



Handbook for Paraeducators



**Board of Education Building
201 N Forest Avenue
Independence, Missouri 64050
(816) 521-5300
www.isdschools.org**



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Independence, Missouri 64050
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Web Access: www.isdschools.org

September 2, 2015

INTRODUCTION

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Independence School District

Paraeducator Handbook 2015-2016

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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 | Mrs. Ann Franklin |
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| Treasurer | Mrs. Denise Fears |
| Director | Mr. Ken Johnston |
| Director | Dr. Matt Mallinson |
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Central Office Administration

| | |
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| Deputy Superintendent of Operations | Dr. Lance Stout |
| Assistant Superintendent of Human Resources | Dr. Linda Gray Smith |
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| Director of Public Safety | Mr. Dave Lamken |



*Dr. Dale Herl, Superintendent
201 North Forest Avenue
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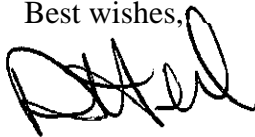
Dear Employee:

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

PARA INFORMATION

What is a Paraeducator?

A paraeducator is an individual who serves under the direction of a teacher as an assistant in the educational process. Paraeducators extend services to students both with and without disabilities.

The Role of the Paraeducator

Paraeducators play a vital role in the educational programs of the Independence School District. Paraeducators help our students meet learning and behavioral goals set by the District's curriculum, the building plans for individual schools, and specialized plans, such as Individual Educational Plans (I.E.P.), Title I Plans, or Individualized Health Plans. They also provide critical assistance for classroom and special education teachers. Most importantly, paraeducators provide acceptance, encouragement and support for students with special educational, social, emotional, and health needs. A variety of paraeducators, with differing educational backgrounds and skills, are needed in the school setting. Job descriptions for paraeducators in the Independence School District are included in the "Employment" section of this handbook.

Qualifications for Paraeducators

All paraeducators must have a high school diploma or GED, and additional college hours are preferred. Different types of paraeducator positions require specialized training or certifications. Please refer to the job descriptions in the "Employment" section of this handbook for these specific requirements. Paraeducators who have at least sixty (60) college hours and are paid accordingly on the Paraeducator Salary Scale are required to obtain a Missouri Substitute Teacher Certificate on an annual basis.

Qualifications for Paraeducators in Title I Schools

Requirements set forth in the No Child Left Behind legislation affect the qualifications for paraeducators working in Title I schools. The following are guidelines from the Missouri Department of Elementary and Secondary Education:

Qualifications for Paraprofessionals

Any paraprofessional hired after January 8, 2002, and working in a Title I, Part A program must have a secondary school diploma or its recognized equivalent (GED) and meet one of the following qualifications:

- *Completed at least two years of study at an institution of higher education;*
- *Obtained an associate's (or higher) degree; or*
- *Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment – knowledge of and the ability to assist in instructing, reading, writing, and mathematics, or knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.*

Exception: These qualifications do not apply to a paraprofessional whose primary responsibility is to serve as a translator or whose duties consist solely of conducting parental involvement activities under Title I, Part A. All paraprofessionals hired by the district before January 8, 2002 and working in a Title I, Part A Program must have a secondary school diploma or its recognized equivalent (GED) and, not later than four years after the date of enactment (January 8, 2002), meet the qualifications listed above.

*Missouri Department of Elementary and Secondary Education
Division of School Improvement – Federal Instructional Improvement
Email: webreplyimprfi@mail.dese.state.mo.us
Phone: 573-751-8284*

Revised: August 16, 2002

Paraeducators can meet the “rigorous standard of quality” described in the preceding qualifications by passing the Para Praxis test. The State of Missouri has set the cut-off score for passing this test at 458. The test may be taken on the computer in the Human Resources Office at the Board of Education building. The cost to take the test is \$45.00. Please contact Human Resources (521-5300) for information about study guides and procedures for taking the test.

Hours for Paraeducators

Most paraeducators are full-time employees who work seven (7) hours a day, five (5) days a week. Consult your letter of appointment for the number of hours you are to work. You will have a half hour for a 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 seven (7) hours, you will be in attendance at your school for seven and a half (7-½) hours each day.

Occasionally, you will be asked to attend a conference with teachers, parents, and others to help plan for the needs of a student in your care. If this occurs outside of your regular working hours, you will be paid for this time at your regular hourly rate.

Professional Development

The State requires that first year special education paraeducators receive fifteen (15) hours of in-service training and all other special education paraeducators receive ten (10) hours of in-service training each year. This training needs to be preapproved by your principal and the Director of Special Services. If this training time extends beyond your regular work hours, you will be paid for this at your regular hourly rate. **Note: The Professional Development sign-in sheet will be used to verify participation and stipend pay. It is the Paraeducator's responsibility to sign in at each training session.**

Teacher Professional and Early Release Days

Paraeducators will not work on teacher professional days when students aren't in attendance, unless this is requested and preapproved by their principal and the Director of Special Services. Some attendance days are Early Release for students. On these days paraeducators who work six (6) or six and a half (6 ½) hours a day will work four (4) hours. Paraeducators working seven (7) or seven and a half (7 ½) hours a day will work for five (5) hours on Early Release days.

Attendance

Regular attendance is an essential function of the job. If you must be absent, it is your responsibility to report this to your supervisor as soon as possible so that arrangements can be made 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."

Salary

Your annual salary is based on student contact time in your particular school. Paraeducators 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 and any vacation days accrued at the time of exit.

If district finances allow, Paraeducators are advanced one step on the scale at the beginning of the fiscal year (July 1). This movement does not apply to new employees who are hired after April 1. These employees will remain on their step until the following year. A copy of the current scale is located in the “Employment” section of this handbook.

Paraeducators will be placed on the Paraeducator Salary Scale according to educational level and previous classroom experience. Credit hours used for salary advancement must be from an accredited college or university. An official college transcript or copy of an official college transcript must be presented to the Human Resources Office in order to receive this credit on the salary scale.

Paraeducators may enter the scale on Step 1-12 based on prior experience as a paraeducator or classroom teacher in a public or private school setting. Experience in a daycare setting will not be counted. The Office of Human Resources will determine the entry step for new employees.

Paraeducators may increase their salary by passing the Para Praxis test or completing college hours and presenting an updated official transcript (not grade reports) to the Human Resources Office. Paras making these changes will move to the appropriate column while maintaining their current step. For instance, a paraeducator on step 5 with a high school diploma who passes the Para Praxis would move to step 5 in the Para Praxis column.

Hourly stipends for specialized training will be applied to the salaries of employees who will complete the required training and function as a Life Skills Paraeducator, a Communication, Behavior, and Social Skills (CBSS) Paraeducator, a Behavior, Academics, Social Skills (BASS) Paraeducator, Paraeducator with Brailing Responsibilities, Recovery Room (RR) Interventionist, or an Independence Academy Program Paraeducator/Alternative Program Paraeducator. This stipend will be removed if a paraeducator does not complete/maintain the required training or if they do not work in the appropriate setting.

Paraeducators should record their working hours using the district’s electronic timekeeping system. The payroll secretary will review your time sheet by verifying the information recorded in the system. The building principal will approve the timesheet 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 dates fall on a weekend.

Additional time worked for in-service training(s) and required conferences will be approved through the office of the Director of Special Services or appropriate Central Office Administrator.

Benefits

Paraeducators 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. They are also eligible for long term disability insurance. Detailed information concerning benefits may be obtained by contacting the Benefits Office (521-5300) at the Board of Education Building. A summary of employee benefits can also be found in 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. Paraeducators working at least twenty-five (25) hours per week will receive five (5) sick leave days per year, one 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.

Professional Ethics

In order to protect the rights of students and parents, paraeducators must be aware of and practice appropriate ethical behavior. Paraeducators shall maintain confidentiality and protect and promote the rights of students. Paraeducators should demonstrate honesty, loyalty, dependability, cooperation, and a willingness to learn. The following is a suggested code of ethics for paraeducators:

- 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 has 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.
- Discuss concerns with your supervising teacher only when 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.

Respect for Confidentiality

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 question arises regarding what information can be shared and with whom, discuss this with your supervising teacher and/or building administrator. It is important that paraeducators discuss students only with school personnel in appropriate situations such as staffings, conferences, and IEP meetings.

Tips for Paraprofessionals by Joyce Elliott, Green Ridge R-VII School District (1997)
Reprinted from Paraprofessional Mentor Program.

Respecting confidentiality means respecting privacy. As a paraprofessional, 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 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 should count themselves as among those "directly involved". Paraprofessionals have the right to know information about the student or students that will aid in offering appropriate support. Please note that paraprofessionals 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 need to be mindful of more informal ways of finding out about students. Always remember that a professional 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 and their non-disabled peers is to model tolerance, patience, and acceptance.

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 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. A copy of the evaluation is included in the “Employment” section of this handbook.

The Instructional Process

Instruction

Although the teacher is responsible for the instructional program of a student, the paraeducator needs to have a basic understanding of how students learn and appropriate instructional techniques and strategies. This understanding is necessary in order to facilitate the instructional process.

Learning

It is frequently said there are essentially 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.

Teachers and Paraeducators Roles and Responsibilities

The paraeducator’s primary role is to assist regular and special education teachers and support individual children’s needs. The teacher functions in a leadership role in implementing the special education student’s Individualized Education Plan (IEP). Paraeducators serve under the direction and supervision of the teacher to assist in carrying out the student’s IEP. Teachers will plan and prescribe the learning environment and the instruction for the student. Teachers and administrators will instruct the paraeducator in the specifics of their job.

Comparison of Supervising Teacher and Paraeducator Duties

| Supervising Teacher | Paraeducator |
|---|--|
| 1. Teaches new concepts, skills, and introduces classroom activity. | 1. Reinforces and reviews concepts and skills. Assists students in performing activities initiated by the supervising teacher. |
| 2. Plans instructional programs. | 2. Assists with the planning process and helps carry out the instructional program. |
| 3. Grades student performance. | 3. Monitors and checks student's work. |
| 4. Revises instructional programs. | 4. Monitors student progress in instructional programs and relates findings to supervising teacher. |
| 5. Designs and adapts instructional materials. | 5. Assists in designing and adapting materials. |
| 6. Designs and implements behavior and intervention plans. | 6. Monitors and reinforces student performance during behavioral interventions through observation and participation. |
| 7. Communicates with parents. | 7. Assists in record keeping for daily and/or weekly communication with parents. |
| 8. Is responsible for discipline. | 8. Assists in implementing the behavior management techniques set up by the supervising teacher. |
| 9. Attends professional development meetings (district and building). | 9. Attends professional development meetings (district and building) as requested. |

Things I Should Consider

{The following guidelines for Paraeducators were written by Educational Consultant, Regina Higgins, and are used with her permission}

1. Understand your role to assist and support the teacher in delivering instruction or other services.
 - Discuss activities you may be responsible for and what level of supervision and guidance you will receive.
 - Clarify what responsibilities will be shared and what the teacher is responsible for.
 - Ask questions:
 - Should you expect to attend IEP meetings?
 - What is your role in implementing Positive Behavior Support Plans?
 - What is your responsibility in curriculum instruction?
 - How much responsibility will you have to assume for assisting in planning?
 - What guidance will you receive from the teacher in carrying out his or her lesson plans and instructions?
 - What role will you have in assessing student performance?

2. Orient yourself to the school.

Questions:

 - Who will be my supervisors(s)? When will we regularly meet?
 - Is there a weekly schedule and, if so, who gives it to me?
 - Has planning time with the teacher been set into the schedule?
 - Will there be a formal evaluation of my work? If so, who will perform the evaluation?
 - What are the specific policies on school safety, harassment, bullying, discipline, etc.?
 - What is expected of me in terms of enforcing these policies?
 - Am I invited and expected to attend staff meetings? When do they occur?
 - Am I to attend parent meetings?
 - How will I receive district and school communications?
 - With whom am I to discuss work-related problems?
 - What student records are available to me?
 - What supplies and equipment are available to me and how do I obtain them?

3. Establish a relationship with the professional staff.
 - Set aside some time to get to know each other, and find out about each other's interests, professional goals, teaching styles, supervisory styles, discipline strategies, and classroom structure and organization methods.
 - Let the teacher know what strengths and experience you bring to the position.
 - Practice active listening:
 - Ask encouraging questions.
 - Clarify to obtain clear information by asking who, what, when, and where questions.
 - Restate facts to make sure you understand.
 - Reflect on the other person's feelings.
 - Summarize the issue.
 - Validate the other persons "dignity, efforts, and opinions."
 - Attempt to understand why conflicts occur and work to collaborate on conflict resolution strategies.

- While the teacher is responsible for planning, the para should feel comfortable offering input and suggestions.
4. Obtain training and professional development
- www.paraeducator.com
- Training modules on line “Washington State Core Competencies for Paraeducators”
 - Resources
5. Conduct self-evaluations of instructional sessions.

Check list considerations:

- ✓ Did I review the lesson prior to the lesson?
- ✓ Were the objectives and directions clear?
- ✓ Did I have necessary materials prepared for the lesson?
- ✓ Did I feel adequately prepared for the instruction?
- ✓ Did I use appropriate reinforcement techniques?
- ✓ Was the teaching area arranged comfortably and appropriately for effective instruction?
- ✓ Did I record behavioral observations about the students?
- ✓ Did I record assessment data or summarize the students’ performance?
- ✓ Were the students engaged and motivated throughout the lesson?
- ✓ Did I discuss the results with my supervising teacher?

Things I Need To Know

1. I am assigned to _____
I am a _____ Program Para _____ Individual Para
2. My principal is _____
My assistant principal(s) is/are _____
3. My supervising teacher is _____
I am responsible for these students _____

Specific needs for my student(s) include _____

4. I am aware of the location of the following:
Restrooms, cafeteria, office, lounge, copy machine, etc.
5. I can lock up my belongings _____
6. My work hours are _____
My half hour lunch break is _____
7. When I am ill, I should contact _____
at this number _____
8. I get paid on the 5th and 20th of each month.
My pay rate is _____
9. I have received a copy of the building's safety plan.
For fire drills I go _____

For tornado drills I go _____

I am responsible for _____
10. I get paid for extra hours that I work, such as staffings, staff meetings, and professional development activities that I am asked to attend.
11. If my supervisor is gone, my responsibilities to the substitute are _____

Additional Information:

Inclusion

The Independence School District is committed to the inclusion of all students in the regular classroom setting. As a paraeducator, you will assist students as they are in the regular classroom. The following information explains the focus of inclusion.

The term “inclusion” refers to students with disabilities being educated in general education settings for the benefit they will realize from being there, rather than requiring them to keep up in order to be part of the class. The appropriate special education supports and services are provided through collaboration among all the professional educators and parents. It assumes that the child is a member of the age-appropriate, general education class in the neighborhood school.

It Is NOT...

- Dumping children with challenging needs into regular classes without proper supports and services they need to be successful.
- Trading the quality of a child’s education or the intensive support services the child needs for integration.
- Ignoring each child’s unique needs.
- Sacrificing the education of typical children so that children with challenging needs can be integrated.
- All children having to learn the same thing, at the same time, in the same way.
- Doing away with special education services or cutting back on special education services.
- Expecting regular education teachers to teach children who have challenging needs without the support they need to teach all children effectively.
- Locating special education classes in separate wings at regular schools.
- Ignoring parents’ concerns.
- Maintaining separate schedules for students in special education and regular education.
- Students with disabilities receiving their education and job training in facilities outside of their community.

It IS...

- All children learning in the same school with the necessary services and supports so they can be successful.
- Each child having his/her unique needs met in integrated environments.
- All children participating equally in all facets of school life.
- Encouraging friendships and social relationships between students with and without disabilities.
- Arranging for students with disabilities to receive their education and job training in regular community environments.
- A new service delivery model for special education which emphasizes collaboration between special education and regular education.
- Providing support to regular education teachers who have children with disabilities in their classrooms.
- Children learning side by side even though they have different educational goals.
- Teaching all children to understand and accept human differences.
- Providing an appropriate individualized educational program for all children.
- Taking parents’ concerns seriously, and making parents meaningful participants in the team process.

Words With Dignity

By using words with dignity, we encourage equality for everyone.

Words with Dignity

Avoid these words

| | |
|---|--|
| person with a disability/disabled | cripple / handicapped / handicap / invalid (literally, invalid means “not valid”) |
| person who has / person with (e.g. person who has cerebral palsy) | victim / afflicted with (e.g. victim of cerebral palsy) |
| uses a wheel chair (the chair enables mobility. Without the chair, the person is confined to bed.) | restricted, confined to a wheelchair / wheelchair bound |
| non-disabled | normal (referring to non-disabled persons as “normal” insinuates that people with disabilities are abnormal) |
| deaf / does not voice for themselves / non-vocal | deaf mute / deaf and dumb |
| disabled since birth / born with | birth defect |
| psychiatric history / psychiatric disability / emotional disorder / mental illness | crazy / insane / lunatic / mental patient / wacko |
| epilepsy / seizures | fits |
| learning disability / mental retardation / developmental delay / ADD / ADHD | slow / retard / lazy / stupid / underachiever |

Other terms which should be avoided because they have negative connotations and tend to evoke pity and fear include:

| | | | |
|-------------------|---------------|-----------------------|---------------|
| abnormal | handi-capable | moron | spastic |
| burden | incapacitated | palsied | stricken with |
| condition | imbecile | pathetic | suffer |
| deformed | maniac | physically challenged | tragedy |
| differently abled | maimed | pitiful | unfortunate |
| disfigured | madman | poor | victim |

Preferred terminology:

blind (no visual capability)
 legally blind / low vision (some visual capability)
 hearing loss / hard of hearing (some hearing capability)
 hemiplegia (paralysis of one side of the body)
 quadriplegia (paralysis of both arms and legs)
 residual limb (post-amputation of a limb)

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 and address any questions to the building administrators. These policies are included 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

Independence School District Job Description

Behavior, Academic, Social Skills (BASS) Paraeducator

Qualifications:

- High School Diploma or GED required
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title 1 school
- Experience working with children or young people with behavioral needs preferred
- Ability to assist with lifting, carrying and/or holding children up to fifty (50) pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff
Principal

Job Goal:

To work under the direction of a Special Education Teacher and help students meet behavioral and/or learning goals outlined in the district's curriculum, the school's plan and the Individualized Educational Program (IEP).

Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To work with individual students or small groups of students to encourage and reinforce appropriate problem solving skills
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary, such as, but not limited to, the regular education classroom, restroom, lunch, field trips
- To maintain confidentiality of student records and other information shared about students
- To participate in requested training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by Supervisors
- To perform other job-related duties as may be assigned by the principal

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 are 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.

Independence School District Job Description

Communication, Behavior, and Social Skills (CBSS) Program Paraeducator

Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with children or young people with behavioral needs preferred
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff
Principal

Job Goal:

To work under the direction of a Special Education teacher to help students meet learning and/or behavior goals outlined in the District curriculum, the school's plan, and/or specialized plans, such as Individual Educational Programs (IEP)

Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members and community agencies in the implementation of behavioral and instructional plans for students
- To work with individuals or small groups of students to implement academic, functional skills and behavioral lessons, and reinforce the learning of this material or skills
- To collect student performance data on individual student goals and objectives
- To accompany students to the regular education rooms and adapt regular education material to meet their needs
- To provide escort and assistance to students as necessary (such as, but not limited to, the regular education room, the restroom, lunch, recess, field trips)
- To maintain the confidentiality of students' records and other information regarding student's disability, academics, and/or behavior
- To participate in requested training such as weekly program meetings
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors

- To perform other job-related duties as may be assigned by the principal

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 are established by the Board of Education.

Evaluation:

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

Independence School District Job Description

English Language Learner (ELL) Paraeducator

Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test
- Must possess the skills and ability to work with students in a group or in a one-on-one situation
- Must be physically able to reach with hands and arms; stand, walk, sit and talk or hear; use hands to finger, handle or feel objects, tools or controls; climb or balance; stoop, kneel, crouch or crawl; bend at the neck more than the average person; have close vision and peripheral vision; and be able to hear in a noisy environment
- May frequently lift and/or move up to 20 pounds of materials, etc.
- Ability to meet multiple demands from several people and interact with the public and other staff

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of ELL Services
ELL Teacher

Job Goal:

To provide assistance with the instruction and supervision of the ELL classroom. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

Performance Responsibilities:

ELL Paraprofessionals may assist with instruction by:

- Working with small groups of students in activities directed by the teacher
- Working with individual students with specific needs
- Assisting students in guided practice or with seatwork activities
- Working cooperatively with the ELL classroom teacher in either large or small group instruction

ELL Paraprofessionals may perform tasks as assigned by the teacher such as:

- Run papers
- Make instructional materials
- Take down and/or put up bulletin boards
- Check and record seatwork
- File papers
- Check and record student work
- Take attendance
- Keep records
- Other duties as assigned

ELL Paraprofessionals may assist with supervision of students by:

- Supervising class make-up activities

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- Supervising students during passing time
- Supervising students during lunch time
- Supervising students while they are transported to and from school
- Supervising students when they go about the school
- Supervising students as they travel between schools or on field trips

ELL Paraprofessionals will receive in-service training:

- Attend 10 hours of training for returning paraprofessionals and 15 hours for new paraprofessionals and attend paraprofessional conferences (LASE and State Sponsored)
- Attend in-service for general staff and faculty
- Attend meetings called by the Director of ELL Services or Building Principals/Directors
- Serve on Committees

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 are established by the Board of Education.

Evaluation:

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

Independence School District Job Description

Functional Skills Paraeducator

Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with children or young people with behavioral needs preferred
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff
Principal

Job Goal:

To work under the direction of a special education teacher and help students meet behavioral and/or learning goals outlined in the District's curriculum, the school's plan, and the Individualized Educational Program (IEP).

Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To work with individual students or small groups of students to encourage and reinforce appropriate problem solving skills
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To collect student performance data on individual student goals and objectives
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary (such as, but not limited to, the regular education room, restroom, lunch, recess, field trips)
- To maintain confidentiality of student records and other information shared about students
- To participate in requested training responsibilities (such as weekly program meetings)
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

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 are 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.

Independence School District Job Description

Hearing Impaired Paraeducator

Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test, if working in a Title 1 school
- Ability to use e-mail, or willingness to learn skill with training
- Experience in keyboarding and other computer functions preferred
- Ability to relay spoken/oral communication (finger spelling, sign language, speech, expression) to convey concise meaning to the hearing impaired students
- Willingness to complete the certification standards that have been set by the State
- Ability to work with Special Education students across multiple environments

Physical Qualifications:

- Possess physical skills and stamina to perform all job responsibilities such as lifting, walking distances, standing, bending, stooping, bilateral hand usage and reaching

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff
Principal

Job Goal:

To adapt classroom work for hearing impaired students to help them meet learning and/or behavior goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Education Program (IEP) or the Title I Plan.

Performance Responsibilities:

- Attends class with the hearing impaired student(s) and facilitates use of basic signs and/or oral interpreting
- Assists the student(s) with communication skills, tutoring, monitoring assistive technology captioned devices and/or note taking
- Works with the teacher of the hearing impaired student(s) in improving the educational programs of the hearing impaired student(s)
- Demonstrates the highest ethical and confidential standards when dealing with colleagues, students, and parents
- To participate in requested meetings and training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To perform other job-related duties as may be assigned by the principal

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 are 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.

Independence School District Job Description

Life Skills Paraeducator

Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with children or young people with multiple handicaps and behavioral needs preferred
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to use email or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff
Principal

Job Goal:

To strengthen and facilitate the educational process by protecting the health status of students and to help students meet learning and/or behavioral goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Educational Program (IEP) or the individualized Health Plan

Performance Responsibilities:

- To perform medical procedures needed by students assigned to their care. These may include, but are not limited to:
 - a) Performing catheterizations
 - b) Performing tube feedings
 - c) Monitoring urine output
 - d) Monitoring shunts
 - e) Monitoring oxygen apparatus
 - f) Monitoring deficits in oxygen and respiration levels
 - g) Monitoring any system abnormalities
 - h) Diapering as necessary
 - i) Charting medical procedures
 - j) Implementing prescribed emergency procedures (medical and/or egress)

- To work cooperatively and collaboratively with teachers, administrators, parents, and other staff members in the implementation of instructional and behavior plans for students
- To work with individual students or small groups of students to reinforce the learning of material or skills introduced by the teacher
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary
- To maintain confidentiality of student records and other information shared about students
- To participate in requested training responsibilities
 - To diaper and provide toileting assistance to students as necessary
 - To appropriately restrain students using district approved restraint procedures, if required by supervisors
 - To perform other job-related duties as may be assigned by the principal

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 are 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.

Independence School District Job Description

Paraeducator/Early Childhood Paraeducator

Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with special needs children or young people preferred
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Ability to use e-mail, or willingness to learn skill with training
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff
Principal

Job Goal:

To work under the direction of a special education teacher and help students meet learning and/or behavioral goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Educational Program (IEP) or the Title I Plan

Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, and other staff members in the implementation of instructional and behavior plans for students
- To work with individual students or small groups of students to reinforce the learning of material or skills introduced by the teacher
- To assist teachers as they teach lessons, monitor progress, and assess student learning
- To adapt learning materials, as suggested by teachers, in order to meet student needs
- To interact positively with students and model appropriate behavior
- To provide escort and assistance to students as necessary
- To maintain confidentiality of student records and other information shared about students
- To participate in requested training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

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 are 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.

Independence School District Job Description

Visually Impaired Paraeducator

Qualifications:

- High School Diploma or GED required
- Certification as a Braillist preferred
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment Test
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Experience working with special needs children or young people preferred
- Ability to use e-mail or willingness to learn skill with training
- Experience in keyboarding and other computer functions preferred
- Operating knowledge of Braille transcription software, Braille embosser, Braillewriter, and/or tactile image enhancer preferred
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Must be reliable and have good attendance
- Ability to perform duties with awareness of all district requirements and Board of Education policies

Physical Qualifications:

- Ability to stand and sit for extended periods of time
- Dexterity of hands and fingers to operate assigned specialized equipment
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff
Principal

Job Goal:

To adapt classroom work for visually impaired students to help them meet learning and/or behavior goals outlined in the District's curriculum, the school's plan, and/or specialized plans, such as the Individualized Education Program (IEP) or the Title I Plan. To help visually impaired students navigate classrooms and other sites.

Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, and other staff members in the implementation of instructional and behavior plans for students
- To interact positively with students and model appropriate behavior
- To adapt classroom work for visually impaired students by providing detailed explanations and models, dictating what is on classroom blackboards, describing pictures that are shown, enlarging materials, describing videos, providing on-the-spot graphics, etc. as necessary
- To transcribe into Braille, using manual Brailled or computer software

- To transcribe student's Brailled material into print so that the classroom teacher and parent can read it
- To create tactile graphics of maps, charts, pictures, routes, etc. using various tools, materials, and machines
- To emboss, re-edit, and bind material using various methods
- To work with students individually or in small groups to practice and reinforce Braille writing, reading, comprehension skills, keyboarding/computer skills, and other academic and functional skills
- Under the supervision of the Certified Orientation and Mobility Teacher, assist students with orientation, mobility, and life skills, such as working on routes to various locations
- To provide escort and assistance to students as necessary and accompany students on field trips and other school activities
- To maintain confidentiality of student records and other information shared about students
- To participate in requested meetings and training responsibilities
- To diaper and provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures, if required by supervisors
- To perform other job-related duties as may be assigned by the principal

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 are 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.

Independence School District Job Description

Independence Academy Program Paraeducator / Alternative Program Paraeducator

Qualifications:

- High School Diploma or GED required
- Sixty (60) semester credit hours from a college or university accredited by the Missouri Department of Elementary or Secondary Education or have passed the ParaPro Assessment test
- Bachelor of Science or Bachelor of Arts in a related area, or course work from an accredited college or university preferred
- Ability to read, write and comprehend simple instructions, short correspondence and memos
- Ability to use email or willingness to learn skill with training
- Ability to maintain composure under stressful conditions
- Ability to develop effective working relationships with students, staff and the school community
- Ability to perform duties with awareness of all district requirements and Board of Education policies
- Experience in working with children or young people with behavioral needs preferred
- Ability to deal patiently and empathetically with young children
- Must be physically able to reach with hands and arms; stand, walk, sit and talk or hear; use hands to handle or feel objects, tools or controls; climb or balance; stoop, kneel, crouch or crawl; bend at the neck more than the average person; have close vision and peripheral vision; and be able to hear in a noisy environment
- Ability to assist with lifting, carrying and/or holding children up to 50 pounds
- Must be able to deal with daily stressors such as inappropriate verbal and physical behaviors
- Must be reliable and have good attendance

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Appropriate Special Education Staff or Regular Education Staff
Principal

Job Goal:

To work under the direction of a Special Education teacher or Regular Education teacher to help students meet behavioral and/or learning goals outlined in the District's curriculum, the school's plan, and/ or specialized plans, and/ or individualized plans.

Performance Responsibilities:

- To work cooperatively and collaboratively with teachers, administrators, parents, other staff members, and community agencies in the implementation of behavioral and instructional plans for students
- To work with individual students or small groups of students to encourage and reinforce appropriate problem solving skills
- To collect student performance data on group and/ or individualized goals
- To adapt learning materials, as suggested by teachers, in order to meet student needs

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- To provide escort and assistance to students in the following areas: the regular education classroom, specials classes, restroom, lunch, recess, field trips
- Serve as chief source of information and help to any substitute teacher assigned to the classroom
- Assist with supervision of students during free time, on in the event of a field trip, assembly or emergency drill
- Alert classroom teacher to any problems or special information concerning any individual student
- To maintain confidentiality of students' records and other information regarding student's disability, academics and/ or behavior
- To participate in requested training responsibilities
- To provide toileting assistance to students as necessary
- To appropriately restrain students using district approved restraint procedures if required by supervisors
- To perform other job-related duties as may be assigned by the principal

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 are 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.

HR 6.11.15

SALARY SCALE

| STEPS | Para Praxis | +30 hrs. | A.A. or +60 hrs. * | +90 hrs. * | B.S. or +120 hrs. * | MS* or Current Teach. Cert. |
|-------|-------------|----------|--------------------|------------|---------------------|-----------------------------|
| 1 | 11.19 | 11.43 | 11.79 | 12.15 | 13.60 | 14.69 |
| 2 | 11.47 | 11.73 | 12.08 | 12.43 | 13.88 | 14.98 |
| 3 | 11.77 | 12.02 | 12.37 | 12.72 | 14.16 | 15.25 |
| 4 | 12.06 | 12.29 | 12.64 | 13.00 | 14.45 | 15.53 |
| 5 | 12.35 | 12.58 | 12.94 | 13.30 | 14.74 | 15.83 |
| 6 | 12.62 | 12.87 | 13.22 | 13.59 | 15.03 | 16.12 |
| 7 | 12.92 | 13.16 | 13.53 | 13.87 | 15.31 | 16.41 |
| 8 | 13.20 | 13.46 | 13.80 | 14.16 | 15.61 | 16.70 |
| 9 | 13.51 | 13.73 | 14.07 | 14.44 | 15.88 | 16.98 |
| 10 | 13.78 | 14.01 | 14.38 | 14.73 | 16.18 | 17.27 |
| 11 | 14.05 | 14.32 | 14.67 | 15.03 | 16.47 | 17.55 |
| 12 | 14.36 | 14.60 | 14.96 | 15.30 | 16.75 | 17.86 |
| 13 | 14.65 | 14.90 | 15.24 | 15.60 | 17.04 | 18.14 |
| 14 | 14.94 | 15.18 | 15.53 | 15.88 | 17.32 | 18.43 |
| 15 | 15.22 | 15.47 | 15.82 | 16.17 | 17.61 | 18.71 |

Paraeducators may enter the scale on Step 1-12 based on prior experience as a paraeducator or classroom teacher in a public or private school setting.

\$1.00 will be added to the hourly salary of Paraeducators who currently work in noted classroom settings:

- Behavior, Academic and Social Skills (BASS) Paraeducator
- Communication, Behavior and Social Skills (CBSS) Paraeducator
- Independence Academy Day Treatment Program Paraeducator
- Life Skills Paraeducator
- Paraeducator with Braille Responsibilities
- Recovery Room Interventionist
- Recovery Room Interventionist/ISS Monitor
- Emotionally Disturbed (ED) Paraeducator
- Reach Program Paraeducator
- Full-time substitute with less than Bachelors

Substitute Para Rate: \$95.00/day + 60 College Hours/Substitute Teacher
 Certificate required

For schedule placements, college hours must be from a college or university with accreditation recognized by the Missouri Department of Elementary and Secondary Education.

** Missouri Substitute Teacher Certificate required.*

PARA PD TIMESHEET



Name: _____ Building: _____

| Date | Time In | Time Out | Hours Completed | Purpose and Nature of Professional Development |
|---------|----------|----------|-----------------|--|
| 8/11/15 | 8:00 am | 11:00 am | 3 | District-Wide PD w/ SPED Dept. |
| 8/11/15 | 12:00 pm | 3:00 pm | 3 | Building PD – Elem / MS / HS |

Make up / Additional Hours Completed:

| Date | Time In | Time Out | Hours Completed | Purpose and Nature of Professional Development |
|------|---------|----------|-----------------|--|
| | | | 2 | A.L.I.C.E. Training (new to the District only) |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Total Hours Completed:
 (Not to exceed 10, unless approved by the Special Services Office) _____

 Principal Signature / Date

Paraprofessionals are **required** to complete 10 hours of professional development (PD). If unable to attend the District arranged PD, the employee **must** complete the PD by the deadline set by the Special Services Office.

- Any PD beyond the 10 hours will not be reimbursed unless you are **pre-approved** by the Special Services Office.
- All paraprofessionals must complete all required PD within 60 days from their first day of work.
- Paraprofessionals new to the District are required to complete an additional 5 hours of PD.

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:

- 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

STUDENT ATTENDANCE CALENDAR 2015-2016

Para and Library Clerk 173 Day

| 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 | | | | | | | | | | | | | | | | | | | | |
| Work days | | | | | 14 | | | | | Work days | | | | | 20 | | | | | Work days | | | | | 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 | | | | | | | | | | | | | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | | 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 | | | | | | | | | | | | | | | | | | | | | | | | |
| Work days | | | | | 17 | | | | | Work Days | | | | | 16 | | | | | Work days | | | | | 17 | | | | | Work days | | | | | 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 | | | | | | | | | | | | | | | | | | | | | |
| Work days | | | | | 17 | | | | | Work days | | | | | 20 | | | | | Work days | | | | | 12 | | | | | | | | | | | | | | |

Workdays

| | | | |
|------|----|-----|----|
| Jul | 0 | Jan | 17 |
| Aug | 14 | Feb | 19 |
| Sept | 20 | Mar | 17 |
| Oct | 21 | Apr | 20 |
| Nov | 17 | May | 12 |
| Dec | 16 | Jun | 0 |

 First/Last Day of School

 Non-Workdays

Total Workdays 173

***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)*

HR 2/11/15

ECSE “PARA” Calendar 2015-2016 (141 Days)

| 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 | |
| Work Days 13 | | | | | Work Days 11 | | | | | Work Days 18 | | | | | Work Days 17 | | | | | |
| Non-work Days 8 | | | | | Non-work Days 10 | | | | | Non-work Days 4 | | | | | Non-work Days 5 | | | | | |
| 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 | |
| 2 | 3 | 4 | 5 | 6 | | 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 | | | | | |
| Work Days 13 | | | | | Work Days 13 | | | | | Work Days 15 | | | | | Work Days 15 | | | | | |
| Non-work Days 8 | | | | | Non-work Days 10 | | | | | Non-work Days 6 | | | | | Non-work Days 6 | | | | | |
| 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 | | |
| Work Days 15 | | | | | Work Days 16 | | | | | Work Days 8 | | | | | Summer School TBA | | | | | |
| Non-work Days 8 | | | | | Non-work Days 5 | | | | | Non-work Days 14 | | | | | | | | | | |

Workdays

| | | | |
|------|----|-----|----|
| Jul | 0 | Jan | 15 |
| Aug | 11 | Feb | 15 |
| Sept | 18 | Mar | 15 |
| Oct | 17 | Apr | 16 |
| Nov | 13 | May | 8 |
| Dec | 13 | Jun | 0 |

First/Last Day of school
 Non- Work Day

Total Workdays 141

***All Attendance and contract days that are postponed due to inclement weather will be added to the calendar.*

*(** are protected as potential attendance and contract days and will be used first as makeup days in the case of adverse weather)*

*(*** are protected as potential attendance and contract days and will be used after ** days)*

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 |

| <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 |

| <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> |

| <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 |

| <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> |

| <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 |

| <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.**

Benefits Banking

| | |
|---|--|
| <p><i>Benefits Banking for the Independence School District</i></p> | <p><i>Your Employee Benefits Just Got Better!</i></p> |
|---|--|

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**

Principal/Supervisor/Nurse procedure for Employee Accident/Injury

Keep in mind that all medical information will be stored in the school nurse office. No medical or work comp information is to be stored in personnel or employment files. When an employee reports an injury, follow the steps listed below:

1. Have the employee go to the school nurse office at the injury site for an initial evaluation, first aid and treatment referral. The nurse (or supervisor if nurse not available) will assist the employee in completing and signing an **Employee Accident/Injury Report**. Be sure it has been completely filled out including level of medical care given and signed by the employee and nurse/supervisor. All questions are required by the State of Missouri.
2. Give the employee a copy of the **Employee Accident/Injury Procedure** for his/her information and assistance.
3. The nurse will scan the completed **Employee Accident/Injury Report** form into SNAP, fax the completed form to (816) 521-5677, and notify the **Employee Worker's Comp Office** of the injury.
4. If first aid treatment is not sufficient or additional medical attention is needed, do the following:
 - a. If this is a life threatening emergency, send the employee directly to the **Truman Medical Center Lakewood**, 7900 Lee's Summit Rd., Kansas City, MO 64139 (816) 404-7000.
 - b. For further medical evaluation and/or urgent care level services, during the hours of:
 - 1) 7:00 am to 12:00 Noon and 1:00 pm to 6:00 pm Monday through Friday, or 8:00 am to noon Saturday, call the **ISD Employee Health Clinic at (816) 521-5316** and inform them the employee is coming. The ISD Employee Health Clinic is located at **1516 W. Maple Ave., Independence, Missouri 64050**.
 - 2) 12:00 Noon to 1:00 pm or 6:00 pm to 9:00 pm Monday through Friday, 12:00 Noon to 6:00 pm Saturday, 8:30 am to 5:30 pm Sunday, and 8:30 am to 3:30 pm on Holidays, call **Urgent Care of Kansas City at (816) 795-6000** and inform them the employee is coming. The Urgent Care Clinic is located at **4741 S. Arrowhead Drive, Suite B, Independence, Missouri 64055**.
 - c. Complete and give the employee a **Treatment Authorization Form** (referral). Encourage the employee to go as soon as possible same day. They may go later in the day if condition worsens. Inform them they must present the Authorization Form at the care location to receive treatment.
 - d. **Notify the Employee Worker's Comp Office** immediately that the employee has been injured and to which location the employee was sent.

Phone: (816) 521-5424 **Fax:** (816) 521-5677 **Email:** debby_acuff@isdschools.org
5. *Remember, employee health records are considered confidential and should be handled in that manner. All employee health records will be maintained in SNAP and not in supervisor files. After each medical visit, the employee is to give the doctor's release/restriction note to their supervisor and to the **Employee Worker's Comp Office**; the nurse should also receive all forms given to the employee concerning his/her treatment. The nurse will scan the forms into SNAP, fax the forms to, as well as, notify the **Employee Worker's Comp Office** by phone to confirm receipt and confer regarding restrictions, etc...*
6. If an employee is returned to work with **restricted duties**, contact the **Employee Worker's Comp Office** immediately. The **Employee Worker's Comp Office** will request written confirmation from the Principal/Supervisor be faxed to (816) 521-5677 by the school nurse whether modified duties can be accommodated. It is important to make this determination as quickly as possible following the employee's treatment. Every day missed affects the employee's leave and pay. The objective of modified duty is to keep the employee on an assignment without loss of pay. The duties will be determined by the restrictions applicable. It is preferred that duties be related to the normal assignment. However, to accommodate the restrictions, duties may be assigned in a different area, at a different location, or on a different time schedule. Employee Benefits must monitor all stages of Workers' Compensation care.
7. **Workers' compensation is not responsible for medical needs occurring at work unless work related.** If an employee becomes ill/injured while at work and it is not the result of an accident or injury that is work related, remind and/or assist the employee to contact his/her own health care provider.

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

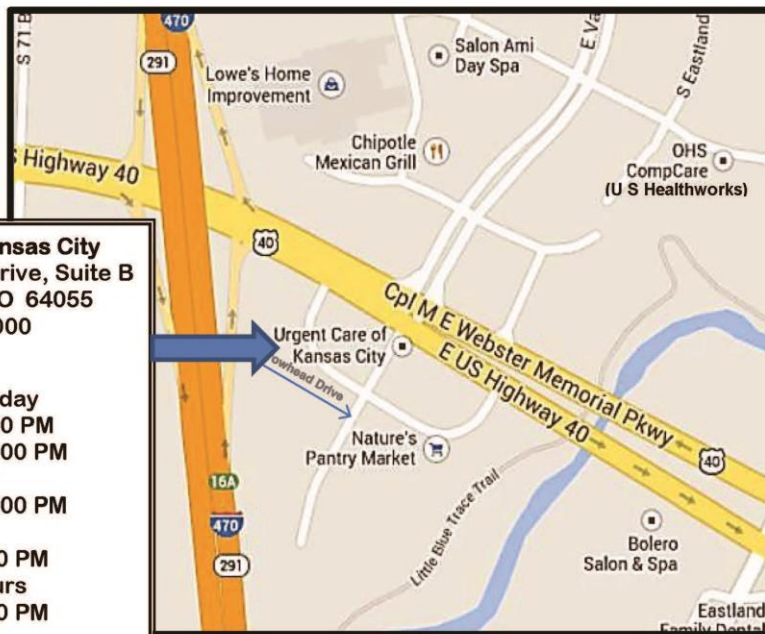


Urgent Care of Kansas City
 4741 S. Arrowhead Drive, Suite B
 Independence, MO 64055
 (816) 795-6000

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

Nondiscrimination and Student Rights

**(Regulation 2130)
(Form 2130)**

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.

REV. 6/11

**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.

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.

“**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;
- 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:
 - 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.

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 Alburtus | 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 | Sugar Cr | 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 Kirchhoff | Sheree Etzenhouser | 20404 E Truman Rd | Indep | MO | 64056 | 521.5455 |
| Sugar Creek | Shellie Dumas | Samantha Soendker | 11424 Gill St | Sugar Cr | 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 PM – Canceled | 11:00 AM |
| VoTech | AM - Regular Schedule PM- Canceled | 11:00 AM |

2015-16 School 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 | | 5 | 6 | 7 | 8 | 9 |
| 6 | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 13 | 14 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 13 | 14 | 15 | 16 | 17 | 17 | 18 | 19 | 20 | 21 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 20 | 21 | 22 | 23 | 24 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 27 | 28 | 29 | 30 | 31 | 31 | | | | | 28 | 29 | 30 | | | | | | | |
| Student Attendance - 14 Teacher Contract - 18 | | | | | Student Attendance - 20 Teacher Contract - 21 | | | | | Student Attendance - 21 Teacher Contract - 22 | | | | | | | | | |
| 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 |
| 2 | 3 | 4 | 5 | 6 | 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 Teacher Contract - 18 | | | | | Student Attendance - 16 Teacher Contract - 16 <small>End of First Semester, Dec. 22</small> | | | | | Student Attendance - 17 Teacher Contract - 19 | | | | | Student Attendance - 19 Teacher Contract - 20 | | | | |
| 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 Teacher Contract - 19 | | | | | Student Attendance - 20 Teacher Contract - 20 | | | | | Student Attendance - 12 Teacher Contract - 12 <small>Anticipated Final Student Attendance Day, May 17, 2016</small> | | | | | <u>Summer School</u> TBA | | | | |

- Non-Student Attendance/Non-Contract
- Non-Student Attendance/Contract Day
- Non-Student Attendance/Professional Development
- Parent Conference Week
- First/Last Day of School

| | |
|--|---|
| ELEMENTARY/SECONDARY First Quarter 41 Second Quarter 47 Third Quarter 44 Fourth Quarter 41 <hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 173 | TEACHER CONTRACT DAYS First Quarter 46 Second Quarter 49 Third Quarter 48 Fourth Quarter 42 <hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 185 |
|--|---|

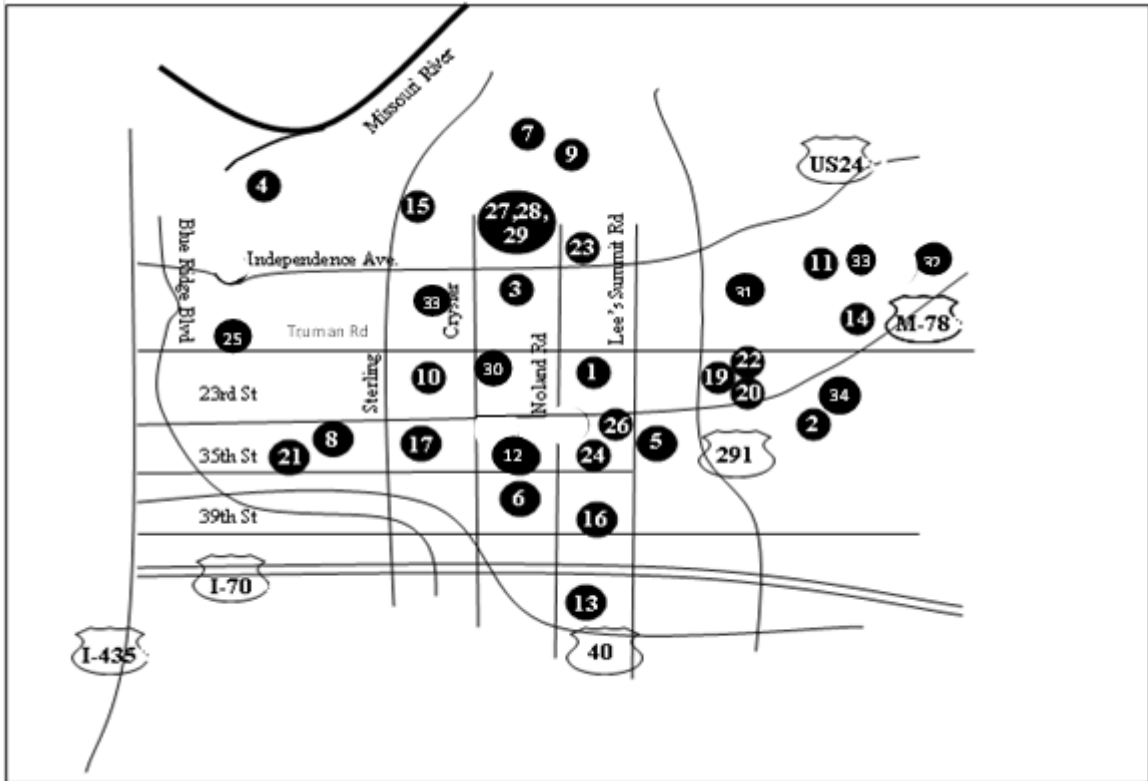
***All Attendance and contract days that are postponed due to inclement weather will be added to the calendar.
 (** are protected as potential attendance and contract days and will be used first as makeup days in the case of adverse weather)
 (***) are protected as potential attendance and contract days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

Student Evaluation Schedule

| | |
|----------------------------|---|
| First Quarter (Grades K-8) | August 12, 2015 through October 9, 2015 |
| End of First Semester | December 22, 2015 |
| Third Quarter (Grades K-8) | January 6, 2016-March 11, 2016 |
| End of Second Semester | May 17, 2016 |

HR 01/06/15

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