District and look forward to working with you during the 2015-2016 school year.

Best wishes,

Dale Herl
Superintendent of Schools

EDUCATIONAL INTERPRETER INFORMATION

What is an Educational Interpreter?

An Educational Interpreter in the State of Missouri is a state certified, licensed professional who generally works under the direction of a teacher of the deaf, and/or the classroom teacher. The state qualified Educational Interpreter is fluent in American Sign Language and spoken English, is fluent in one or more English based sign language systems, and has specialized training or skills specific to the educational interpreting process.

The Role of the Educational Interpreter

The fundamental role of the Educational Interpreter is to be the critical language link between students who are deaf or hard of hearing and hearing teachers and peers in the classroom setting. By using an American or English Sign Language system for the deaf student and using voice for the hearing student or staff member in the interpreting process, communication can take place. As sign language professionals, Educational Interpreters are the communication and interaction connection that can help teachers and students provide the deaf student with understanding needed to meet learning and behavioral goals set by the Independence School District. In primary and elementary levels, interpreters share in promoting understanding, acceptance, encouragement, independence, and support for the deaf or hard of hearing students. Services are extended to interpret for all staff or students who wish to communicate with a student requiring an interpreter. Job descriptions for Educational Interpreters in the Independence School District are included in the “Employment” section of this handbook.

Qualifications for Educational Interpreters

All Educational Interpreters, in order to be titled as such, must be certified and licensed in the State of Missouri. Interpreters for the Independence School District must have a high school diploma or GED. It is preferred that the educational interpreter has completed a two year Interpreter Training Program (ITP), has at least 60 post secondary credits, and is an interpreter at the Intermediate Level (3), or above. In certain situations, a licensed, certified interpreter who is not yet a level three may have permission to work under the direction of the deaf education teacher, with the goal of being re-tested for attainment of level three or above certification. The interpreter must maintain certification and licensure annually through the State of Missouri.

Instruction

Although the teacher is responsible for the instructional program of all students in the classroom, including the deaf or hard of hearing student, the Educational Interpreter needs to have a basic understanding of how students learn and appropriate instructional techniques and strategies, so that the interpreting process of instruction can be most effective and beneficial for the student. With the deaf or hard of hearing student, there will be additional strategies of instruction. The Educational Interpreter would benefit by consulting with the classroom teacher, the deaf education teacher, and other fellow interpreters in the workplace, and by attending interpreter workshops relating to the field of educational interpreting.

Performance Responsibilities With Staff

Interpreters will work cooperatively and collaboratively with administrators, deaf education teachers, regular classroom teachers, team interpreters, and other staff members in the implementation of instructional and behavior plans for deaf and hard of hearing students. The interpreter will exercise good judgment, flexibility, and patience while attending to assignments. The interpreter will take responsibility to provide clarification to staff and students regarding an accurate understanding of the interpreting role with the deaf or hard of hearing student.

If requested, the Educational Interpreter may provide input for, and/or may attend educational team meetings to answer questions and address concerns related to a student's communication abilities and needs. Interpreters will be alert to direct parents' questions and concerns to the appropriate personnel.

The interpreter will keep all school related information strictly confidential. School related information may be shared only with other teachers and supervisors who are directly responsible for the educational program of the deaf or hard of hearing student for whom the interpreter is assigned. The educational interpreter shall not discuss a student's progress or behavior in the classroom and shall direct questions on school performance to the appropriate personnel. However, an interpreter may report serious behavior which any other school personnel would be required to report.

Team interpreters will also use discretion and practice confidentiality when discussing an assigned student or student's assignments, communication needs, or behaviors.

If the interpreter's job description includes tutoring, this should be under the direction of the classroom or deaf education teacher. The teacher should be fully informed of progress in the tutoring sessions with the student. Results of tutoring sessions are also a matter of confidentiality.

As a general rule, it is not part of the interpreter's role to supervise a classroom in the absence of the teacher, so another teacher or trained personnel should be assigned that responsibility. Unless specifically trained and employed to do so, the interpreter does not function as a substitute teacher, teacher's assistant, or paraprofessional.

Performance Responsibilities Elementary (K-5)

When interpreting in the elementary grades, an interpreter will wear many necessary "hats" while participating in the education of the young student. It is important to remember that a student's developmental and/or language level may impact the role and responsibilities of the interpreter. As the child builds language, becomes more socially mature, becomes more independent, and learns how to use an interpreter, the role of the interpreter usually changes from a role of "helper" to the increasing role of "interpreter". The primary role of "Interpreter" or "Educational Interpreter" is how they are recognized within the educational setting.

In working with the very young deaf student, the responsibilities of an interpreter may include tutoring, redirection of behaviors, and various other roles. These responsibilities change as the child learns and matures, and the interpreter increases the interpreting role and lessens the "helper"

role (K-3). A job description for an Elementary (K-5) Educational Interpreter can be found in the “Employment” section of this handbook.

Performance Responsibilities Middle School/High School

A job description for interpreters at the middle school and high school level is included in the “Employment” section of this handbook.

Discipline

Disciplining the student is the responsibility of the classroom teacher. The interpreter will interpret and assist in redirecting, but not disciplining, the young student to follow classroom directions and rules (K-3). With older students, the interpreter will interpret for the teacher or other staff member who is administering discipline. Interpreters should not counsel students or include personal opinions while involved in an interpreting situation.

The interpreter will be involved in training the young student in how to work with an interpreter. On occasion, an interpreter will be confronted with a young deaf student who is frustrated and disrespectful. The interpreter should redirect with a reminder that mutual respect is required in school settings and should encourage the student back on task. However, if discipline is needed, the matter should be referred to the classroom teacher (K-3).

Mutual respect between the interpreter and older students is also essential. The interpreter will advise the teacher of any problems concerning unacceptable behavior that is directed toward the interpreter, so that the teacher can discipline the student accordingly.

The interpreter should inform appropriate personnel if a student confides serious problems in the home or other circumstances outside of school, or if serious emotional problems are suspected. If the interpreter sees a conversation concerning drugs or other serious matters, the interpreter will follow the policies and guidelines of the school district.

The interpreter will be accessible to the student for interpreting while they are in the Recovery Room, nurse’s office, or anywhere on school property where interpreting may be necessary. The interpreter will accompany and interpret for a deaf or hard of hearing student who is being escorted by another staff member from one place to another for discipline purposes.

Professional Ethics

In order to protect the rights of students and parents, Educational Interpreters must be relied upon to practice appropriate ethical behavior. Educational Interpreters are trained in a specific Code of

Ethics for Interpreters and are bound by school policies and federal law and state laws regarding privacy and confidentiality. Educational Interpreters should demonstrate honesty, loyalty, dependability, cooperation, and a willingness to enrich their abilities. The following is a suggested code of ethics for Educational Interpreters working in the Independence School District.

- Refer concerns expressed by parents, students, or others to the supervising teacher and/or building administrator.
- Recognize that the supervising teacher and/or building administrator have the ultimate responsibility for instruction and management.
- Help to see that the best interests of the individual students are met.
- Discuss a child's progress, limitations, and/or educational program with the supervising teacher and/or building administrator in an appropriate setting.
- Use discernment when discussing your assigned student or any other student with the supervising teacher. It is suggested that discussions about students should only be conducted when the students are absent from the room.
- Discuss school problems and confidential matters with the supervising teacher and/or the appropriate building administrator.
- Do not engage in discriminatory practices based on a student's disability, race, sex, cultural background, or religion.
- Respect the dignity, privacy and individuality of all students, parents, and staff members.
- Be a positive role model.

Confidentiality

Educational Interpreters who are licensed for the State of Missouri are legally bound to protect the privacy of the clients/or students for whom they interpret. Additionally, the Federal Education Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) require school districts to maintain confidentiality of students' records and progress.

Confidentiality can be extremely difficult to maintain because situations arise that are unexpected or appear harmless if information is shared. If any questions arise regarding what information can be shared and with whom, discuss this with your supervising teacher and/or building administrator. It is important that Educational Interpreters discuss students only with school personnel in appropriate situations, such as staffings, conferences, and IEP meetings.

Respect for Confidentiality

Note: The following information was written for paraprofessionals but is vital information for anyone working in the school environment with students, including *Education Interpreters*. This information was taken from "Tips for Paraprofessionals" by Joyce Elliott, Green Ridge R-VII School District (1997), and was reprinted with permission from Paraprofessional Mentor Program. *The italicized references are added for clarifying the student with a hearing loss and/or the additional title of Educational Interpreter to whom this information could be useful.*

Respecting confidentiality means respecting privacy. As a paraprofessional, *as well as an Educational Interpreter*, one will hear, read, and observe information about students that is

considered confidential. In short, one will learn a great deal about the students and their families. The paraprofessional, *as well as an Educational Interpreter*, must always respect the privacy of the students, and their families. There are federal and state laws designed to protect the confidentiality of students served by special education. The laws state that only educators directly involved in

delivering services to a student may have access to records and information about him or her. Persons not directly involved in delivering services to a student do not have a right to the information. Paraprofessionals, *as well as Educational Interpreters*, should count themselves as among those “directly involved.” Paraprofessionals, *as well as Educational Interpreters*, have the right to know information about the student or students that will aid in offering appropriate support. Please note that paraprofessionals, *as well as Educational Interpreters*, are allowed access to information only for the students with whom they are directly involved.

Having access to records and test results, being a part of discussions and planning for a student, and observing and closely working with the student are ways to find out more about the student. All of these formal strategies for learning more about students, their abilities and their needs are carefully monitored and even documented. In addition, paraprofessionals, *as well as Educational Interpreters*, need to be mindful of more informal ways of finding out about students. Always remember that a paraprofessional honors confidentiality. It is not only unprofessional to do otherwise, but also illegal. Problems of confidentiality are not always intentional.

Here are a few tips to help keep confidentiality from becoming a problem:

- Be careful with whom information is shared. Is that person directly involved with the student’s education?
- Don’t point out or label children in public or outside of school, as “your” students.
- Avoid using names when asked about your job
- Suggest that questions about a student are best directed to the teacher
- Be careful not to distort, exaggerate, or confuse information.
- Never use information about a student as gossip or as a joke
- Focus comments on student strengths and be positive
- Be careful where information is shared. What started as a private conversation becomes public when another individual enters the room

Remember, all students in the class will look to adults for examples. The best way to encourage understanding and interactions between students with disabilities *or who are deaf or have a hearing loss* and their non-disabled *or hearing* peers is to model tolerance, patience, and acceptance.

Hours for Educational Interpreters

Educational Interpreters may be hired for full or part time work. Consult your letter of appointment for the number of hours you are to work. You will have a half hour duty free break during the day. This will mean that you will be in attendance at your school for a half hour longer than your work hours. For example, if you are to work 7 hours, you will be in attendance at your school for 7 ½ hours. Any interpreting hours performed immediately after the school day or in the evening must be approved by the appointed supervisor for compensation.

Interpreters will not work on teacher professional days when students are not in attendance unless this is requested and also approved by their principal and the Director of Special Services. On early release days, interpreters will normally work five hours. It may happen that the interpreter will be asked to stay longer than five hours. This added time needs to be approved by the principal and/or immediate supervisor.

If the student is late, the interpreter will be accessible for that student until it is established that the student will be absent. The interpreter will use that time for preparation of materials to be interpreted or follow the direction of the Deaf Education teacher or supervisor in charge, and will be on call for when that student arrives. If the assigned student is absent, the interpreter who normally works with that student will contact the immediate supervisor to see if there is a need for an interpreter at another school in the district or if there is an alternative assignment.

Attendance

Regular attendance is an essential function of the job. Deaf and hard of hearing students depend on the daily language support of the interpreter. If you must be absent, contact your supervisor and principal as soon as possible, so that a substitute interpreter may be contacted to cover your responsibilities for the day.

Failure to report for duty or neglect to report absences for three (3) consecutive days will be considered by the employer as employee job abandonment.

Board of Education policy 4310 states; “When employees are absent more than ten (10) days in any semester or more than fifteen (15) days per school year, their absence is considered excessive.” The Superintendent/Designee will review each incident of excessive absence and may require the employee to provide medical documentation or may consider disciplinary actions up to and including termination. Appropriate documentation may also be requested for unusual patterns of absences, or absences of three or more consecutive days.”

Evaluations

To help you understand your job responsibilities and assess how well you are fulfilling those responsibilities, you will be evaluated using the performance-based evaluation included in the “Employment” section of this handbook. Although you may be evaluated at any time during the year, evaluations generally are completed in the Spring. Your building principal will discuss the evaluation with you and ask that you sign the evaluation. Please take time to study this evaluation and discuss any questions with your principal.

Salary and Benefits

Your annual salary is based on student contact time in your particular school. Educational interpreters are paid in twelve (12) monthly installments according to the scale approved by the Independence Board of Education. A copy of the current scale is located in the “Employment” section of this handbook.

Educational Interpreters should record their working hours using the district’s electronic timekeeping system. The payroll secretary will review your timesheet by verifying the information recorded in the system. The building principal will approve the timesheets at the end of the pay period. Payday is on the fifth (5th) and twentieth (20th) of the month, or the preceding Friday if these days are on a weekend.

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Educational Interpreters who are scheduled to work at least twenty-five (25) hours a week are paid on an “even pay” basis. This means that their annual salary is divided into twenty-four (24) equal

payments, no matter how many days are worked in the month. Overtime, extra hours, or docks are adjusted on the paycheck following the month in which these events occur. If an employee exits from the district before the end of their work year, the final paycheck is adjusted to pay them for the actual days worked at the time of exit.

Additional time worked for required in-service training(s) and conferences will be paid through the Office of Special Services.

Educational Interpreters who are hired to work a minimum of twenty-five (25) hours a week may participate in the Board of Education paid health, dental and life insurance programs. For information concerning these benefits you may contact the Benefits Office (521-5300) at the Board of Education Building. For a summary of all district benefits, please refer to the “Benefits” section of this handbook.

Leave Days

All employees working a minimum of twenty-five hours a week are eligible for a part-time leave package. Interpreters working at least twenty-five (25) hours per week will receive five (5) sick leave days per year, two of which may be used as a personal leave day. Three (3) bereavement leave days will be available annually.

During the first year of employment, sick leave time shall accumulate at the rate of two (2) days per month until allowable days are accumulated. During the second and subsequent years of employment, annual allowable sick leave days are accumulated immediately upon assuming responsibilities for the school year. Sick leave days not used each year will accumulate for future use. Unused personal days will roll over as sick leave days for the coming year. Bereavement days do not accumulate.

Exceptions to the district’s leave policies should be directed to your supervisor to forward to the Human Resources Office.

Learning

It is frequently said there are essential six stages of learning. One is ACQUISITION. Students at this stage make frequent errors when attempting to use a target concept or skill, but gradually respond more and more accurately. The second stage is REVISION. At this stage the learner is in the process of acquiring the skill, but the responses are erratic. Correct responses should be reinforced. The third stage is PROFICIENCY. The learner responds correctly, but not automatically. The learner should be reinforced for faster rates of response. MAINTENANCE is the fourth stage. During this stage previously acquired skills or concepts are practiced for retention. The ultimate educational outcome is better functioning of students in the world outside school. This is achieved by GENERALIZATION, or the fifth stage. Generalization means applying what is learned in school to situations outside of school or in different settings. The sixth and final stage is ADAPTION. The learner is able to recognize when a skill can be applied in new situations. Previous knowledge is used by the learner to problem solve.

Releasing a Student

If a person not connected with the school seeks information about a child or permission to take the child from the room, refer that person directly to the principal. The principal will determine whether or not the child should be excused and will notify you of the decision.

Under NO circumstances should a child be released without permission of the principal.

Important Policies

It is essential that you understand and follow policies when you work in the Independence School District. These include the Board of Education policies on corporal punishment and sexual harassment and the state mandated Safe Schools Act. Please review these carefully in the “Policies” section of this handbook.

Exit Procedures

In the event an employee exits from the district, the employee will need to submit a resignation letter to Human Resources. The employee will then need to schedule a time to meet with their supervisor to complete Stage 1 of an Exit Form and then call Human Resources to schedule a time to complete Stages 2 and 3. Stage 2 will be completed in Human Resources and Stage 3 will be completed in the Benefits Office.

Emergency Preparedness

Employees should make themselves aware of the location of evacuation plans should an emergency arise. Evacuation plans are posted near the door in each classroom and other common areas. These plans will include both fire and tornado routes. Some classrooms will have a red duffle bag containing first aid items. These bags should be taken with you in the case of a drill or real evacuation. In case of an emergency, employees should also note the location of the closest fire alarm activation switch. Each office has a complete Emergency Preparedness Plan notebook that each employee should take time to review.

Door Entry Procedures

The Independence School District has a School Safety regulation that requires all school doors to be locked during the school day. The goal is to ensure the safety of students and staff, while keeping unidentified strangers from gaining access to our schools. For parents, patrons, and other guests who have legitimate business in the schools, we want to be sure this process remains consistent. Staff will make visitors feel as welcome as possible by following the steps below.

- When a parent or patron approaches the door and pushes the buzzer, welcome them to the building and say, “May I help you?”
- If they are a parent, ask them for their student’s name and ask to see their photo identification.
- If they are a vendor or other visitor, ask the nature of their visit and ask to see their identification.
- If they do not have identification with them, apologize and inform them that for safety reasons, this new district policy requires that they show state or federal photo identification to enter the building.
- Our goal is to keep out unidentified strangers. If the visitor is someone with whom you are familiar, and they have no identification in their vehicle or with them in any way you are allowed the flexibility to buzz them in. **Please go the front door and escort them to the main office in order for them to receive a visitor’s pass.** Remind them that they will need to bring their identification the next time they come to school.
- If you are not familiar with the visitor and he or she is unable to produce identification, he or she will not be allowed in the building.
- Once a visitor has reported to the office, please follow the building sign in/sign out procedures:
- (Parent) Verify parent is on the student check-out list if they wish to check their student out of school.
- (Parent) Present parent with a visitor pass labeled with their name, and direct them to the appropriate destination.
- (Volunteer) Present volunteer with an appropriate pass and direct them to appropriate location.
- (Vendor) Present vendor with a visitor pass and contact the person with whom they are wishing to speak.
- (Other) Present visitor with an appropriate pass and direct them to the location that they are seeking.

Early Education and Kids’ Safari programs:

- Students enrolled in Early Education and Kids’ Safari programs can drop off and pick up their student at designated doors beginning at 6:30am until the start of the school day and then again when school is dismissed until 6:00pm. At the time school begins parents will be required to use the main school doors.
- Staff in Early Education and Kids’ Safari programs will be responsible for checking state or federal photo identification and buzzing parents in during the designated times above.

Keep in mind that some visitors will not be aware of these new procedures. Please be professional if visitors voice a concern, take the time to listen to their concern and remind them that we are

taking these precautions to provide added security for our students. If you have any questions regarding these procedures, please contact David Lamken at ext. 10035 or 816-286-3995.

A.L.I.C.E. Intruder/Active Shooter Response

In the Spring of 2014 the Independence School District adopted the A.L.I.C.E. model to an intruder/Active Shooter event. From August of 2014 to the present time, all staff in the Independence School District received training from certified instructors from the Independence Police Department. The intent of the A.L.I.C.E. model and training is to increase the survivability of staff and students should an event occur.

All staff receives annual training in A.L.I.C.E. in compliance with Senate Bill 75. This training is in the form of either a two-hour classroom/scenario training or an electronic refresher course.

Staff are encouraged to recall the training and apply it to their specific building so they will be prepared should an event occur. Staff is also encouraged to discuss the A.L.I.C.E. principles with their students and other staff members to maintain the edge and situational awareness.

Staff is also encouraged to reach out to any of the law enforcement instructors (SROs, Truancy and DARE Officers in the district) should they need assistance in setting up their classroom, encounter an unsafe condition, to practice this model or if they should have any questions regarding an intruder/active shooter event.

EMPLOYMENT

JOB DESCRIPTION

INDEPENDENCE SCHOOL DISTRICT

Elementary Educational Interpreter (K-5)

Qualifications:

- High School Diploma or GED required
- State requirements for title of Educational Interpreter
- Current State of Missouri Interpreter Certification: Intermediate (level 3), or above (level 4 or 5)
- Current State of Missouri Interpreter License
- Degree in Interpreting from an accredited Interpreter Training Program preferred
- Ability to use email, or willingness to learn skill with training

Fair Labor Standards Act Status: Non-Exempt

Reports to: Building Administrator (s)

Job Goal:

- To strengthen and facilitate communication in the language most beneficial between students who are deaf or have a hearing loss and their teachers and peers in the educational environment.
- To interpret learning and behavior goals that are in the school district's curriculum so that the student who is deaf or has a hearing loss is able to benefit from these provisions.

Performance Responsibilities for Educational Interpreter:

- To work cooperatively and collaboratively with teachers and other staff members, administrators, and parents
- To perform according to State Regulations for Interpreters and to comply with the Interpreters' Code of Ethics, as well as perform within the professional guidelines of the Independence School District
- Interpret any and all classes, social and academic activities, formal or informal, in the spirit and content that is presented, in which the assigned deaf or hard of hearing student is involved during the school day
- Prepare for interpreting assignments and arrange with the appointed supervisor an appropriate time during the school day to do so
- Meet the assigned student at the designated time and location.
- Until the student learns to be responsible for hearing aids and/or FM systems, be observant if these devices are not working properly and escort the student to the appropriate personnel for any battery replacement or adjustments (K-3)
- Consult with the classroom teacher and position themselves so that lighting, location and vision is adequate for the student to see the interpreter and the teacher, as well as the material presented
- Interact positively with all students and model appropriate dress and behavior

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- Work with and interpret for a deaf or hard of hearing student in a group setting with hearing students to encourage independence and interaction with peers, and to reinforce skills and language introduced by the teacher
- Accommodate the language, interpreting for the deaf student according to their language capability (K-3)
- Interpret language of learning materials and instruction from teachers in the sign language system that is best understood by the deaf or hard of hearing student, which will be determined by the educational team
- Be prepared to teach the classroom teacher and students basic gestures and survival signs for the deaf, such as line up, stop, quiet, walk, work, time for lunch, recess, math, etc., to encourage appropriate school conduct and direct communication between the deaf and the hearing
- Teach the deaf student and hearing peers about cultural differences with a deaf student, such as tapping the shoulder to get a deaf student's attention
- Direct students' questions to the teacher to encourage direct interaction between the teacher and the student. This will foster independence and promote classroom participation
- Avoid being overly helpful so the student will understand that the learning process is the responsibility of the student and not the interpreter (K-3)
- Allow the deaf student freedom to work on his/her own, make mistakes and choices, so as to learn as independently as possible
- Team with other interpreters when necessary for class assignments, assemblies, field trips, plays, etc
- If no interpreting services are needed, additional responsibilities may include: Tutoring another student who is deaf or has a hearing loss, informal sign language instructions, assisting the teacher in the classroom, and other duties as assigned

Terms of Employment:

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar is to be established by the Board of Education.

Evaluation:

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

JOB DESCRIPTION

INDEPENDENCE SCHOOL DISTRICT

Middle School/High School Educational Interpreter (6-12)

Qualifications:

- High School Diploma or GED required
- State requirements for title of Educational Interpreter
- Current State of Missouri Interpreter Certification: Intermediate (level 3), or above (level 4 or 5)
- Current State of Missouri Interpreter License
- Degree in Interpreting from an accredited Interpreter Training Program preferred
- Ability to use email, or willingness to learn skill with training

Fair Labor Standards Act Status: Non-Exempt

Reports to: Building Administrator(s)

Job Goal:

- To strengthen and facilitate communication in the language most beneficial between students who are deaf or have a hearing loss and their teachers and peers in the educational environment.
- To interpret learning and behavior goals that are in the school district's curriculum so that the student who is deaf or has a hearing loss is able to benefit from these provisions.

Performance Responsibilities for Educational Interpreter:

- To work cooperatively and collaboratively with teachers and other staff members, administrators, and parents
- To perform according to State Regulations for Interpreters and to comply with the Interpreters Code of Ethics, as well as perform within the professional guidelines of the Independence School District
- Prepare for interpreting assignments, and arrange with the appointed supervisor an appropriate time during the school day to do so
- Meet their assigned student at the designated time and location
- Consult with the classroom teacher and position themselves so that lighting, location and vision is adequate for the student to see the interpreter and the teacher, as well as the material presented
- Interact positively with all students and model appropriate dress and behavior
- Work with and interpret for a deaf or hard of hearing student in a group setting with hearing students to encourage independence and interaction with peers, and to reinforce skills and language introduced by the teacher
- Interpret any and all classes, social and academic activities, formal or informal, in the spirit and content that is presented, in which the assigned deaf or hard of hearing student is involved during the school day

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- Interpret language of learning materials and instruction from teachers in the sign language system that is best understood by the deaf or hard of hearing student, which will be determined by the educational team
- Direct students' questions to the teacher to encourage direct interaction between the teacher and the student. This will foster independence and promote classroom participation
- Allow the deaf student freedom to work on his/her own, make mistakes and choices, so as to learn as independently as possible
- Team with other interpreters when necessary for class assignments, assemblies, field trips, plays, etc
- If no interpreting services are needed, additional responsibilities may include: Tutoring another student who is deaf or has a hearing loss, informal sign language instructions, assisting the teacher in the classroom, and other duties as assigned

Terms of Employment:

The duration of the position is contingent upon the continued funding of the program, project, or assignment for which the appointment is made. The salary and work calendar is to be established by the Board of Education.

Evaluation:

Performance of this job will be evaluated in accordance with Board of Education policy by the immediate supervisor, utilizing the Independence School District School Support Staff Performance Based Evaluation.

**Interpreter Salary Schedule
2015-2016**

	Level II, Missouri Apprentice Certificate	Level III, Missouri Intermediate Certificate	Level IV, Missouri Advanced Certificate	Level V, Missouri Comprehensive Certificate
STEP	HOURLY	HOURLY	HOURLY	HOURLY
1	19.16	19.98	20.74	21.90
2	19.71	20.55	21.44	22.60
3	20.26	21.09	22.18	23.33
4	20.82	21.65	22.90	24.05
5	21.37	22.20	23.62	24.77
6	21.94	22.77	24.33	25.50
7	22.49	23.31	25.06	26.22
8	23.05	23.87	25.79	26.93
9	23.60	24.42	26.51	27.65
10	24.16	24.97	27.23	28.37
11	24.72	25.53	27.95	29.10
12	25.28	26.10	28.67	29.81
13	25.81	26.64	29.39	30.54
14	26.36	27.20	30.11	31.25
15	26.92	27.74	30.83	31.98
16	27.48	28.29	31.56	32.70

Interpreters may enter the scale on Step 1-16 based on prior experience as an interpreter.

Performance Based Evaluation Support Staff

NAME:

DATE:

YRS IN DISTRICT:

POSITION TITLE:

SCHOOL/DEPT:

SUPERVISING TEACHER:

PRINCIPAL:

Evaluations will be conducted as needed in individual schools, with a final evaluation submitted to the Human Resources Office on or before April 1 of each year. The evaluation process will allow staff members to explore strengths and weaknesses in their job skills and performance. The process will also encourage open communication between the staff member and supervisor, thus promoting the best possible working environment.

School Support Staff: Include Paraeducators, Library Aides, Playground Aides, In School Suspension Teachers, Hall Monitors, and other staff members working with students in the school building.

EVALUATION CRITERIA

1. PROFESSIONAL PRESENTATION OF SELF:

Appropriate appearance for the school setting.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

2. DEPENDABILITY: Can be counted on to follow directions, be on the job, and fulfill assigned responsibilities.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

3. INITIATIVE: Is self-directing.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

4. EFFICIENCY: Work is completed in a timely manner.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

5. ATTITUDE/INTERPERSONAL SKILLS: Exhibits a positive attitude and works well with students, parents, supervising teacher(s), administrators, and staff.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

6. EFFECTIVENESS:

a. Staff member has a positive impact on student learning and encourages increased student performance, including keeping students focused and on task.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

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- b. Encourages positive student behavior, which includes modeling appropriate interactions with others.

- Exceeds Standards
 Meets Standards
 Below Standards

Comments:

7. **JOB KNOWLEDGE:** Extent of information, understanding, and ability possessed by staff member relative to position duties, (e.g., adapting curriculum, health needs, behavior intervention, building procedures).

- Exceeds Standards
 Meets Standards
 Below Standards

Comments:

8. **FLEXIBILITY:** Adjusts to changes in schedule or the work situation.

- Exceeds Standards
 Meets Standards
 Below Standards

Comments:

9. **JUDGMENT/DISCRETION:** Decisions and actions are appropriate for working in the school setting.

- Exceeds Standards
 Meets Standards
 Below Standards

Comments:

10. **COMMUNICATION SKILLS:** Effectively and appropriately communicates with students, parents, and school personnel, including both written and verbal communication.

- Exceeds Standards
 Meets Standards
 Below Standards

Comments:

11. **PROFESSIONAL IMPROVEMENT:**

Participates in requested training opportunities and improves skills.

- Exceeds Standards
 Meets Standards
 Below Standards

Comments:

12. **CONFIDENTIALITY:** Protects a student's right to privacy and maintains confidentiality of student records and any other information shared about the student.

- Exceeds Standards
 Meets Standards
 Below Standards

Comments:

If needed, attach an additional page for strengths to build on and areas to work on.

STRENGTHS TO BUILD ON:

Type Here

AREAS TO WORK ON:

Type Here

Supervisor's Signature:

_____ Date

Staff Member's Signature:

_____ Date

Additional Signature(s):

This signature verifies that this evaluation has been discussed with you and does not indicate agreement with contents.

HR 09/11/2013

BENEFITS

Employee Benefits

<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Public School Retirement System (PSRS)	<ul style="list-style-type: none"> • State mandated deduction (2015-2016) 14.50% without Social Security or 9.67% with Social Security • Matched by the District • Vested after 5 years • Questions – Contact 800-392-6848 or email member_services@psrsmo.org 	All certificated staff who work 17 hours per week or 600 hours per year
Public Education Employee Retirement System (PEERS) Formerly Non-Teacher Retirement System (NTR)	<ul style="list-style-type: none"> • State mandated deduction (2015-2016) 6.86% • Matched by the District • Vested after 5 years • Questions – Contact 800-392-6848 or email member_services@peersmo.org 	All classified staff who work 20 hours per week or 600 hours per year
403B and 457	<ul style="list-style-type: none"> • Approximately 15 vendors for pre-tax retirement savings • Contact The Omni Group at 877-544-6664 • www.omni403b.com 	All staff
MOST	<ul style="list-style-type: none"> • Payroll deduction for Children’s Higher Education 	All staff
General Payroll Deductions	<ul style="list-style-type: none"> • Professional organization dues, Independence Foundation, United Way, etc. 	All staff

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<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Direct Deposit	<ul style="list-style-type: none"> • Available for multiple accounts 	Required for all staff
Direct Check Card	<ul style="list-style-type: none"> • Available for multiple accounts 	Employees who don't have a bank account
Credit Union	Located at 201 N. Forest Avenue	All staff
"Benefits Banking"	<p>Additional free, discounted, and premium rate services for customers of Commerce Bank. Services include:</p> <ul style="list-style-type: none"> • Free online banking and bill pay • Free Commerce ATM and debit card • Discount on loans <p>Contact 816-234-8810 or 816-234-1984</p>	All staff and retirees
Professional Liability Insurance	<ul style="list-style-type: none"> • Protects employees against damage and injury claims while they are acting within the course and scope of their assigned duties as established by the District. • Coverage provides \$2,250,000 limit of liability for each claim 	All staff
Worker Compensation	<ul style="list-style-type: none"> • State mandated • Covers medical care and prescriptions • Provides 2/3 of average weekly wage if employee cannot work, effective 3 days after day of injury • Day of injury paid by District • Care provided in District's Employee Health Clinic at 1516 W. Maple Street • Questions – Contact Employee Workers' Compensation Office 816-521-5424 	All staff with job related injuries

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<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Health Insurance	<ul style="list-style-type: none"> • Board of Education paid for employees @ \$523.76 monthly, October 1, 2014 – September 30, 2015 • Optional coverage available at employee expense for spouse and dependent children • Retirees may retain membership by paying premiums • Plans choices include QHDHP, PPO, and HMO 	<p>All staff who work 25 hours per week</p> <p>Retirees who elected coverage within one year of their retirement</p>
Dental Insurance	<ul style="list-style-type: none"> • Board of Education paid for employees @ \$27.46 monthly October 1, 2015 – September 30, 2016 • Optional coverage available at employee expense for family • Annual maximum coverage of \$1000.00 	<p>All staff who work 25 hours per week</p> <p>Retirees may extend through COBRA for 18 months</p>
Voluntary Insurance Vision	<ul style="list-style-type: none"> • At employee expense • Monthly cost of \$12.93 for employee or \$35.67 for family 	<p>All staff who work 25 hours per week</p>
Long Term Disability Insurance	<ul style="list-style-type: none"> • Board of Education paid benefit • 60% of employee salary • Effective after 90 day elimination period or expiration of sick leave 	<p>All staff who work 25 hours per week</p>
Life Insurance Board Paid	<ul style="list-style-type: none"> • Board of Education paid benefit • 1.5 times salary for qualifying employees • Includes AD&D 	<p>All staff who work 25 hours per week</p>
Life Insurance Supplemental	<ul style="list-style-type: none"> • At employee expense • Optional coverage available for employee, spouse and dependents with or without AD&D 	<p>All staff who work 25 hours per week</p>

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<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Section 125 – Premiums	<ul style="list-style-type: none"> • Premium savings with before tax dollars • No fee 	All staff who work 25 hours per week who have a health care premium, a family dental premium, or voluntary vision premium
Section 125 – Flex Plan Unreimbursed Medical Dependent Care	<ul style="list-style-type: none"> • Pretax savings account for medical or dependent care • Fee \$5.00 per month for 9 months 	All staff who work 25 hours per week
Section 125 - Health Savings Account	<ul style="list-style-type: none"> • Employee owned pretax savings account for medical expenses • District contributes \$500/year • Fee \$2.50 per month 	All staff who are enrolled in the high deductible health care plan and meet other IRS requirements for the account
Employee Assistance Program New Directions	<ul style="list-style-type: none"> • Cost-free Employee Assistance Program • Confidential Services, Referrals • Counseling and Resources • Financial and legal planning • Confidential website access www.ndbh.com (login code Independence SD) • Available 24/7 at 800-624-5544 • Call 816-237-2352 to arrange a confidential appointment 	All staff who work 25 hours per week and their household family members
Employee Health Clinic	<ul style="list-style-type: none"> • Medical clinic for well exams, disease management, illness care, routine lab tests • Cost-free for those on district health insurance and preventive • \$25 per visit fee for those on the HSA eligible QHDHP • Call 816-521-5316 or go online to https://healthstatinc.intelichart.com/patientportal to make an appointment 	All staff, retirees, and dependents (age 2+) enrolled on district health insurance
Employee Wellness Center	<ul style="list-style-type: none"> • Free gym with exercise equipment and classes • Enroll - call 816-521-5315 	All regular full and part-time employees, retirees, and their spouses and dependents age 18 and older
Aquatics Center	<ul style="list-style-type: none"> • Free open and lap swimming • 25% off swimming lessons, party rentals and private rentals • Free aerobics classes • Questions – call 816-521-5377 	All staff

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<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Voluntary Insurance Legal Assistance	<ul style="list-style-type: none"> • Optional at employee expense • \$15.95 per month for 60 hours of preventive legal, motor vehicle, trial defense, and IRS audit legal services 	<p>All staff who qualify for PSRS or PEERS</p> <p>Retiree insurance and COBRA participants</p>
Voluntary Insurance Identity Theft	<ul style="list-style-type: none"> • Optional at employee expense • \$12.95 per month, or \$9.95 per month if purchased with the Legal Assistance Plans • \$1.00 per month additional for minors 	<p>All staff who qualify for PSRS or PEERS</p> <p>Retiree insurance and COBRA participants</p>
Voluntary Insurance Accident	<ul style="list-style-type: none"> • Optional at employee expense: employee, spouse, dependents • Includes Wellness Benefit • Includes Accidental Death or Dismemberment • Includes Hospital Benefit • Monthly cost coverage based 	<p>All staff who qualify for PSRS or PEERS</p>
Voluntary Insurance Critical Illness	<ul style="list-style-type: none"> • Optional at employee expense: employee, spouse, dependents • Includes Wellness Benefit • Includes heart attack, stroke, cancer, renal failure, organ transplant, ALS, blindness, and paralysis • Monthly cost age banded 	<p>All staff who qualify for PSRS or PEERS</p>
Voluntary Insurance Hospital Indemnity	<ul style="list-style-type: none"> • Optional at employee expense: employee, spouse, dependents • Includes annual admission and daily benefits • Monthly cost coverage based and age banded 	<p>All staff who qualify for PSRS or PEERS</p>
Voluntary Insurance Short Term Disability	<ul style="list-style-type: none"> • Optional at employee expense for employee only • Elect coverage \$100-\$1000/wk • Effective after 14 day elimination period • Monthly cost \$5.90 per \$100 elected coverage 	<p>All staff who qualify for PSRS or PEERS</p>

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<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Family Medical Leave	<ul style="list-style-type: none"> • Federally mandated by the Family Medical Leave Act • Up to 12 weeks of unpaid leave allowed for birth/adoption of a child, serious health condition of employee, or serious health condition of member of immediate family who requires care of employee • BOE paid insurance and other benefits continued during leave • Employees required to use any available leave days during leave • No loss of seniority 	<ul style="list-style-type: none"> ○ Employees who have worked 12 months previous to the leave and who have worked at least 1250 hours during the 12 months before the leave ○ Contact Human Resources to see if you qualify for FML ○ Employees must request FML in writing through the Human Resources Office 521-5300
Sick Leave	<ul style="list-style-type: none"> • 10 days per school year for illness as outlined in Board of Education Policy/Regulation 4320 • Plus one (1) day for each additional full contract month beyond the nine month calendar • Paid at daily rate 	All staff who work 37.5 hours per week
Personal Leave	<ul style="list-style-type: none"> • 3 days annually for personal use as outlined in Policy/Regulation 4320 • Deducted from sick leave • Paid at daily rate 	All staff who work 37.5 hours per week
Emergency Leave	<ul style="list-style-type: none"> • Up to 10 days leave for purposes outlined in Policy/Regulation 4320 • Deducted from sick leave • Paid at daily rate 	All staff who work 37.5 hours per week
Bereavement Leave	<ul style="list-style-type: none"> • 3 days for death in the immediate family as outlined in Policy/Regulation 4320 • Paid at daily rate 	All staff

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<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Part-Time Sick Leave	<ul style="list-style-type: none"> • 5 days per school year for illness • Plus one (1) day for each additional full contract month beyond the nine (9) month calendar • Paid at daily rate 	All staff who work at least 25 hours a week and less than 37.5 hours a week
Part-Time Personal Leave	<ul style="list-style-type: none"> • 2 days annually for personal use • Deducted from sick leave • Paid at daily rate 	All staff who work at least 25 hours a week and less than 37.5 hours a week
Jury Duty	<ul style="list-style-type: none"> • Paid at employee’s daily rate 	All staff
Vacation	<ul style="list-style-type: none"> • Paid at daily rate 	11 and 12 month full-time employees

***This chart is intended as a quick reference summarizing the employee benefits available to employees of the District. A more detailed description of the employee benefits that may be applicable to you is available through the Human Resources Office. This chart is not intended to be an employment agreement and the District, in publishing this chart, is not conveying an offer pursuant to the benefits described in this summary.**

Benefit Banking

*Benefits Banking for
the Independence
School District*

Your Employee Benefits Just Got Better!

Commerce Bank is pleased to offer you a special voluntary employee banking benefit that is designed to help you save time and money! **Benefits Banking** is a preferred banking program for all Independence School District employees that gives you preferred access to the best personal banking services that Commerce Bank offers. Because everyone has different financial needs, **Benefits Banking** offers you three levels of free, discounted and premium rate options: **Select, Plus or Premium.**

You choose the level that is right for you!

Benefits Banking accounts include

- Free checking with no minimum balance requirement
- Ongoing free Commerce wallet checks
- Free Commerce ATM and debit card
- Free Online Banking and Online Bill Pay
- Free Mobile Banking and Alerts¹
- Overdraft protection options
- Special loan rates
- Low rate credit card with no annual fee²
- Free notary services, travelers checks and stop payment
- Special new account opening incentive³



Ask about our special incentive for opening and using your new **Benefits Banking Account!**⁴

You may also enjoy (depending on the level you choose):

- Higher interest rates on savings or money market accounts
- Your choice of miles or cash back rewards on your credit card
- Free safe deposit box
- Discounts on brokerage services⁴
- Free financial planning consultation⁴
- Plus more!

If you are already a Commerce customer, there are additional benefits available to you as an Independence School District employee with **Benefits Banking**. You will not need to change your account numbers or checks, but you will need to contact Commerce to "upgrade" your account.

You may also receive information about **Benefits Banking** by visiting any of the 57 Commerce Bank locations in the Kansas City area, by emailing benefitsbanking.kc@commercebank.com or by contacting a Benefits Banker at one of our four Independence Commerce Banking Centers:

Independence Square , 300 N. Osage	816-234-8810 or 816-234-1984
Independence Center , 18700 E. 39th St.	816-234-1956 or 816-234-1965
Noland Road , 2915 S. Noland Rd.	816-234-1974 or 816-234-8856
24 Highway , 17601 E. 24 Highway	816-234-1987 or 816-234-1986

We also invite you to visit the **Benefits Banking** webpage for Independence School District teachers and staff at: commercebank.com/benefitsbanking/independenceschooldistrict.asp

You chose a great place to work! Now choose the best place to bank.
We hope you'll *call, click or come by* Commerce today.



¹Your mobile carrier's text messaging and web access charges may apply.
²Upon approval.
³Limited time offer. 0% Annual Percentage Yield on the Benefits Banking Select checking account. Rate may vary. Fees could reduce earnings on your account. Higher balances may be required to avoid normal service charges on Benefits Banking Plus and Premium checking accounts. Incentives greater than \$10 reported as interest to the IRS.
⁴Benefits from Commerce Brokerage Services, Inc.
Not FDIC Insured • May Lose Value • No Bank guarantee



Commerce Bank

Member FDIC

11376 ISD 7/09

New Directions Employee Assistance Program

EAP Call Center Intake Line: 800-624-5544

The Employee Assistance Program is a counseling assessment benefit that is provided to employees by the **Independence School District**. Did you know that the two primary reasons people use this program are for stress and for relationship difficulties? No matter how hard we try, we cannot avoid the fact that these are two issues that we have to deal with on a daily basis. We may not always need assistance from others to handle stress or relationships, but sometimes it reaches a point where it helps to have some insight from others. The EAP can assist you with dealing with these issues or anything else that may be concerning you.

Some important points to remember:

This is a **free** service. It is separate from your health insurance and it does not cost you anything to use. It is a **confidential service**. No information, including your name, is released without your written permission. Your employer will not know if you use this program. It is a service available to the employee and to **immediate family members** that live within our household.

Other services available through the EAP:

- **Legal Referrals**- Contact New Directions for a referral to a local attorney. The initial consultation with the attorney is at no cost.
- **Financial Referrals**- A 30 minute telephone consultation is available through the EAP. After the consultation you can be referred to local resources. The referrals can be made for any financial issue (debt consolidation, budgeting, taxes, investments, etc.)
- **Website Programs**- Log on to www.ndbh.com to access the website programs. Click on EAP Members and use **Independence SD** as your login code to access the dedicated company section. **Personal Directions** is an online work/life program with over 5,000 different articles, calculators, videos, and databases available. Information in Personal Directions includes:
 - **Buying a Car**
 - **Health Assessments**
 - **Investment Calculators**
 - **Child Care Database**
 - **Elder Care Database**
 - **Pregnancy Videos**
 - **Buying a House**

Employee Information and Accident/Injury Procedures

The Independence School District provides Workers' Compensation statutory coverage for all employees of the District for injuries occurring out of and in the course of the employee's employment with the District.

For any claim to be processed, the employee must comply with the following requirements:

1. Report to the school nurse's office at the injury site for an initial medical evaluation, first aid treatment and referral for treatment with the completion of the **Workers' Compensation Treatment Authorization** form. Outside of the nurse hours, the supervisor will complete the referral.
2. Work related injuries must be reported immediately to your supervisor or as soon as possible but in no more than 24 hours.
3. An **Employee Accident/Injury Report** form must be completed and signed by the employee and the school nurse or supervisor at the time the incident is reported even if no medical treatment is needed. This will be completed in the school nurse office during initial evaluation. If a nurse is not available, the supervisor will assist.
4. All work related injuries must be treated by **ISD Employee Health Clinic** and be referred by the school nurse or supervisor. The Clinic can triage, treat or refer most care levels of injuries. The ISD Employee Health Clinic location and hours are as follows:

ISD Employee Health Clinic	Clinic Hours:	
1516 W. Maple Ave.	Monday-Friday,	7:00 am – 12:00 Noon
Independence, MO 64050		1:00 pm – 6:00 pm
Telephone (816) 521-5316	Saturday,	8:00 am – Noon

If an injury occurs and urgent care level treatment is needed after Clinic hours, you can be treated until 9:00 pm Monday through Friday, Saturday, Sunday and Holidays as listed at:

Urgent Care of Kansas City	After ISD Clinic Hours:	
4741 S. Arrowhead Drive, Suite B	Monday-Friday,	6:00 pm – 9:00 pm
Independence, MO 64055	Monday-Friday,	12:00 Noon – 1:00 pm
Telephone (816) 795-6000	Saturday,	12:00 Noon – 6:00 pm
	Sunday,	8:30 am – 5:30 pm
	Holidays	8:30 am – 3:30 pm

If an injury is a **true emergency**, you can be treated at the **Truman Medical Center Lakewood**. Limit all visits to the Emergency Room to injuries that cannot possibly wait until the next day.

5. **Following each treatment, the doctor's release to work, restrictions or After Care Instructions must be submitted immediately to your supervisor and to the Employee Worker's Comp Office.**
6. Treatment appointments and leave information:
 - a. Treatment time within work hours on day of injury only are paid as work hours.
 - b. All appointments (including follow-ups) for Work Comp after day of injury are treated the same as personal doctor appointments for purposes of leave. For that reason, it is best to get immediate evaluation and to make all other appointments before or after work hours as much as possible.

Your failure to follow these requirements may invalidate any present or future compensation claims that arise as a result of an injury. Eligibility for medical expense and/or disability income reimbursement has relatively strict guidelines and it is important for you that you do not jeopardize your claim.

Policy coverage provisions include a stipulated death benefit, blanket medical expense coverage, and weekly disability income reimbursement should the employee be unable to work upon doctor's orders. There is a waiting period of three (3) work days before work comp weekly disability income reimbursement begins. There is also statutory provision for lump sum payment for injuries that result in permanent or partial disabilities that might occur to employees.

The District will provide Modified Duty when possible and if so prescribed by the physician. Modified Duty allows the employee to receive full wages while recovering rather than reduced Workers' Compensation disability reimbursements.

Employee Accident/Injury Report/Internal Form

OFFICE USE ONLY	
	ID#
	Dept. #
	Months
	Calendar

Attn: Give the employee a copy of the Employee Accident/Injury Procedures.

Outside medical attention: Immediately fax this completed form to (816) 521-5677 and call the ISD Employee Worker's Comp Office at (816) 521-5424. Send this form along with the Treatment Authorization form with the Employee to ISD Employee Health Clinic (or Treatment Authorization form only to Urgent Care of Kansas City or Truman Medical Center ER if after hours).

First aid or no medical attention: Fax this form to (816) 521-5677 and call the ISD Employee Worker's Comp Office at (816) 521-5424.

EMPLOYEE INFORMATION:

SSN/Emp #: _____ Name: _____
 Phone: (Home) _____ (Work) _____ Primary Work Site: _____
 Home Address: _____
 City: _____ State: _____ Zip: _____
 D/Birth: _____ Marital Status: M / S / Sep / D / W Gender (M/F) _____
 Title: _____ Status: (Full/Part Time) _____

ACCIDENT /INIURY INFORMATION:

Time Employee Began Work: _____ AM/PM Date of Injury: _____
 Time of Injury: _____ Check If Time Cannot Be Determined
 Date Employer Notified: _____ Time Notified: _____
 Description of What Happened: _____

 Cause: _____
 Body Part Injured: (Left/Right) _____ Nature of Injury: _____
 Witnesses: _____
 Did Injury Occur on Employer Premises: Y/N _____ Inside _____ Outside _____ Vehicle _____
 Location Site: _____ Location at Site: _____
 Is Employee Going to Receive Medical Attention: Y/N _____ On-Site First Aid: Y/N _____
 ISD EMPLOYEE HEALTH CLINIC: _____ (7:00 AM – 12:00 Noon and 1:00 PM – 6:00 PM, Monday – Friday;
 8:00 AM – Noon, Saturday)
 Urgent Care of Kansas City: _____ (6:00 PM – 9:00 PM and 12:00 Noon – 1:00 PM, Monday – Friday;
 (Independence Location) 12:00 Noon – 6:00 PM, Saturday; 8:30 AM – 5:30 PM, Sunday;
 8:30 AM – 3:30 PM, Holidays)
 _____ Other Provider Care Site
 Emergency Care: _____ Truman Medical Center Lakewood _____ Other: _____
 Employee Signature: _____ Date: _____
 Supervisor/Nurse Signature: _____ Date: _____

OFFICE USE ONLY			
Report #:	SSN#:	Wage:	
Hire Date:	Entered:	PMA Management Corp. #0476127	
		Phone: 1-888-476-2669	

Workers' Compensation Treatment Authorization

PMA# 0476127

School District: Independence School District
School Name: _____
Address: _____
School District Contact: Debby Acuff Phone Number: 816-521-5424
Fax Number: 816-521-5677

EMPLOYEE INFORMATION

Employee Name: _____
Employee Address: _____
Employee Phone Number: Home _____ Work _____
Employee SSN: _____ Employee DOB: _____
Date of Injury: _____ Injured Body Part: _____
How Did Injury Occur? _____
Sent to Location (below): _____ Date: _____

_____ ISD Employee Health Clinic: (7:00 AM – 12:00 Noon and 1:00 PM – 6:00 PM, Monday – Friday;
8:00 AM – Noon, Saturday)

_____ Urgent Care of Kansas City (Independence): (6:00 PM – 9:00 PM, Monday – Friday;
12:00 Noon – 1:00 PM, Monday – Friday;
12 Noon – 6:00 PM, Saturday;
8:30 AM – 5:30 PM, Sunday;
8:30 – 3:30 PM, Holidays)

_____ Other Provider Care Clinic Location: _____

_____ Emergency Care: Truman Medical Center Lakewood or Other: _____

Treatment Authorized By: _____ (Print Name) _____ (Signature)

PROVIDER SECTION

Please complete information below and fax to PMA at 1-800-432-9762 and the district contact listed above.

(Note: The medical provider's standard injury status report reflecting the injured worker's return to work status can be substituted to fax the information requested below to both PMA and the district contact listed above.)

Diagnosis: _____

Treatment Recommendations: _____

Return to Work Status: Modified Duty _____ Full Duty _____

Detail Modifications below or: No Restrictions _____

No Lifting Over: _____ lbs. No Pushing/Pulling Over: _____ lbs.

Additional Modifications: _____

Follow-up Appointment: Date/Time: _____ None Needed: _____

Provider Signature: _____

Referrals to Medical Specialists **MUST BE PREAUTHORIZED** by contacting PMA at 1-888-476-2669.

Send medical bills to: PMA Customer Service Center
P. O. Box 5231
Janesville, WI 53547-5231

ISD Employee Health Clinic
 1516 W. Maple Ave.
 Independence, MO 64050
 (816) 521-5316

Hours:
Monday – Friday
 7:00 AM – 12:00 Noon
 1:00 PM – 6:00 PM

Saturday
 8:00 AM - Noon

Urgent Care of Kansas City
 4741 S. Arrowhead Drive, Suite B
 Independence, MO 64055
 (816) 795-6000

Hours:
Monday – Friday
 6:00 PM – 9:00 PM
 12:00 Noon – 1:00 PM

Saturday
 12:00 Noon – 6:00 PM

Sunday
 8:30 AM – 5:30 PM
 Holiday Hours
 8:30 AM – 3:30 PM

Emergency or After Hours:

Truman Medical Center Lakewood
 7900 Lee's Summit Rd.
 Kansas City, MO 64139
 Phone: (816) 404-7000

POLICIES AND PROCEDURES

STUDENTS

Policy 2130

(Regulation 2130)
(Form 2130)

Nondiscrimination and Student Rights

Harassment

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

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

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

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

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

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

REV. 6/11

STUDENTS

Regulation 2130
(Form 2130)

Nondiscrimination and Student Rights

Harassment

DEFINITIONS AND EXAMPLES

Sexual Harassment

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

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

Examples of conduct which may constitute sexual harassment include:

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

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

Harassment Because of Race or Color

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

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

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

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

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

Harassment Based Upon National Origin or Ethnicity

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

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

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

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

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

Harassment Because of Disability

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

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

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

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

Harassment Because of Gender

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

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

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

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

Harassment Because of Sexual Orientation or Perceived Sexual Orientation

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

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

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

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

REPORTING PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

3. A copy of Policy 2130 shall appear in the student handbook, and this Regulation shall be made available upon request of parents, students, and other interested parties.
4. The School Board will develop a method of discussing this Regulation with students and employees. Training on the requirements of nondiscrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the Board in consultation with the District Compliance Officer determines is necessary or appropriate.
5. This Regulation shall be reviewed at least annually for compliance with state and federal law.
6. The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

INVESTIGATION

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

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

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

- the nature of the behavior;
- victim's statements;
- how often the conduct occurred;
- mandatory written witness statements or interview summaries;
- whether there were past incidents or past continuing patterns of behavior;

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

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

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

SCHOOL DISTRICT RESPONSE

1. Upon receipt of a report that a violation has occurred, the District will, within 48 hours, take appropriate formal or informal action to address, and where appropriate, remediate the violation. appropriate actions may include, but are not limited to, counseling,

awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. District action taken for violation of this Regulation shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and District policies for violations of a similar nature of similar degree of severity. In determining what is an appropriate response to a finding that harassment in violation of this Regulation has occurred, the District shall consider:

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

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

2. The results of the District's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the District within 10 days of the Compliance Officer's receipt of the complaint, in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.
3. If the District's evaluation of a complaint of harassment results in a conclusion that a school employee has engaged in unlawful discrimination or harassment in violation of this Regulation, or that a school employee(s) has failed to report harassment as required herein, that individual may appeal this determination by presenting a written appeal within 10 school days of receiving notice of the District's conclusion, by use of established School Board procedures for appealing other adverse personnel actions. (See personnel handbooks.)
4. If the District's evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by presenting a written appeal to the Superintendent within 10 school days of receiving notice of the District's conclusion. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by

the Superintendent or his/her designee within 10 working days after receiving the written appeal.

5. If the complainant believes the Superintendent has not adequately or appropriately addressed the appeal, he or she may present a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting or no later than 45 calendar days from the District's receipt of the complainant's appeal to the Board. The grievant will be notified in writing of the decision within 5 working days after the Board of Education meeting.
6. An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education, Office for Civil Rights, or the United States Department of Justice. In addition, such individual may choose to file suit in the United States District Court or the State Circuit Court.
7. Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained at the main administrative offices of the School District.

RETALIATION

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

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

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Nondiscrimination and Student Rights
Harassment Grievance Form

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____

Work Phone: _____

Date of Alleged Incident(s): _____

Did the incident(s) involve: sexual harassment, racial harassment/discrimination, harassment/discrimination because of national origin or ethnicity, harassment/discrimination because of disability, harassment/discrimination because of sexual orientation or perceived sexual orientation (*circle all that apply*).

Name of person you believe harassed or discriminated against you or another person:

If the alleged harassment/discrimination was toward another person, identify that other person:

Describe the incident as clearly as possible, including such things as what force, if any, was used, any verbal statements (i.e. threats, requests, demands, etc.), what, if any physical contact was involved. Attach additional pages as necessary.

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When and where did the incident occur? _____

List any witnesses who were present: _____

This complaint is based upon my honest belief that _____
has harassed/discriminated against me or another person. I hereby certify that the information I
have provided in this complaint is true, correct, and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date Received

STUDENTS

Nondiscrimination and Student Rights

Sexual Harassment Prohibited Notice

**SEXUAL HARASSMENT PROHIBITED
NOTICE
TO ALL EMPLOYEES AND STUDENTS
REGARDING SEXUAL HARASSMENT**

The Independence School District is committed to an academic and work environment in which all students and employees are treated with dignity and respect. Sexual harassment of students and employees whether committed by supervisors, employees or students and regardless of whether the victim is an employee or student will not be tolerated.

Sexual harassment includes but is not limited to:

1. sexual slurs, threats, verbal abuse and sexually degrading descriptions
2. graphic verbal comments about an individual's body
3. sexual jokes, notes, stories, drawing, pictures or gesture
4. spreading sexual rumors
5. touching an individual's body or clothes in a sexual way
6. displaying sexually suggestive objects
7. covering or blocking of normal movements
8. unwelcome sexual flirtation or propositions
9. acts of retaliation against a person who reports sexual harassment.

Inquiries, complaints or grievances from students and their parents and employees regarding sexual harassment or compliance with Title IX may be directed to the Superintendent of Schools, to the District's Title IX Coordinator or the Director of the Office of Civil Rights, Department of Education, Washington, D.C.

The District's Title IX Coordinator is:

Dr. Linda Gray Smith, Assistant Superintendent of Human Resources
201 N. Forest Avenue
Independence, Missouri 64050
(816) 521-5300

STUDENTS

Policy 2670

Discipline

Corporal Punishment: Prohibited

No person employed by or volunteering for the School District shall administer or cause to be administered corporal punishment upon a student attending District schools.

STUDENTS

Policy 2770

Student Welfare

Seclusion and Restraint

Purpose

It is the purpose of this policy to:

- Meet the requirements of RSMo 160.263.
- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Treat all students with dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, isolation and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions.

Definitions:

“Authorized School Personnel” means school personnel who have received annual training in:

- De-escalation practices,
- Appropriate use of physical restraint,
- Professionally-accepted practices in physical management and use of restraints,
- Methods to explain the use of restraint to the student who is to be restrained and to the individual’s family,
- Appropriate use of isolation,
- Appropriate use of seclusion, and
- Information on the policy and appropriate documentation and notification procedures.

“Assistive technology device” means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capacities of a child with a disability.

“**Aversive behavioral interventions**” means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; or other stimuli or actions similar to the interventions described above. The term does not include such interventions as voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student. Corporal punishment administered in accordance with state law is not an aversive intervention for the purpose of this policy.

“**Behavior Intervention Plan (BIP)**” sets forth specific behavior interventions for a specific student who displays chronic patterns of problem behavior.

“**Chemical restraint**” means the administration of a drug or medication to manage a student’s behavior that is *not* a standard treatment and dosage for the student’s medical condition.

“**Emergency situation**” is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

“**Functional Behavior Assessment**” a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

“**IEP**” means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

“**Isolation**” means the confinement of a student alone in an enclosed room without the use of locking hardware. Isolation also includes the confinement of a student alone in a room with a staff engaged locking system where the student is constantly attended and supervised by district employees through a window or other viewing device, but only in accordance with a student’s IEP, Section 504 plan, or other agreed-upon plan to address a student’s behavior. Isolation does not include supervised in-school suspension, detention or timeout/time away used as disciplinary consequences in accordance with the district’s student discipline code.

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

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

“**Mechanical restraint**” means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement of or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include assistive technology devices.

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“**Physical escort**” means the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

“**Physical restraint**” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort or intervening in a fight.

“**School personnel**” means

- Employees of a local board of education.
- Any person, paid or unpaid, working on school grounds in an official capacity.
- Any person working at a school function under a contract or written agreement with the school system to provide educational or related services to students.
- Any person working on school grounds or at a school function for another agency providing educational or related services to students.

“**Seclusion**” means the confinement of a student alone in an enclosed space from which the student is physically prevented from leaving by locking hardware. Seclusion does not include situations where a student is alone in a locked room if the student is constantly attended and supervised by district employees through a window or other viewing device.

“**Section 504 Plan**” means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing regulations.

“**Time out**” means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or isolation. Time out includes both of the following:

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (e.g., asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

Use of Restrictive Behavioral Interventions:

- **Time-Out**
Nothing in this policy is intended to prohibit the use of time-out as defined in this section.
- **Seclusion**
Seclusion as defined in this policy is prohibited except for an emergency situation while awaiting the arrival of law enforcement personnel as provided for in RSMo 160.263.
- **Isolation**
Isolation, as defined in this policy, may only be used by authorized school personnel, as defined in this policy:
 - After de-escalating procedures have failed;

Independence School District
Educational Interpreter Handbook 2015-2016

- In an emergency situation as defined in this section; or
- As specified in a student's Individualized Education Program (IEP), Section 504 plan, or other parentally agreed-upon plan to address a student behavior.

Use of isolation requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in isolation is to be reasonably calculated by District personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.
- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is confined is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

Isolation shall never be used as a form of punishment or for the convenience of school personnel.

- **Physical Restraint**

Physical restraint shall only be used in one of the three circumstances below:

- In an emergency situation as defined in this policy;
- When less restrictive measures have not effectively de-escalated the situation; or
- When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.

Physical restraint shall:

- Only be used by authorized school personnel as defined in this policy.
- Only be used for as long as necessary to resolve the actual risk of danger or harm that warranted the use of physical restraint;
- Use no more than the degree of force necessary to protect the student or other persons from imminent physical harm [or to protect property];
- Not place pressure or weight on the chest, lungs, sternum, diaphragm, back, neck or throat of the student which restricts breathing; and
- Only be done by school personnel trained in the proper use of restraint.

Any school personnel using physical restraint shall:

- Use only methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight,

unless other school personnel are not immediately available due to the unforeseeable nature of an emergency situation.

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

- **Mechanical Restraint**

Mechanical restraint shall only be used as specified in a student's IEP, Section 504 plan, or other parentally agreed-upon plan to address a student's behavior with two exceptions:

- Vehicle safety restraints shall be used according to state and federal regulations.
- Mechanical restraints employed by law enforcement officers in school settings should be used in accordance with law enforcement policies and procedures and appropriate professional standards.

- **Chemical Restraint**

Chemical restraints shall never be used by school personnel.

Aversive interventions that compromise health and safety shall never be used by school personnel.

Communication and Training

- **School Personnel Meeting**

Following any situation involving the use of seclusion, isolation or restraint, as defined in this policy, a meeting shall occur as soon as possible but no later than two (2) school days after the emergency situation. The meeting shall include, at a minimum, a discussion of the events that led to the emergency and why the de-escalation efforts were not effective; any trauma reactions on the part of the student, other students or school personnel; what, if anything, could have been done differently; and an evaluation of the process.

- **Parental Notification**

Except as otherwise specified in a student's IEP, Section 504 plan or other parentally agreed-upon plan to address the student's behaviors:

- Following a situation involving the use of seclusion, isolation or restraint, the parent or guardian of the student shall be notified through verbal or electronic means of the incident as soon as possible, but no later than the end of the day of the incident, unless circumstances render it unreasonable or impossible to notify the parent or guardian by the end of the day in which case the parent or guardian shall be notified through verbal or electronic means of the incident no later than noon of the next day.
- The parent or guardian shall receive a written report of the emergency situation within five (5) school days of the incident. The written incident report shall include all of the following:

Independence School District
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- Date, time of day, location, duration, and description of the incident and de-escalation interventions.
 - Event(s) that led up to the incident.
 - Nature and extent of any injury to the student.
 - Name of a school employee the parent or guardian can contact regarding the incident, and contact information for that employee.
- **Staff Training**
School districts shall ensure that all school personnel are trained annually regarding the policy and procedures involving the use of seclusion, isolation and restraint.

Students with Disabilities

The foregoing policy applies to all students. However, if the IEP or multi-disciplinary team determines that a form of restraint or isolation or aversive behavior intervention may be appropriate in certain identified and limited situations, the team may set forth the conditions and procedures in the IEP or Section 504 plan. Any use of restraint, isolation or aversive behavior interventions must be limited to what is set forth in the IEP or Section 504 plan unless otherwise provided for in this policy. Before adding the use of restraint, isolation or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments to include, but not limited to, a formal functional behavior assessment and a positive behavior intervention plan must be developed, which indicates a plan to eliminate the use of the restraint, isolation or aversive behavior intervention over time.

Reports on Use of Seclusion, Isolation, Restraint or Aversive Behavior Interventions Districts shall maintain records documenting the use of seclusion, isolation, and restraint showing each of the following: when they were used, reason for use, duration of use, names of school personnel involved, whether students or school personnel were injured, name and age of the student, whether the student has an IEP, Section 504 plan, Behavior Intervention Plan (BIP) or other personal safety plan, when the parents were notified, if the student was disciplined, and any other documentation required by federal or state law.

Applicability of this Policy

This policy applies to all district school personnel. School personnel assigned to programs not located on district premises (hospitals, detention centers, juvenile facilities, and mental health facilities) shall follow the policy and procedure of the facility/program where they work.

REV. 3/15

PERSONNEL SERVICES

Policy 4120

Employment

Employment Procedures

Policy 4120 states, “Any requests for information regarding former employees must be addressed to the Human Resources office. The Superintendent or designee is the person who shall respond to requests from potential employers for information regarding a former District employee. The information the District will provide is title, position, length of employment, whether the employee was terminated or resigned, and whether the District would re-hire the employee.”

PERSONNEL SERVICES

Policy 4650

(Regulation 4650)

Performance Evaluation

Communication with Students by Electronic Media

Employee personal communication with students in all forms including oral and nonverbal must be professional and respectful and consistent with Board policy. All communications between employees and students must be consistent with a teacher-student relationship. Communication shall be deemed to be inappropriate if such communication is sexual in nature, is sexually suggestive, suggests romantic activity with student or students, occurs at an inappropriate time or place, or is otherwise inconsistent with Board policy. Violation of this provision will result in disciplinary action up to and including dismissal.

Communications between employees and students will be primarily direct, oral or written in nature. Employees are strictly prohibited from engaging in Private Electronic Communications with students, as defined in Regulation 4650. As specified in Regulation 4650, the term “Private Electronic Communications” includes communicating with students on social networks, websites, or webpages that are not accessible to the public, e-mailing with students, and texting students. This prohibition does not preclude Private Electronic Communications between employees and their siblings and children who may be district students.

The district will provide official electronic media which may be utilized by teachers and coaches for communication with students for dissemination of school related information (i.e., homework, practice schedules, supplemental instructional material) and for collaborative tasks.

REV. 3/15

Personnel Services

Policy 4720

Separation

Suspension or Termination: Non-Certificated Staff

Policy 4720 Suspension or Termination: Non-Certificated Staff may be accessed on the district website.

Safe Schools Act of 1996 **(Selected excerpts and summaries)**

Several areas have been addressed by the Safe Schools Act of 1996. Amendments were added in 1997 and 2000. Items discussed below pertain to classroom and staff issues, in particular. The full Safe Schools Act is on file at Central Office and in the office of the Director of Emergency Preparedness.

1. School Discipline Policies

- School districts must establish a written discipline policy, including a district statement of district position on corporal punishment.
- Provide copy to parents and students (school handbook, district calendar, etc.).
- All employees will receive instruction in the contents and use.

2. Reporting requirements

Administrators are required to report acts of violence. These include, but are not limited to, felony acts such as murder, kidnapping, assault, forcible rape and sodomy, burglary, robbery, distribution of drugs, arson, manslaughter, felonious restraint, property damage, and possession of a weapon. The administrator must report such infractions to the superintendent and a law enforcement agency if the act, if committed by an adult, would be an assault or possession of a controlled substance or weapon.

A teacher or school employee must immediately report an assault to the principal. The employee must also report the finding of a weapon or controlled substance. (The good faith reporter will not be civilly liable for providing such information to the police.) To not report (willful neglect or refusal to report) is a crime.

3. Definition of a weapon

These items include, but are not limited to, firearms, blackjacks, explosives, firearm silencer, gas gun, knife, knuckles, machine gun, projectile weapon, rifle, shotgun, spring gun and/or switchblade knife.

4. Penalties for possession of a weapon

The discipline policy shall provide for a suspension for a period of not less than one year, or expulsion, for a student who is determined to have brought a weapon to school in violation of district policy, except that: the superintendent may modify each suspension on a case-by-case basis; and this shall not prevent the district from providing educational services in an alternative setting to a student suspended under the provisions of this section.

5. Removal of students

Immediate removal may be taken by principal, superintendent, or school board that the student poses a threat of harm to others as evidenced by poor conduct, past actions, criminal court records, or juvenile records.

6. Miscellaneous

Assault while on school property is defined and classified as a Class D felony. Drug-free school zones are within 2000 feet of public school property. Distribution of drugs near schools is a Class A felony. Crime of making a false bomb threat has been changed to a Class D felony. Crime of Making a Terroristic Threat, 574.150RSMo.2000: A person commits the crime of making a Terroristic Threat if he communicates a threat to commit a felony, makes a knowingly false report concerning the commission of any felony, or knowingly makes a false report concerning the occurrence of any catastrophe to frighten or disturb 10 or more people (Class C felony), to cause the evacuation or closure of any building, inhabitable structure, place of assembly or transportation facility (Class C felony) or with reckless disregard of the risk of causing the evacuation or closure of any building, inhabitable structure, place of assembly or transportation facility (Class D felony).

July 2008

GENERAL DISTRICT INFORMATION

School Information

ELEMENTARY SCHOOLS

SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Benton	Leslie Hocksprung	Karen Wilson	429 S Leslie St	Indep	MO	64050	521.5390
Blackburn	Sara Terrill	Kris McNeill	17302 R.D. Mize Rd	Indep	MO	64057	521.5395
Bryant	Jon Pye	Patty Baker	827 W College St	Indep	MO	64050	521.5400
Fairmount	Jeff Anger	Darlene McDaniel	120 N Cedar Ave	Indep	MO	64053	521.5405
Glendale	Todd Siebert	Brooke Masters	2611 Lees Summit Rd	Indep	MO	64055	521.5510
Korte	Ron Albutus	Tabitha Mabie	2437-2731 S Hardy Ave	Indep	MO	64052	521.5430
Little Blue	Joe Armin	Jennifer Lane	2020 Quail Dr.	Indep	MO	64057	521.5480
Luff	Melissa Carver	Dawn Howe	3700 S Delaware Ave	Indep	MO	64055	521.5415
Mallinson	Susan Barnes	Tina Giammalva	709 N Forest Ave	SugarCr	MO	64054	521.5530
Mill Creek	Lindsey Miller	Betty Maday	2601 N Liberty St	Indep	MO	64050	521.5420
Ott	Ronnee Laughlin	Pam Keister	1525 N Noland Rd	Indep	MO	64050	521.5435
Procter	Amy Hawley	Paula McKinney	1403 W Linden Ave	Indep	MO	64052	521.5440
Randall	Bobby McCutcheon	Debbie Bryant	509 Jennings Rd	Indep	MO	64056	521.5445
Santa Fe Trail	Gib Rito	Iris Maxwell	1301 S Windsor St	Indep	MO	64055	521.5450
Southern	Kathy Ambrose	Michelle Polston	4300 S Phelps Rd	Indep	MO	64055	521.5475
Spring Branch	Aaron Kirchoff	Sheree Etzenhouser	20404 E Truman Rd	Indep	MO	64056	521.5455
Sugar Creek	Shellie Dumas	Samantha Soendker	11424 Gill St	SugarCr	MO	64054	521.5460
Sycamore Hills	Amber Miller	Connie Daoust	15208 E 39th St	Indep	MO	64055	521.5465
Three Trails	Robert Streich	Angie Zaner	11801 E 32nd St S	Indep	MO	64052	521.5470
Hanthorn	Amy Cox	Jamie Oakes	1511 S Kings Hwy	Indep	MO	64055	521.5485
Sunshine	Patti White	Ashlyn Young	18400 E Salisbury	Indep	MO	64056	461.0893

MIDDLE SCHOOLS

SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Bingham	Brett Playter	Teresa Roberts	1716 S Speck Rd	Indep	MO	64057	521.5490
Bridger	Jeff Williams	Marla Trahern	18200 E M-78 Highway	Indep	MO	64057	521.5375
Nowlin	Cristin Nowak	Susan Still	2800 Hardy Ave	Indep	MO	64052	521.5380
Pioneer Ridge	Michael Estes	Elaina Baker	1656 S Speck Rd	Indep	MO	64057	521.5385

HIGH SCHOOLS

SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Chrisman	Michael Becker	Monica Sullivan	1223 N Noland Rd	Indep	MO	64050	521.5355
Indep Academy	Rebecca Bressman	Lisa Mangels	606 W Mechanic Ave	Indep	MO	64055	521.5505
Truman	Pam Boatright	April Claphan	3301 S Noland Rd	Indep	MO	64055	521.5350
Van Horn	Randy Maglinger	Lori Jonas	1109 S Arlington Ave	Indep	MO	64053	521.5360

School Start/Dismissal Times 2015-2016

	<u>Unload</u>	<u>Starting</u>	<u>Dismissal</u>	<u>Leave</u>
<u>Tier 1 Routes</u>				
Truman, Van Horn, William Chrisman	6:50/7:00 AM	7:20 AM	2:14 PM	2:20 PM
Bridger	7:00 AM	7:20 AM	2:14 PM	2:20 PM
Independence Academy	7:05 AM	7:20 AM	1:55 PM	2:00 PM

<u>Tier 2 Routes</u>				
Bingham, Nowlin, Pioneer, Benton, Procter, Randall, Santa Fe	7:55 AM	8:15 AM	3:09 PM	3:15 PM

<u>Tier 3 Routes</u>				
Blackburn, Bryant, Fairmount, Glendale, Korte, Little Blue, Luff, Mallinson, Mill Creek, Ott, Southern, Spring Branch, Sycamore, Three Trails	8:40 AM	9:00 AM	3:54 PM	4:00 PM
Sugar Creek	8:45 AM	9:05 AM	3:59 PM	4:05 PM

Day Treatment, LTS		8:00 AM	2:30 PM	2:35 PM
Early Ed		7:30 AM 12:30 PM	11:00 AM 4:00 PM	

Operation Procedures - Inclement Weather

When it becomes necessary to suspend or delay pupil attendance due to weather conditions, radio and TV stations will be notified. This information may also be obtained by dialing **521-5305** and information will be posted on the District Website – <http://www.indep.k12.mo.us>.

Phase I: Delayed Start

1. Classroom teachers, certificated staff on the teacher's salary schedule and calendar, and classified staff employed on a work schedule that coincides with the classroom teacher calendar, will report for duty on a 2 hour delayed schedule.
2. All ten, eleven, and twelve month certificated and classified employees will report to duty as soon as traffic and street conditions are passable.
3. Unless notified, **the Child and Family Learning Centers (Kid's Safari and Early Education) will operate on the regular schedule.** Latitude Middle School Before School Program will be **closed.**
4. Part day Head Start classes **will not meet** on these days.

Phase 2: Pupil Attendance is Canceled

1. Classroom teachers, certificated staff on the teacher's salary schedule and calendar, and classified staff employed on a work schedule that coincides with the classroom teacher calendar, will not report for duty when pupil attendance is suspended due to weather conditions. (The calendar will be amended and makeup days will be substituted at a later date.) **Early Education staff will follow the calendar provided to them at the beginning of the school year and are expected to report to snow day sites.**
2. All ten (excluding elementary secretaries), eleven, and twelve month certificated and classified employees will report to duty as soon as traffic and street conditions are passable after the morning rush hour.
3. Unless notified, **the Child and Family Learning Centers (Kid's Safari and Early Education) will be open, but at Snow Day Combined Sites.** Latitude Middle School After School Program will be **closed.**

Phase 3: Extreme Weather Conditions

1. During extreme weather conditions, when street crews are unable to open streets, all employees other than emergency staff will be notified to remain at home. The Director of Facilities will contact the head custodians, who will be responsible for contacting other custodians in his/her building.
2. Unless notified, **the Child and Family Learning Centers (Kid's Safari and Early Education) will be open, but at Snow Day Combined Sites.** The Child and Family Learning Centers will close if conditions warrant. The public will be notified through regular media channels. Latitude Middle School After School Program will be **closed.**

Absences due to weather will not qualify for any authorized leave provisions currently in effect.

Weather Related Schedules 2015-2016

LATE START - (Lunch Served)		Start Time
Truman, Van Horn, Chrisman, Bridger Independence Academy		9:20 AM
Day Treatment, LTS		10:00 AM
Bingham, Nowlin, Pioneer Benton, Procter, Randall, Santa Fe		10:15 AM
Blackburn, Bryant, Fairmount, Glendale, Korte, Little Blue, Luff, Mallinson, Mill Creek, Ott, Southern, Spring Branch, Sycamore Three Trails		11:00 AM
Sugar Creek		11:05 AM
ECSE	AM – Canceled	
	PM	12:30 PM
VoTech	PM VoTech - Regular Schedule AM VoTech – Canceled	11:30 AM
Head Start – Canceled		
EARLY DISMISSAL - (Lunch Served)		Dismissal Time
Day Treatment, LTS		11:30 AM
Independence Academy		11:55 AM
Truman, Van Horn, Chrisman, Bridger		12:14 PM
Bingham, Nowlin, Pioneer Benton, Procter, Randall, Santa Fe		1:09 PM
Blackburn, Bryant, Fairmount, Glendale, Korte, Little Blue, Luff, Mallinson, Mill Creek, Ott, Southern, Spring Branch, Sycamore, Sycamore, Three Trails		1:54 PM
Sugar Creek		1:59 PM
ECSE	AM	11:00 AM
	PM – Canceled	
VoTech	AM - Regular Schedule PM- Canceled	11:00 AM

2015-2016 School District Calendar

JULY 2015					AUGUST 2015					SEPTEMBER 2015					OCTOBER 2015						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
		1	2	3	3	4	5	6	7		1	2	3	4				1	2		
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9		
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16		
20	21	22	23	24	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23		
27	28	29	30	31	31					28	29	30			26	27	28	29	30		
Student Attendance - 14					Student Attendance - 20					Student Attendance - 21											
NOVEMBER 2015					DECEMBER 2015					JANUARY 2016					FEBRUARY 2016						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
						1	2	3	4					1	1	2	3	4	5		
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	8	9	10	11	12		
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	15	**16	17	18	19		
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	22	23	24	25	26		
30					28	29	30	31		25	26	27	28	29	29						
Student Attendance - 17					Student Attendance - 16 <small>End of First Semester, Dec. 22</small>					Student Attendance - 17					Student Attendance - 19						
MARCH 2016					APRIL 2016					MAY 2016					JUNE 2016						
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
		1	2	3	4					***1	2	3	4	5	6				1	2	3
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13	6	7	8	9	10		
***14	15	16	17	18	11	12	13	14	15	16	17	**18	**19	**20	13	14	15	16	17		
21	22	23	24	25	18	19	20	21	22	**23	**24	**25	**26	27	20	21	22	23	24		
***28	***29	***30	***31		25	26	27	28	29	30	31				27	28	29	30			
Student Attendance - 17					Student Attendance - 20					Student Attendance - 12 <small>Anticipated Final Student Attendance Day, May 17, 2016</small>					Summer School TBA						

ALL Student Attendance days are Full days-NO Early Release

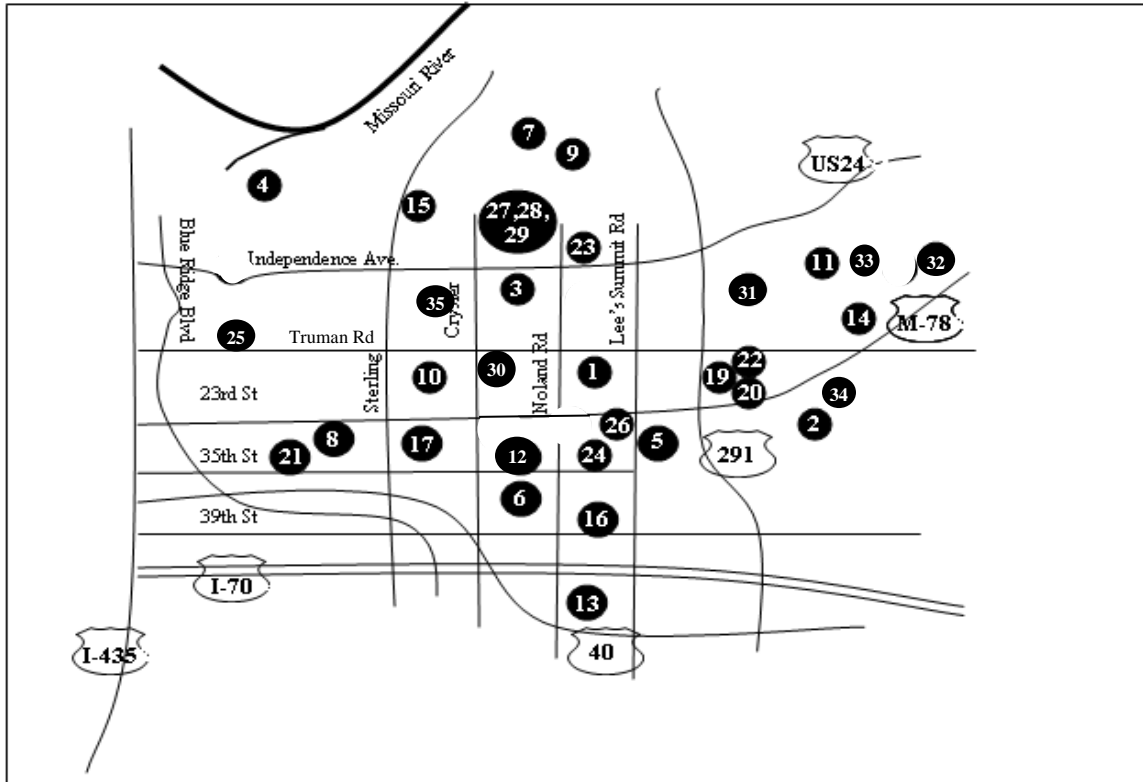
First/Last Day of School

***All Attendance days that are postponed due to inclement weather will be added to the calendar.
 (** are protected as potential attendance days and will be used first as makeup days in the case of adverse weather)
 (*** are protected as potential attendance days and will be used after ** days)*

Parent Teacher Conferences scheduled for the Weeks of October 26-29 and March 21-24

Non-Student Attendance Days

Map of the School District of Independence



ELEMENTARY SCHOOLS

MAP#	SCHOOL	ADDRESS
1	Benton	429 S Leslie St
2	Blackburn	17302 R.D. Mize Rd
3	Bryant	827 W College St
4	Fairmont	120 N Cedar Ave
5	Glendale	2611 Lees Summit Rd
6	Luff	3700 S Delaware Ave
7	Mill Creek	2601 N Liberty St
8	Korte	2437-2731 S Hardy Ave
9	Ott	1525 N Noland Rd
10	Procter	1403 W Linden Ave
11	Randall	509 Jennings Rd
12	Santa Fe Trail	1301 S Windsor St
13	Southern	4300 S Phelps Rd
14	Spring Branch	20404 E Truman Rd
15	Sugar Creek	11424 Gill St
16	Sycamore Hills	15208 E 39th St
17	Three Trails	11801 E 32nd St S
26	Hanthorn	1511 S Kings Hwy
33	Sunshine	18400 E Salisbury Rd
34	Little Blue	2020 Quail Dr
35	Mallinson	709 N Forest Ave

MIDDLE SCHOOLS

MAP#	SCHOOL	ADDRESS
19	Bingham	1716 S Speck Rd
20	Bridger	18200 E M-78 Highway
21	Nowlin	2800 Hardy Ave
22	Pioneer Ridge	1656 S Speck Rd

HIGH SCHOOLS

MAP#	SCHOOL	ADDRESS
23	Chrisman	1223 N Noland Rd
24	Truman	3310 S Noland Rd
25	Van Horn	1109 S Arlington Ave

ALTERNATIVE SCHOOLS

MAP#	SCHOOL	ADDRESS
27	Indep. Aca. Day Trmt.	606 W Mechanic Ave
28	Indep Safe Ctr	606 W Mechanic Ave
29	Indep Academy	606 W Mechanic Ave

SUPPORT SERVICES

MAP#	SCHOOL	ADDRESS
30	Central Office/IREC	201 N Forest Ave
30	Facilities	201 N Forest Ave
30	Technology	201 N Forest Ave
31	Nutrition Services	1400 W Geo Space Dr
32	Transportation	900 S Powell Rd

The School District of Independence does not discriminate on the basis of race, creed, sex, origin, or disability

Title IX

As set forth in the Regulations for Title IX of the Education amendments of 1972 and according to the policies of the School District of Independence, Missouri, “No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

Policy 1310 Civil Rights, Title IX, Section 504 and Regulation 1310 may be accessed on the district website.

Inquiries regarding compliance with Civil Rights, Title IX, and Section 504 should be directed to the Human Resources Administrator, 201 N. Forest Avenue, Independence, Missouri 64050, telephone (816) 521-5300, or to the Office for Civil Rights, Department of Education, Washington, D. C.

**“Education is a social process. Education is growth.
Education is not a preparation for life; education is life itself.”**

- John Dewey