Adult Education & Literacy Instructor Handbook

Learning is a Lifelong Process

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

Board of Education Building
201 N Forest Avenue
Independence, Missouri 64050
(816) 521-5300

Web Access: www.isdschools.org

INTRODUCTION

Table of Contents

Independence School District

Adult Education & Literacy Handbook 2018-2019

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

Central Office Administration

Superintendent of Schools	Dr. Dale Herl
Deputy Superintendent-Instruction/Early Education/Student Services	Dr. Cindy Grant
Deputy Superintendent of Operations	Dr. Lance Stout
Director of Human Resources	Dr. Pamela Boatright
Director of Human Resources	Mr. Dean Katt
Assistant Superintendent-High Schools/NGL Academies	Mr. Randy Maglinger
Assistant Superintendent-Middle Schools/Curriculum/Instruction/Assessment	Ms. Prissy LeMay
Assistant Superintendent of Elementary Education	Dr. Janet Richards
Director of Technology	Mr. Todd Theen
Director of Special Services	Ms. Sherry Potter
Director of Community Relations	Mrs. Amy Knipp
Director of Public Relations	Mrs. Jana Corrie
Director of Business and Benefits	Mrs. Molly Johnson
Director of Youth Development and Education	Ms. Jennifer Walker
Director of Neighborhood Family Services	Ms. Merideth Parrish
Director of Facilities Services	Mr. Salum Stutzer
Director of Nutrition Services	Mr. Brad Kramer
Director of Transportation Services	Mr. Daryl Huddleston
Director of Health Services	Mrs. Lori Halsey
Director of Public Safety	Mr. Dennis Green
Director of Head Start	Dr. Patti White

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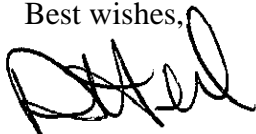
Dear Employee:

On behalf of the Board of Education and the Independence School District, we welcome you to the 2018-2019 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. Pam Boatright or Mr. Dean Katt.

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 2018-2019 school year.

Best wishes,

Dale Herl
Superintendent of Schools

An Equal Opportunity Employer

STAFF INFORMATION

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.

The district requires smoke free campuses. Therefore all buildings, grounds and vehicles of the School District are to be smoke free. For the purposes of this policy, smoking will mean the uses of tobacco, including cigars, cigarettes, pipes and smokeless tobacco items.

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, who they are there to 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:
- Parents of 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 Dennis Green 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.

Technology

Philosophy

The World of the 21st Century is a technological world and the Independence School District must prepare students to be successful users of technology. To accomplish this, all district staff must be provided with appropriate technology, training, and support to instruct, record and assess student learning, track student activities, analyze data, and communicate student information to parents, members of the community, and the Missouri Department of Elementary and Secondary Education.

Staff and students must exercise care in the use of district provided technologies and must share in the responsibility of using technology appropriately. Acceptable use policies have been developed for staff and students to explain how technologies are to be used and the consequences of misuse.

Technology Acceptable Use Guidelines for Staff

Staff members of the Independence School District will be provided access to technologies necessary to successfully perform assigned duties. Training will be provided to ensure that all staff members know how to use available technologies, and support will be provided to ensure that all technologies function properly. The computers will be configured for maximum efficiency and ease of support. Any changes to the computer settings will be performed by Technology Staff members, and will be based upon need.

Access

All staff members will be provided a username and password to be used to gain access to computer applications, email, and the internet. Computer and Internet use will be logged according to the username and password. The system will prompt each user to change his/her password occasionally to provide security to each account. It is extremely important that users keep usernames and passwords confidential. Staff members are provided elevated access to update files and download information and well as to view content from the Internet. As a result, staff members are expected to follow strict guidelines and notify the Technology Department before downloading or installing software/updates from the Internet.

Equipment Use

Members of the Technology Staff will maintain all district equipment and users are expected to exercise care in the use of this equipment. Misuse of equipment will result in staff members being denied access to equipment and possible remuneration to the District for abuse.

Internet Use

Internet access is provided for educational purposes. Staff members accessing or attempting to access unacceptable websites will be denied internet access and may face additional consequences. In addition, staff are expected to use professional judgment and follow ISD curriculum guidelines before showing students content from the Internet (i.e. YouTube videos, etc.).

Security

In addition to regularly changing passwords and keeping usernames and passwords confidential, additional security measures should be taken. Once logged in, a user should not leave the computer unattended without locking the computer. PC's can be locked by pressing Ctrl-Alt-Delete and then clicking "Lock Computer". Once locked, only the person currently logged in can unlock the computer by pressing Ctrl-Alt-Delete and then entering his/her password. This will then return the user to the application he/she had been using prior to locking the computer. For security of data, teacher and staff computers are "automatically locked" after 15 consecutive minutes of non-use; the staff member will be required to enter his/her password to reactivate the computer.

File Sharing

Copyright laws protect various forms of software, music, and video files. Staff and students should not be downloading such files unless appropriate fees have been paid and the files are for educational use. Students will not be allowed to download any files without teacher supervision. Files not protected by copyright laws may be shared provided it is for educational purposes and does not contain inappropriate material. The district will be compliant with the Digital Millennium Copyright Act and will address any possible copyright infringement.

Software Licensing

It is illegal to install software without licenses; therefore all software installed on district computers must have appropriate licenses. In order to standardize software across the district, all software purchases must go through the technology department. As new software is purchased, a record of all software licenses will be kept in the technology department and should be kept at the building level as well.

Supervision

Teachers must provide good supervision of students while they are using computers and other forms of technology. That begins by reviewing the rules for Network Etiquette and Privacy with each student. With proper supervision, students are less likely to misuse the equipment or attempt to access something that is prohibited. When students are engaged in using technology as part of a class activity, teachers should move around the room and observe each student frequently. If students are allowed to go to the Library Media Center or computer lab individually to use any form of technology, the building Principal or Library Media Specialist may impose certain requirements on those students in order to provide appropriate supervision.

Printing

Use of technology will result in the need for students and staff to print files and documents. Each building will need to establish procedures for managing the printing process and addressing any printing abuses or problems that may occur.

Technology Support

Each building will have one designated building technology coordinator to serve as the first point of contact for helpdesk support. If this person is unable to address the problem or resolve the issue, he or she will submit a technology work order at which point a technician will be assigned and dispatched.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under and applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

 Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

 Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend

the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

☐ Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

o School officials with legitimate educational interest;
o Other schools to which a student is transferring;
o Specified officials for audit or evaluation purposes;
o Appropriate parties in connection with financial aid to a student;
o Organizations conducting certain studies for or on behalf of the school;
o Accrediting organizations;
o To comply with a judicial order or lawfully issued subpoena;
o Appropriate officials in cases of health and safety emergencies; and
o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may use the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

_____ _____

Name Date
HR 07/30/2012 Last Modified: 04/08/2011

Certification and Professional Development

To teach in a Missouri AEL funded program, teachers are required by state law to obtain a Missouri AEL Certificate of License to Teach.

AEL Program Director – Each AEL program director must be certified as an AEL teacher. If a new director does not have this certification, they must obtain this certification within 12 months of being hired as the AEL program director.

AEL Teacher Certification – **AEL teachers must be certified** (having received certification verification from DESE) **within 4 months of their hire date**.

It could be considered a disallowed cost if DESE has reimbursed a program for any expense associated with an AEL teacher not certified within 4 months of their hire date (12 months for Directors), or if their certification has lapsed.

Hire date – the "start" date is the hire date of the teacher. The start date/hire date is defined as the date the teacher is officially on the payroll.

The requirements for hiring and certifying a teacher are described below.

AEL Teacher Pre-hiring requirements

1. Applicants must have a baccalaureate degree from an accredited college or university.

2. Applicants must have cleared a fingerprint/background check from DESE. To register for fingerprinting, go to the MACHS link on the DESE website under Educator Certification: www.machs.mo.gov

3. If the applicant is from another country, transcripts must be evaluated by a credentialing agency identified by DESE. These are listed on the DESE website at: http://dese.mo.gov/eq/cert/foreigncredentialing.html

    *Any individual that will be working with students must have cleared a background check prior to start date.

Requirements for Initial Certification - once a teacher has been hired, they must be certified within 4 months by completing the following:

1. The applicant must submit an on-line application for certification approved by their employing DESE funded AEL Missouri school district/agency.

2. The applicant must (if not an already certified teacher) submit a copy of original transcripts, indicating they have a baccalaureate degree from a college or university, with the application;

3. Successfully complete an AEL Pre-Certification Workshop (PCW) and BTAP authorized by the State AEL office no later than 3 months after hire date, and

4. Complete the PCW pre- and post-workshop activity. The pre-workshop activity includes the Online TABE and/or CASAS test administration training. (MTI Website)

If the applicant successfully completes these requirements, the teacher will be issued an Initial AEL teacher certificate. Initial AEL Teacher Certification is valid for four (4) years from the initial certification date.

Independence School District
_____
Adult Education & Literacy Handbook 2018-2019
Requirements of a teacher *during* initial certification:

1. Be mentored by an experienced AEL teacher for **2 years.**

2. Participate in an annual performance based teacher evaluation,

3. Attend the Beginning Teacher Assistance Program (BTAP) workshop within 12 months of hire date,

4. Participate in 60 hours of professional development, in addition to the PCW and BTAP, and

5. <mark>**Teach an average of 100 hours per year for the 4 years.**</mark>

After 4 years, Initial Certification expires.

Extension – If an initially certified AEL teacher has not completed all the requirements for an upgrade to Career Continuous, the teacher may request a one year extension to satisfy whatever requirement is lacking.

****

After Initial Certification, a teacher may be eligible to upgrade to "Career Continuous Certification" if they meet the following requirements.

Requirements for Career Continuous Certification

1. Have met the initial certification teacher requirements:
   - Been mentored by an experienced AEL teacher for 2 years,

   - Participated in an annual performance based teacher evaluation,

   - Attended the Beginning Teacher Assistance Program (BTAP) workshop,

   - Participated in 60 hours of professional development, in addition to the PCW and BTAP, and

   - <mark>**Taught an average of 100 hours per year for the 4 years.**</mark>

2. Submit an on-line application for upgrade, approved by the local AEL director.

During Career Continuous Certification a teacher must attend an average of 20 hours of professional development per year, with a minimum of 4 hours per year.

A Career Continuous Certified teacher who does not complete twenty (20) contact hours of professional development per year may within two (2) years make up the missing hours. The individual must first meet the twenty (20) hour requirement for that current year they are in and then they can count the excess hours as make-up hours;

An AEL Career Continuous certified teacher becomes inactive if the individual does not make up the requisite hours within two (2) years.

If 20 hours of professional development is obtained each year, a Career Continuous Certification is good for 99 years; however, a teacher may be eligible for upgrade after 10 years from date of initial certification.

****

After teaching AEL as a certified teacher for a total of ten (10) years, a teacher may be eligible to upgrade to "High Quality Career Continuous Certification" if the following requirements are met.

Requirements for High Quality Career Continuous Certification

1. Ten (10) years of AEL teaching experience in a state-funded AEL program;

2. A master's degree from an accredited college or university; and

3. Approved by the local AEL Director.

Once upgraded to High Quality Career Continuous Certification, the AEL teacher is exempt from the 20 hour per year professional development requirement, but must have a minimum of 4 hours per year. The High Quality Certification is documented and tracked locally.

****

Lapsed Certification – If a teacher's AEL teacher certification has lapsed for more than two years, a teacher must start the AEL teacher certification process over. It is the responsibility of both the program director and the teacher to ensure that certification is kept up to date

All AEL program administrators and teachers in AEL funded programs must have a valid AEL teaching certificate. <u>Local AEL program directors can have professional development requirements for their teachers above and beyond the Educator's Certification and the State AEL office requirements.</u>

<u>ALL AEL Teachers will attend mandatory professional development workshops required by the AEl Director.</u>

<u>It is your responsibility to inform the Director if you cannot attend a mandated workshop and you will be responsible for finding and enrolling in a make-up session for that workshop.</u>

Certification Requirements of AEL Substitute Teachers

1. Requirements of Individuals Currently Certified as Teachers

   - An individual holding a current teaching certificate (including AEL certification) does not need to maintain their teacher certification status in order to be a substitute teacher. However, if the certification expires or lapses, the individual will have to apply for substitute teacher certification.

   - As always, if the teacher is a new hire to the school district or AEL program then prior to hire, the applicant must complete a background check (unless they have already completed one and it is less than twelve months old).

2. Requirements of Individuals not Currently Certified as Teachers - An individual that does not have a teaching certificate and wants to become an AEL substitute teacher must meet the following requirements to be certified as a substitute teacher:

   a) Prior to being hired, the applicant must clear a background/fingerprint check (unless they have already completed one and it is less than twelve months old);

   b) Completed a minimum of 60 semester hours of credit from a regionally accredited, academic degree-granting, college or university; and

   c) Provide an original transcript from each institution the applicant has attended verifying the minimum of 60 semester hours of credit earned.

   These requirements and the online application can be found at:
   http://www.dese.mo.gov/eq/cert/substitute_Teachers.html

Policies Regarding Substitute Teaching

1. A substitute may teach not more than 90 days in any one Missouri AEL Program during any one fiscal year. (Example: A person may substitute for the AEL program of St. Louis City for 90 days and for the University City program for 90 days.) Hours taught must be logged and tracked by the local program.

   Definition: One or more clock hours on any given workday is considered one of the 90 total days. If the substitute is in classroom X for two hours and in classroom Y for three hours in the same day, that is equal to one of the 90 days. But a substitute cannot be in classroom X

for two hours one day and in classroom Y the next day for three hours and count the hours as one day - this scenario would be considered two days used of the 90.

2. A substitute teacher without an AEL Teaching Certificate can only substitute in a classroom that is typically taught by an AEL certified teacher.

3. The substitute teacher certification is valid for four years. At the end of the 4 years, the substitute teacher certificate expires and a new application for substitute teacher certification must be submitted. However, a new background check will not be required.

4.   If a substitute teacher does not teach at least one day during a fiscal year (break-in-service), the individual will have to arrange for a new background check before they return as a substitute teacher.

5. If a substitute teacher teaches for at least one day during the fiscal year, the local AEL director must enter that day of teaching into the DESE on-line system to ensure it is tracked that there is no "break-in-service".

Tracking and Recording Certification Requirements and PD Activities

Local AEL program directors will be responsible for maintaining records of certification status, including professional development records, and will make records available when requested. Teachers should keep a record of all activities and hours they have attended.

For more information and assistance on this process, contact the Educator Certification office at 573-751-0051 or 573-751-3847, or AEL Supervisor, 573-751-1248.

Online Educator Certification System (Online Process to apply for Certification)

All certification requests will be made through the online educator certification system. To access the system, you must first **create and register a user name and password** at the following web page: https://k12apps.dese.mo.gov/webLogin/login.aspx.

1. **Register**
   a. Click "Register" in the lower portion of the page
   b. Complete the registration questions
   c. Click "Create User" (a confirmation message will appear)
   d. Click "Return to DESE Login page" link
   NOTE: Do not create more than one username. Creating multiple usernames will cause the system to deny you access to your profile page and certification records. If you have forgotten your username or password, you can

> *click on "Forgot Username/Password?" in the lower section of the login page to request your username or to reset your password.*

2. Connect Username/Password To Web Applications System
(https://k12apps.dese.mo.gov/webLogin/login.aspx)

a. Enter your username and password and click **"Login"** to access the User Application page.
b. Locate the **"User Information"** heading in the lower portion of page
c. Click **"Educator Certification System - Request Educator Access"** link
d. Click **"Submit"**
e. Click **"Close"** in the small confirmation window
f. Locate the **"Office of Educator Quality"** heading near the center of the page
g. Click on **"Educator Certification System"** link
h. Enter your Social Security Number (SSN) and date of birth (DOB)
i. Click **"Submit"**
j. Enter or verify your Profile information (proper/legal name - no nicknames) and click **"Save Profile"**
k. Scroll down and complete or edit the Contact Information* section and click **"Save"**

*An e-mail address must be included in this section, as all correspondence from Educator Certification will be sent to you by e-mail.

3. Apply For Certification
Locate the appropriate application (Application for MO Adult Education and Literacy Initial) under **"New Applications"** in the menu on the left side of your Profile page.

a. Click on the application name link to open the application

b. Complete the application*

c. Choose an AEL program.

d. Click **"Submit to AEL"**

e. Mail supporting documents as indicated on application checklist**, if applicable.

Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "I Accept." This agreement provides DESE with permission to verify your professional conduct statements.
**Your internet browser must allow "pop-ups" in order to view the application checklist.*

Additional Information for Returning Users

Accessing your Profile

You can find the login page by clicking on "Web Applications" in the bottom section of the DESE Homepage or on "DESE Web Applications" on the DESE Educator Certification main page. Once you log in with your username and password, you will only need to click on the **"Educator Certification System"** link under the **"Office of Educator Quality"** heading to get to your Profile page. (If you are prompted to enter your SSN and DOB again, and you receive a message that they are already linked to another profile, this means that you are trying to log in with a username that is different from the one that is already tied to your SSN.)

Applying for an Upgrade

a. Access your Profile page by logging in with your username and password

b. Locate the appropriate application (Upgrade, Additional, Administrator, etc.) under **"New Applications"** in the menu on the left side of your Profile page.

c. Click on the application name link to open the application

d. Complete the application*

e. Click **"Submit to AEL"**

f. Mail supporting documents as indicated on application checklist**, if applicable

*Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "I Accept." This agreement provides DESE with permission to verify your professional conduct statements.
**Your internet browser must allow "pop-ups" in order to view the application checklist.

Checking the status of your application

a. Access your Profile page by logging in with your username and password

b. Scroll down to and click on the gray **"Application Status"** bar or click on the **"Application Status"** link in the menu on the left side of your Profile page

c. Click on the blue application name link (Upgrade, Additional, Administrator, etc.)

d. Scroll to bottom of page to read the **"Memo"** Section

Checking the status of your background clearance

a. Access your Profile page by logging in with your username and password

b. Scroll down to and click on the gray **"Fingerprint Information"** bar on your profile page

Checking the status of your education records

    a. Access your Profile page by logging in with your username and password

    b. Click on **"Education"** in the menu on the left side of your Profile page to view your records

    c. You may add the name and location of any colleges/universities you have attended that are not listed. All other information will be entered by DESE upon receipt of original transcripts that must be mailed to Educator Certification, PO Box 480, Jefferson City, MO 65102.

Viewing and printing a copy of your Missouri certificate

    a. Access your Profile page by logging in with your username and password

    b. Scroll down to and click on the gray **"Certificate Status"** bar or click on the **"Certificate Status"** link in the menu on the left side of your profile page

    c. Locate and click on **"View Certificate"** in the center of the page

    d. Print the certificate

Other General Information

    a. In your online Profile, you will be assigned an **Educator ID** number that will appear below your SSN. This is a unique identification number that you can use in place of your SSN when corresponding with our office.

    b. You may not make corrections or updates to your name, SSN, date of birth, or gender on your Profile. You must submit an Update Personal/Education Information Form and supporting documents in order to request changes to any of these fields.

    c. You may change your address, telephone number(s), and e-mail address by clicking on **"Edit Contact Information"** and then saving the changes.

    d. Please be sure to include your Educator ID with all documents that are mailed to Educator Certification. This number is located on your Profile page below your SSN.

    e. School district personnel <u>can</u> view your certificate status, fingerprint information, and Praxis II test scores.

    f. Information regarding the fingerprinting process is available on the DESE website at: http://dese.mo.gov/eq/cert/eq-cert-fingerprint-background.htm. (machs.mo.gov)

Online Certification Application Process - Substitute Teacher

1. Go to dese.mo.gov.
2. Go to "DESE Web Applications."
3. Click "Register."
4. Fill out info.
5. Print (or write down) username and password.
6. Click "Create User."
7. Login using username and password.
8. Go to "Licensure System Educator Request Access."
9. Click "Submit."
10. Click "Close."
11. Go to "Licensure."
12. On the list at the left, choose "Substitute Cert."
13. Fill in all information on form.
14. Under "Type of Application," choose "Person with a Missouri Teaching Certificate" if you have a valid teaching certificate. If you do not have a valid teaching certificate, choose "Content Substitute".
15. Click "I Accept".
16. Click "Submit to DESE" once. Do not submit more than once.
17. Click "OK" and wait for a confirmation message.

Director's Approval of Certification - Online Process

1. Go to dese.mo.gov.
2. Click on "DESE Web Applications."
3. Login using username/password.
4. Click "Educator Certification." (If "Educator Certification" does not appear as an option, you will have to submit another DESE Web Systems User ID Request Form, checking a "3" in the box next to Educator Certificates Apps.)
5. Click "District Work Log" in the left column.
6. Available teacher applications will be listed.
7. Open the teacher application you wish to review.
8. If you intend to submit the application to DESE:
9. Fill in the date of the PCW.
10. Fill in the beginning contract date.
11. Choose your name from the drop down box. If you are a new director and your name does not appear in the drop down box, please notify DESE AEL. In the email include your name, hire date, email address, phone number and the date your predecessor left.

12. If you intend to return the application to the teacher, include a comment in the memo section.
13. Click "I accept" at the bottom of the application to reveal your options.
14. You may choose to:
15. Save (to review later)
16. Submit to DESE (for certification)
17. Return to Applicant (if application is incomplete or you do not intend to certify), or
18. Cancel (pretend you never looked at the application)
19. If you choose to "Submit to DESE" or "Return to Applicant," an email will automatically be sent to the applicant.
20. Once DESE approves the application (or doesn't), an email will be sent to the teacher.
21. To check certification status, go to "Certificate Status."
22. The teacher may print a copy of the certificate.

Professional Development

The Missouri State AEL office utilizes an innovative structure for its training delivery system that incorporates a comprehensive approach to the provision of professional development opportunities:

- The bulk of the state's researched-based AEL PD is developed, approved by the State AEL office and delivered through the services of the Missouri Training Institute (MTI). MTI provides a multitude of core and academic workshops throughout the state with a team of professional trainers.

- Only staff of the DESE funded AEL programs can attend MTI workshops for free. Programs can send teachers to the pre-certification workshop prior to their hire date (start date) if they have committed to hiring the applicant as a teacher

- Substitute teachers of the DESE funded AEL programs can attend MTI workshops for free; however, regular teaching staff has first priority to attend. If there is an available seat the substitute teacher may attend the workshop.

- The State AEL office periodically develops and delivers specific state and/or federal guidance regarding AEL program operations.

- Pre-approved PD opportunities are determined and a listing is maintained by the State AEL office (primarily AEL-oriented conferences and workshops)

- For all other training activities, a ***Request for Professional Development Approval Form*** is available for local program application.

- **NO MORE THAN 12 hours of PD** may be from online sources per year. No duplication of online courses.

Adult Education & Literacy Handbook 2018-2019
Pre-Approved Professional Development Activities *(No PD Request for Approval Form required)*

The State AEL office has determined that certain conferences, workshops and college courses that have historically offered all or some AEL-oriented workshops and training should be exempt from the PD request process. Although these conferences and/or workshops are exempt from the PD request process, the local AEL director must still ensure the trainings reported as professional development hours meet the following criteria:

- Applies to AEL programs, services and clientele

- Improves the quality or efficiency of AEL classroom instruction

- Improves the management of AEL resources

- Improves AEL programs' ability to recruit and hold students

- Improves the productivity of an AEL employee

Local AEL directors are responsible to:

- Determine the AEL-applicability of each workshop/training/college course

- Determine the appropriate PD credit value for each qualifying training activity

- Evaluate teachers' learning and application of the workshops' principles

- Verify teachers' workshop attendance or course completion

- Record each teachers' applicable workshop/training attendance time(s) or coursework values and corresponding PD credit value(s)

- Report the teachers' PD credit earned from the conference, workshop or college course to the DESE Certification section

For a complete list of Pre-Approved, qualifying conferences/workshops go to:

http://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy/ael-professional-development

- MTI: Missouri Training Institute Courses - http://mti.missouri.edu/adult-education-literacy.php

- Commission of Adult Basic Education (COABE)

- Missouri Association of Adult Continuing and Community Education (MAACCE)

- National Center for Family Literacy (NCFL)

- TESOL and Mid-TESOL- Teachers of English to Speakers of Other Languages

- Missouri Association for Workforce Development (MAWD) (link is external)

- Governor's Conference on Workforce Development

- Literacy Investment of Tomorrow (LIFT) Training

- Worldwide Interactive Network (WIN) Training – for WorkKeys

- Missouri Options Workshop

- ProLiteracy Online Courses: http://www.proliteracyednet.org/

- National Reporting System (NRS) trainings

- Wonderlic Webinars, with the exception of those dealing with the new HSE Test or GAIN

- Professional Studies/World Education online courses

- English Language Learners University (ELL-U) workshops, study circles and online courses

- Literacy Information and Communication System (LINCS) workshops and online courses

- National Association for Adults with Special Learning Needs (NAASLN) sponsored activities

- American Association for Adult and Continuing Education (AAACE) conference

- United States Citizenship and Immigration Services (USCIS) workshops

- Missouri Valley Adult Education Association (MVAEA) conference

- Reading Horizons - Adult Reading Instruction: What the Research Tells Us webinar

- EL Civics Online : http://elcivicsonline.org/

- Adult Career Pathways Training and Support Center

- Adult Numeracy Initiative (ANI)

- Missouri Connections Workshops

PD Credit for College Course(s)

Currently, the DESE Teacher Certification Section office designates that 1 college credit hour equals 15 professional development (PD) hours. It is the policy of the DESE AEL Section office to restrict this PD credit assignment for its teachers to AEL-applicable College courses that:

- Apply to AEL programs, services and clientele

- Improve the quality or efficiency of AEL classroom instruction

- Improve the management of AEL resources

- Improve AEL program's ability to recruit and hold students

- Improve the productivity of an AEL employee, etc.

This policy includes the requirement of local programs utilizing this option to submit a ***Request for PD Approval Form*** to DESE and maintain documentation of the course title/description, the course syllabus, and record of successful completion.

PD – "Other"

- TABE On-Line – participation is worth 2 hours of professional development

- CASAS On-Line – participation is worth 3 hours of professional development

- CLAS E – Must attend 6 hour DESE training in order to administer test.

ADULT EDUCATION & LITERACY INFORMATION

Adult Education & Literacy 2018- 2019 Goals

➢ 2,500 students enrolled

➢ 90% Post Test Progression

➢ 80% Post Tested

➢ 68% Progression Rate

➢ Increase enrollment at all sights (No class less than 50)

➢ Increase HSE attainment (84%)

➢ Increase enrollment in post-secondary or certification training (33%)

➢ Increase number of students who obtain employment (50%)

➢ Increase number of students who retain employment (75%)

➢ Increase number of students who pass the Naturalization Test (80%)

TBD by DESE

MEASURE	Targets for 2018-2019
ABE Beginning Literacy	
ABE Beginning	
ABE Low Intermediate	
ABE High Intermediate	
ASE Low	
ESL Beginning Literacy	
ESL Low Beginning	
ESL High Beginning	
ESL Low Intermediate	
ESL High Intermediate	
ESL Advanced	
HSE Attainment Rate	
Entered Post-Secondary	
Entered Employment	
Retained Employment	

State average for skills attainment: 63%

	Independence AEL Class Sites 2018	Days	Hours	Managed Intake	Teacher
2	**Truman High School (AT FEC ANNEX)**	M - TH	6 - 9 pm	ME	M-TH Pam
		T&TH			Bo
		M&W			Bill
7	**Salvation Army**	M - TH	9 am – 12 pm	ME	Pam L
	14700 E. Truman Road				
	Enter main church building and ask in office				
6	**Maywood Baptist Church PM**	T & TH	6 - 9 pm	ME	James W
	10505 E. Winner Road				
25	**Maywood Baptist Church - ESL**	M & W	12:30pm –2:30pm	ME	Kathy M
	Evening ESL class	M & W	6 pm – 9 pm	ME	Julie R
30	**Maywood Baptist Church HSE AM**	M-TH	9am – 12:00pm	ME	Marvin E
59	**Longview Community College ESL AM**	M & W	9 am - 12 pm	ME	Diana
	3801 Longview Road, Southland Center				
	Lee's Summit, Missouri 64081-2105				
15	**Longview Community College HSE PM**	T & TH	6 - 9 pm	ME	Valerie
9	**Longview Community College ESL PM**	M & W	6 pm – 9 pm	ME	Gail, Diana, Jamie, Linda
	ESL	M & W	12 – 3 pm	ME	Diana
	SCOPE Remedial	T&TH	9 – 12	ME	Valerie
	SCOPE Remedial	T&TH	1 – 4	ME	Valerie
	Don Bosco ESL School @ St. Anthony's Parish				
	309 Benton Blvd. KCMO 64124				
	ESL	M – TH	9:00 – 11:30am		DB staff
	ESL	M - TH	12:00 – 2:30pm		DB Staff
	ESL	T & TH	6 – 9 pm		DB Staff
	HSE	T & TH	3:30 - 5:30 pm	ME	Andrew
	Workforce CCR classes	M & W	3:00 pm –5:00pm	ME	Glenda
60	**Don Bosco Civics/Citizenship Class**	M & W	3 – 5:30 pm	ME	Emily
	Friday Workforce Class	F	9 am – 12 pm		Glenda
	DON BOSCO ANNEX – Woodland Building	M,T,W	9:00 – 12:00 pm	ME @ DB	Melissa
	FEX Annex HSE class				
	1524 E. 23rd Street, Independence 64055				
	HSE	M&W	9 am – 12 pm	ME	Bill D
	HSE	T&TH	9 am – 12 pm	ME	Kim S
	IET	M-TH	1 – 4 pm	ME	Kim S

	Job Corp KC	M – F	8 am – 3 p m		Samantha
	Job Corp Excelsior	M - F	8 am – 3 pm		Russell
	Housing Authority				
	Guinotte Manor – ESL	M – TH	9 am – 12 pm	ME	Valarie T
	Riverview Gardens ESL	M – TH	9 am – 12 pm	ME	Tuti C
	Clymer Center – ESL/HSE/IET CNA	M - TH	9 am – 12 pm & 1 pm – 4 pm	ME	Phillip
	Wayne Minor – HSE/IET Youth Build	M – F	TBD	ME	Frank
	NE Community Center - Civics	M & W	5:00 – 8:30 pm	ME	Hana

Adult Education & Literacy Handbook 2018-2019
Teacher & Classroom Expectations:

- Teacher maintains certification and attends 20 hours per year of Professional Development

- No children allowed in the classroom

- Site/Classroom must be organized and **clean** at all times

- Folders are kept up to date with status of student enrollment, goals, attendance, and exit information.

- Student folders have up to date Learner Educational Guides which are dated and signed by the Instructor.

- Instructor provides daily group lessons and assigns individual lessons based on lowest area.

- Teachers update lesson plan notebook on a weekly basis.

- Teachers records daily attendance.

- Paperwork is turned in on a weekly/daily basis. (sign in sheets)

- No copyrighted materials

- Technology is in use as a learning tool and strategy.

- Teacher is actively engaging students

- Assessments are properly proctored and timed.

- Site Rules are posted and clearly visible. (Adult Centered)

- Teacher maintains a professional appearance. (no shorts, jeans, or flip flops)

- Instructor maintains a professional relationship with students and staff. (No Facebook)

- Resources from outside agencies are always available to students.

- Staff is aware of student data and plans lessons accordingly. (ACES & Prescription Sheets)

- Teacher is punctual and uses planning time effectively

- Sub Notebooks are kept up to date

- Radio with you during class time – Don Bosco

AEL Timekeeping Procedures - See PowerPoint Training Session from Time Keeper

Class Cancellation

Class sites will:

- Follow same holiday and inclement weather schedule as the Independence School District or the school district where the site is located.

- The Director must approve closings for scheduling conflicts with school groups. Instructors should notify the office if such conflicts arise.

- Instructors must notify the Director's office of illness or other emergencies. This will allow a substitute to be assigned and prevent the site from being closed while you are out.

- If in the event a substitute cannot be assigned, you should try to contact as many students as possible and post or have posted signs about class cancellation.

- The Director may cancel classes for meetings as needed.

- If at any time the Director determines that weather conditions are severe enough to cancel classes, local television and/or radio stations will report cancellations. As a rule, if the regular schools are cancelled, so will AEL classes.

THE AEL CLASSROOM

Class site: The class site is the responsibility of each individual teacher. Teachers are responsible for supervising the break time and for making sure that AEL students are not wandering around the buildings. As guests in these buildings, we should make sure to leave things in an orderly condition, making sure that the room is clean, lights are out, and doors and secured.

Textbooks: Students may use the textbooks on the premises of the AEL classroom. They cannot be given, loaned or sold or students. Consumable workbooks may be provided to low-level students as needed. Although students may write in consumable books, they still remain the property of the Independence AEL Program.

Teachers are responsible for the inventory of textbooks/workbooks at their sites. Please number your workbooks and check them out to students who can be trusted to return your materials.

Progress Plan

An essential component of instruction in the MO AEL classroom is the progress plan, a personalized document unique to each student that guides the instruction and study of the student in the AEL classroom.

The progress plan becomes a guide for instruction and practice for the AEL student and teacher. As the student attends AEL classes, he/she will refer to the plan to engage in learning activities and assignments that address the listed objectives.

Classroom Instruction

Instructional activities shall –

- be of sufficient intensity and duration for participants to achieve substantial learning gains;

- incorporate instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;

- be built on a strong foundation of research and effective educational practice;

- effectively employ advances in technology, as appropriate, including the use of computers;

- provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.

Development of the Progress Plan (Learner's Educational Guide)

The progress plan is developed by the teacher and student. It is based upon the goals set by the student during orientation and the results of the pre-test. To develop the progress plan, learning objectives that need to be mastered will be identified and listed. For each objective listed, the teacher and student will identify learning activities and/or assignments that will be the course of instruction for the student as he/she attends AEL classes.

To help teachers and students determine learning objectives and appropriate instructional activities from pre-test results, various assistive methods are employed by local programs. These tools include:

- computer-generated prescription sheets using software that aligns the assessment to the program's learning materials,
- student test summary reports,
- diagnostic sheets created by the local program.

Distance Education – While there are other ways to provide distance education to AEL students, the state approved online high school equivalency program is "MoLearns".

MoLearns Education – Missouri's High School Equivalency On-Line Instruction

The Missouri AEL program supports distance education as an allowable learning activity that allows adult students who are separated by geography, time or both to participate in adult education instruction. In Missouri distance education instruction will be delivered through the AEL funded MoLearns Online Program.

The MoLearns Program offers instruction through the use of SkillsTutor, and an academic/basic skills curriculum developed specifically for the Missouri HSE OnlineClass Program. The MoLearns OnlineClass Program uses *Blackboard* as the platform for instructional activity. The ESL Online component is provided using Rosetta Stone software, as well as free links to citizenship and other English instruction websites.

In order to include distance education activity in the required federal reports, the Missouri AEL program defines a distance learning student as:

- A student that has at least 51% of the total number of contact hours generated through the student's participation in HSE or ESL Online Programs, and

Assessment Requirements of MoLearns Students:

- It is a grant requirement that local AEL programs provide assessments to MoLearns students.

- All pre and post-tests are required to be conducted through face-to-face interaction with a trained test administrator and in accordance with the state's assessment policy.

- All students participating in the MoLearns Online Programs must be post-tested at least every 90 days. Online students that are not post-tested by the 90th day will be prohibited (locked-out) from accessing the Online Programs, until such time that they are post-tested.

- **Please contact Gayle Jaynes if you need more information**.

Edmodo
www.edmodo.com

In order to better serve those students who would like more opportunity to complete lessons outside of class and for those who may be absent from class, each teacher will host an Edmodo "group" for their class. The code for this group **must** be submitted to the AEL Director.

- Students will be given the "code" for the group during Managed Intake.

- Class groups will have folders that contain assignments that are accessible to all students.

- The group calendar will be kept up to date with lesson due dates, special class events, and enrollment dates.

- Students may access MO Connections assignments in a folder within your group.

- Students may post messages to the teacher indicating that they will be absent from class or they need assistance.

Goal Setting Procedures

Missouri AEL service providers must develop and implement written procedures or processes for learners' goal setting. Class site teachers or teacher aides will take the following steps to assure accuracy of participant goals:

- Explain to each participant the necessity of appropriate goal identification.

- Goals must be affirmed and reported only after pre-test assessments are completed and analyzed.

- Goals should be both challenging and practically achievable in the current program year.

- If a participant's goals change, Missouri AEL service providers will change the information in the data system (ACES).

- Class site teachers should understand that a difference may exist between NRS goal identification and participants' total needs.

- **It is imperative that teachers meet with individual students to discuss their goals on a regular basis.**

Core Outcome Measures

The core outcome measures are broken down into 2 categories:

1. Educational gain (progression)

2. Follow-up measures – entered and retained employment, receipt of a secondary credential, and entered postsecondary education.

Educational gain (progression) measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. Educational gain provides a measure of student literacy gains resulting from instruction. This measure applies to all students in the program. To determine this measure, local programs assess students on intake to determine their *educational functioning level*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE), and six levels of ESL. Each level describes a set of skills and competencies that students entering at that level can do in the areas of reading, writing, numeracy, speaking, listening, and functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level at which to place students using a standardized assessment procedure. The program decides the skill areas in which to assess the student based on the student's instructional needs.

After a predetermined amount of instruction or time (see Assessment section), the program conducts follow-up assessments of students in the same skill areas and uses the test scores aligned to the educational functioning levels to determine whether the students have advanced one or more levels or are progressing within the same level.

The remaining core outcome measures are *follow-up* measures that are reported some time after the student exits the program. The follow-up measures apply to students who exit and who are members of the cohort specific to that measure. For students who are not employed but in the labor force, there are two follow-up measures: entered employment (whether the student obtained a job by the end of the first quarter after leaving) and retained employment (whether students who entered employment still have a job in the third quarter after exit). The retained employment measure also applies to students who enter the program employed. For the measure of entry into further education or training, the applicable cohort includes all students who enter with a secondary credential, or who obtain a secondary credential or High School Equivalency (HSE) during the program year of exit.

The table below further describes the core outcome measures. In the Educational Gain section, each educational functioning level is described and the appropriate assessment test to be given is identified. In the Follow-Up Measures section, the measure for each follow-up outcome is described. The educational functioning levels are broken down into the following 3 categories:

1. Adult Basic Education (ABE) – Educational levels 1-4

2. Adult Secondary Education (ASE) – Educational levels 5&6

3. English As a Second Language (ESL) – Educational levels 1-6

EDUCATIONAL GAIN

Educational Functioning Levels – Adult Basic Education (ABE)

Level	Level Descriptor	Functional & Workplace Skills
I	**Beginning ABE Literacy** **TABE (9–10) scale scores:** Reading: 367 and below Total Math: 313 and below Language: 389 and below	Learner has little or no ability to read basic signs and maps; has little or no written communication or computational skills; can handle routine entry-level jobs.
II	**Beginning Basic Education** **TABE (9–10) scale scores:** Reading: 368–460 Total Math: 314–441 Language: 390–490	Learner reads simple instructions, signs, and maps. Completes simple forms; handles basic entry-level tasks; has minimal computer and technology skills.
III	**Low Intermediate Basic Education** **TABE (9–10) scale scores:** Reading: 461–517 Total Math: 442–505 Language: 491–523	Learner can complete job applications, written orders, and medical forms; reads simple charts and graphs; performs routine computer and technology tasks; writes short reports and essays.
IV	**High Intermediate Basic Education** **TABE (9–10) scale scores:** Reading: 518-566 Total Math: 506–565 Language: 524–559 **WorkKeys scale scores:** Reading for Information: 75–78 Applied Mathematics: 75–77	Learner translates graphs, charts, and multi-step diagrams; reads procedural documents and repair manuals; uses most basic computer software.

Educational Functioning Levels – Adult Secondary Education (ASE)		
V	**Low Adult Secondary Education** **TABE (9–10) scale scores:** Reading: 567–595 Total Math: 566–594 Language: 560–585 **WorkKeys scale scores:** Reading for Information: 79–81 Applied Mathematics: 78–81	Learner follows multi-step directions; reads common legal forms and complex manuals; interprets and integrates information from several sources; is proficient with computer and technology operations.
VI	**High Adult Secondary Education** **TABE (9–10) scale scores:** Reading: 596 and above Total Math: 595 and above Language: 586 and above **WorkKeys scale scores:** Reading for Information: 82–90 Applied Mathematics: 82–90	Learner reads complex technical information and comprehends some college level textbooks and apprentice manuals; can function in job situations requiring higher order thinking processes; adapts computer software and technology to new situations.

Educational Functioning Levels – English-As-A-Second Language (ESL)		
Level	**Level Description**	**Functional and Workplace Skills**
I	**Beginning ESL Literacy** **CASAS scale scores** 180 and below	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words. May recognize only common words, signs or symbols (e.g., name, stop sign, product logos). Can handle only very routine entry-level jobs that do not require oral or written communication in English. May have no knowledge or use of computers.
II	**Low Beginning ESL** **CASAS scale**	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the

	scores Reading: 181–190	home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
III	**High Beginning ESL** **CASAS scale scores** Reading: 191–200	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
IV	**Low Intermediate ESL** **CASAS scale scores** Reading: 201–210	Individual can interpret simple directions, schedules, signs, and maps, etc. Completes simple forms but needs support on some documents that are not simplified. Can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be clarified orally or through demonstration. Individual may be able to use simple computer programs and can perform a sequence of routine tasks given directions (e.g., fax machine, computer).
V	**High Intermediate ESL** **CASAS scale scores** Reading: 211–220	Individual can meet basic survival and social demands, and can follow some simple oral and written instructions. Has some ability to communicate on the telephone on familiar subjects. Can write messages and notes related to basic needs and complete basic medical forms and job applications. Can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
VI	**Advanced ESL** **CASAS scale scores** Reading: 221–235	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

FOLLOW UP MEASURES

Entered Employment	Learner enters employment by the end of the first quarter after the program exit quarter. The Entered Employment rate is figured by dividing the number of students who are employed in the first quarter after exit over the number of students who were unemployed and in the labor force when entering the program.
Retained Employment	Learner remains employed in the third quarter after program exit. Retained employment rate is figured by dividing the number of students who remain employed during the third quarter after exit over the number of students who (1) at the time of entry, were not employed and in the labor force, (2) are employed in the first quarter after exit quarter, and (3) who were employed at entry.
Receipt of a Secondary School Diploma or High School Equivalency	Learner obtains certification of passing scores on the High School Equivalency (HSE) tests, or obtains a high school or adult high school diploma. HSE attainment rate is figured by dividing the number of all "Eligible HSE Students" who get their HSE during the FY or 6 months after over the number of all "Eligible HSE students". "Eligible HSE Students" is defined as: pre-tested, 12+ hours, exited, have taken all 5 parts of HSE with at least one taken after enrollment date, good SSN#.
Placement in Post-secondary Education or Training	Learner enrolls in a post-secondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed. Post-secondary Training rate is figured by dividing the number of students who enter postsecondary training the fiscal year after the reported fiscal year over the number of students with a diploma (US or non-US based) plus students who obtain their HSE during the program year of exit.

Planning Curriculum and Instruction

- Use the student's goals (personal and program) as well as the assessment data you have collected to determine a realistic program of study (HSE, ESL, CIVICS, employability, family literacy, etc.). **Use prescription sheets and class profile sheets.**

- **Consult CCR standards: http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf**

- **Consult ESL standards:**

  http://dese.mo.gov/adult-learningrehab-services/ael-teacher-instructional-standards

- Select appropriate print and multi-media materials based on the student's level, goals, interests, preferred learning styles, abilities, and time available.

- Deliver instruction in an appropriate setting (large group, small group, one-on-one, computer-assisted, etc.).

- **Plan time is provided at a ratio of 6 hours of instruction equals 1 hour of planning time. You must log your hours on a daily basis either before or directly after your instruction time. All hours are to be logged in the workorder system.**

TABE ESL Standards
Objectives, Subskills, and Subskill Focuses

1.0 READING

1.1 Quantitative Literacy

1.1.1 Numbers and Numeracy Terms – Identify cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

1.2 Read Words
Recognize word parts and comprehend contextual vocabulary encountered at home, in the community, and in the workplace.

1.2.1 Morphemes and Syntax – roots, affixes, parts of speech
1.2.2 Words and Phrases – picture or context-cued words and chunks
1.2.3 Same Meaning
1.2.4 Opposite Meaning
1.2.5 Appropriate Associated Information – associate related data in functional texts, e.g. proper contents of a form's blank

1.3 Reading Comprehension
Comprehend the details and overall meaning of a passage or graphic display that addresses topics in the home, community, or workplace.

1.3.2 Identify Information
    1.3.1.1 Details and Stated concepts
    1.3.1.2 Sequence

1.3.2 Construct Meaning
    1.3.2.1 Main idea
    1.3.2.2 Summary/Paraphrase
    1.3.2.3 Cause/Effect
    1.3.2.4 Compare/Contrast
    1.3.2.5 Conclusion

1.3.3 Extend Meaning - demonstrate critical understanding.
    1.3.3.1 Fact/Opinion
    1.3.3.2 Predict Outcomes
    1.3.3.3 Generalizations
    1.3.3.4 Author Purpose
    1.3.3.5 Style Techniques
    1.3.3.6 Tone

1 of 4

2.0 LISTENING

2.1 Quantitative Literacy

2.1.1 **Numbers and Numeracy Terms** – Identify cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

2.2 Listen for Information

2.2.1 **Discern Sounds** – Recognize sounds, including minimal pairs, as well as cardinal and ordinal numbers, i.e., **Quantitative Literacy**.

2.2.2 **Details** – Extract detailed information from a listening session, including sequence.

2.2.3 **Stated Concepts** – Understand paraphrase of concepts that are not easily defined.

2.3 Interpersonal Skills

2.3.1 **Idiom/Expression** – Use and understand idiomatic speech, including expressions (greetings, small-talk) and phrasal verbs.

2.3.2 **Determine Roles** – Identify roles (family, friend, co-worker, supervisor, physician, etc.) through oblique (non-identifying) speech and/or register.

3.3.3 **Instructions** – Follow single to multi-step instructions (a process).

2.4 Interpret Meaning

2.4.1 **Cause/Effect** – Use reasoning to understand causality.

2.4.2 **Fact/Opinion** – Determine whether a statement is a fact or opinion.

2.4.3 **Main Idea** – Comprehend the relevance or importance of a conversation, speech, broadcast, etc.

2.4.4 **Forecast** – Predict themes, structures, or ideas that will be presented in a conversation, speech, or broadcast, etc.

2.4.5 **Speaker Purpose** – Identify nuance, suasion, or the emotional state of a speaker that may be latent or underlying.

3.0 Writing

3.1 Quantitative Literacy

3.1.1 Numbers and Numeracy Terms – Identify and use cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

3.2 Usage and Conventions
Identify appropriate elements of verb phrases and noun phrases, and identify appropriate writing conventions.

3.2.1 Verb Phrases – include verb form, tense, aspect, & agreement; auxiliaries; adverbs; negatives; infinitives & participles; phrasal verbs.

3.2.2 Noun Phrases – include nouns; pronouns (personal, interrogative); adjectives (descriptive, possessive); quantifiers; articles; prepositions; conjunctions;

3.2.3 Writing Conventions – include capitalization and punctuation (sentence beginning, proper nouns, end marks, commas in series, dates, & addresses, apostrophes in contractions & possessives, quotation marks)

3.3 Sentence Formation and Coherence
Identify standard sentence structure and coherence.

3.3.1 Sentence Formation – include declarative & interrogative SVO order; fragment error; conditionals

3.3.2 Sentence Coherence – include phrase, clause, and sentence combining in appropriate order; comma-splice & run-on errors

3.4 Expository Writing
Write relevant and grammatical sentences about personal and familiar experiences, plans, processes, or functional tasks.

3.4.1 Write to Describe – Describe people, scenes, and situations relevant to the home, community, or workplace based on picture cues.

3.4.2 Write to Accomplish Tasks – Complete information in functional service or workplace documents and write brief notes of request or explanation.

3.4.3 Extended Writing – Write in paragraph format to describe, explain, report, compare, narrate, persuade, or express.

4.0 SPEAKING

4.1 Quantitative Literacy

4.1.1 Numbers and Numeracy Terms – Identify and use cardinal and ordinal numbers, units (time, money, temperature), shapes, and basic operations.

4.2 Social Interaction
Use appropriate language skills to interact with others and express ideas in the home, community, or workplace.

4.2.1 Greetings/Inquiries/Leave-Taking – include introductions, responses, and invitations
4.2.2 Phone Competency – use proper etiquette and conventions when answering and relaying messages
4.2.3 Express Opinion – include preferences, dislikes, predictions, recommendations, arguments

4.3 Provide Information
Use appropriate, clear language when providing personal information and step-by-step instructions and directions commonly requested in the home, workplace, and community.

4.3.1 Personal Information – include name, address, age, origin, skills,
4.3.2 Instructions – include positive & negative commands, object and place locations, extended process instructions
4.3.3 Descriptions – include people, places, things, scenes, comparisons, ideas
4.3.4 Narrate and Paraphrase Events – include daily routines, personal experiences, scenes

4.4 Accomplish Goals
Use appropriate language to accomplish functional goals.

4.4.1 Requests/Permission – request service or assistance
4.4.2 Express Dissatisfaction
4.4.3 Negotiate Meaning – ask for clarification and explanation

The CCR and ESL standards are to be used as a guide when planning instruction.

These standards when paired with TABE/CASAS testing results (student deficit areas) should drive targeted instruction. (Prescription sheets)

Individual lessons should be based on the students lowest level subject area and should focus on eliminating their educational deficits.

Teachers and students should make plans together that address educational goals based on testing data.

Frequent feedback from the teacher is essential to retaining students.

Relationships are important to student progression and retention.

Monitor Student Progress

- Use formal and informal assessments to conduct frequent progress checks.

- Employ a variety of assessment tools to track student progress.

- To track progress toward mastery. As each benchmark task is completed successfully, date and initial the Student Plan Sheet. Place supporting documentation in a student portfolio maintained by the instructor.

- Learners who need to know if they are ready for the HSE Test can take a Practice Test.

Record Student Achievements

- Based on the student's goals, track the student's achievements (educational; employment-related; further education/training; personal, family and community related goals, etc.).

- Document goal attainment. Because student's program goals may change over time, a periodic review of goals is helpful for documenting achievements. At a minimum, revisit the goals after interim assessment.

- Using documentation you have maintained, complete the EXIT Form.

- Some federal Core Indicators are verified by state data match and are NOT tracked by the local program:

  o Obtained an unsubsidized job

  o Retained an unsubsidized job

  o Enrolled in job training or post-secondary education

  o Had public assistance reduced or eliminated

SAMPLE LESSON PLAN FORMAT

Instructional Sequence for Adult Learning

When preparing lessons in the adult education class, a good model comes from D. Hemphill, *"Making Sense to Teachers about Teaching," Adult Learning, May, 1990.* The lesson planning worksheet that follows can help you to think through your lesson planning process.

Introduction/ Warm-up/Review	• Opener • Focus learners • Connect to past learning • Connect to past experience
Presentation	• New knowledge presented • Many options in strategy or method
Guided Practice	• Structured activities • "Basic skills" or "pieces" of more complex skills, may be practiced • Skills are clustered into increasingly larger "chunks"
Application/ Assessment	• Application task approximates real-life performance demands • Maximize possibility of life transfer of skills learned

CCR Standards: http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

ESL Standards:
http://dese.mo.gov/adult-learningrehab-services/ael-teacher-instructional-standards

LESSON PLAN WORKSHEET

CASAS Competency TABE CLAS E and /or CCR Standard: **http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf** **http://dese.mo.gov/adult-learningrehab-services/ael-teacher-instructional-standards**
Basic Skills Needed:
Materials Needed:
Specialized Vocabulary:

LESSON PLAN
Introduction/ **Warm-up/Review** • Identify competency • Tie in to prior and future learning. • Connect to current interests of the learner.
Presentation • Select method of presentation. • Select materials, equipment, and technology.
Guided Practice • Select method for guided practice. • Select materials, equipment, and technology.
Application/Evaluation • Select method for evaluation. • Select materials, equipment, and technology.

(Pro-Net Model)

MAINTAINS KNOWLEDGE AND PURSUES OWN PROFESSIONALISM

- Develops and maintains a knowledge base in adult learning and development

- Develops and maintains an in-depth knowledge base in own content area and other relevant areas

- Knows how to instruct and/or refer adults who have learning disabilities and other special needs

- Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens, and community members

- Knows how technological systems work and how to apply that knowledge to instructional and administrative functions

- Knows about and/or knows how to access information about own organization, community resources and issues, relevant laws and regulations

- Assesses own need for professional growth and develops and monitors own professional development plan

- Engages in a variety of self-directed and collegial professional development activities and incorporates new skills and knowledge into learning environment to enhance the quality of instruction

ORGANIZES AND DELIVERS INSTRUCTION

- Plans instruction that is consistent with the program's mission and goals

- Identifies and responds to learners' individual and group needs, interests and goals when developing instructional plans

- Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures and interpersonal dynamics.

- Instructor applies knowledge of teacher-directed and learner-centered instruction

- Models communication, negotiation, decision-making, and problem-solving skills for learners

- Employs individual, group, and team learning

- Sequences and paces lessons appropriately

- Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences including learners who have disabilities and other needs

- Provides frequent and varied opportunities for students to apply their learning

- Monitors and adjusts teaching strategies based upon student needs and performance

- Effectively integrates current and appropriate media and technology as a tool for instruction

- Integrates employment, family, and community-related activities into instruction

MANAGES INSTRUCTIONAL RESOURCES (TIME, MATERIALS, SPACE, PEOPLE)

- Selects and uses a variety of resources for the learning environment (print, human, and technological)

- Acquires, accesses, and uses technology for effective adult learning

CONTINUALLY ASSESSES AND MONITORS LEARNING

- Works with learners to identify their needs, strengths, and goals, and advises or refers them to appropriate programs and levels of instruction

- Uses results of assessment data (diagnostic and needs) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals and to verify learning

- Monitors learning beyond simple recall of information using a variety of assessment strategies

- Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance through reflection and self assessment

MANAGES PROGRAM RESPONSIBILITIES AND ENHANCES PROGRAM ORGANIZATION

- Guides learners in the development and ongoing review of their educational plan

- Collects and manages accurate data for program improvement and accountability

- Suggests and/or collaborates in modifying the program organization and in developing program alternatives

PROVIDES LEARNER GUIDANCE AND REFERRAL

- Shares information with learners and colleagues about additional learning resources, educational opportunities, and options for accessing services

- Makes referrals to appropriate resources when guidance and counseling needs are beyond their own expertise

Eligible Students

The term "adult education" means services or instruction below the postsecondary level for individuals- (WIA Sec.203 (1))

1. Who have attained 16 years of age – in Missouri a 16 year old must also have completed 16 units of high school credit or the individual must be at least 17.
2. Who are not enrolled or required to be enrolled in secondary school under State law; and

3. Who -

   -Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society (this could include individuals attending post-secondary education in need of remediation as well as students that pre-test at less than level 12.9);

   -Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or

   -Are unable to speak, read, or write the English language.

Compulsory Attendance Age

Senate Bill 291 (2009) revises section 167.031, RSMo, Missouri's compulsory attendance law. The revision amends 167.031.6 (2) and creates 167.031.7.6. *As used in sections 167.031 to 167.051, the term "compulsory attendance age for the district" shall mean:*

(1) Seventeen years of age for any metropolitan school district for which the school board adopts a resolution to establish such compulsory attendance age; provided that such resolution shall take effect no earlier than the school year next following the school year during which the resolution is adopted; and

*(2) **Seventeen** years of age **or having successfully completed sixteen credits towards high school graduation** in all other cases. The school board of a metropolitan school district for which the compulsory attendance age is seventeen years may adopt a resolution to lower the compulsory attendance age to sixteen years; provided that such resolution shall take effect no earlier than the school year next following the school year during which the resolution is adopted.*

- A 16 year-old applying for AEL services must verify he or she has completed 16 units of credit toward high school graduation before being allowed to enroll into an AEL program. This verification (i.e. transcript) can be obtained from either the school district, the non-public school the student attended or from the student, providing the student has an official transcript.

- A home schooled 16 year-old applying for AEL services or applying to take the HSE Tests must verify the completion of 16 units of credit (100 hours or more of instruction in a course). A signed statement by the parent or guardian stating the student has met this requirement and is no longer being home schooled is sufficient.

- A 16 year-old applying to take the HSE Tests must verify he or she has completed 16 units of credit toward high school graduation and obtain written permission from an authorized school official (head principal or superintendent).

- A 17 year-old applying to take the HSE Tests will not be required to obtain permission to take the test from an authorized school official or from a parent or guardian if he or she was home schooled.

Court-ordered Attendance

If a 16 year-old is ordered by the court to attend AEL classes, even if he or she hasn't completed 16 credits toward high school graduation, the program may enroll the student provided your program receives a copy of the court-order or court-referral. Until the courts become familiar with the new compulsory attendance law, it is much more prudent to serve these students than to prevent them from enrolling and continuing their education.

Serving Home Schooled Adults

High school students that are 17 or older that have left a public/private school to continue their education as a home schooled student are reported by the school district as a "transfer" student. They are still considered enrolled in secondary education and are not considered to be dropouts. Because of this status, these students are not eligible for AEL services. WIA, Section 203(1)(B) states that AEL services are available to those "who are not enrolled or required to be enrolled in secondary school."

Documentation of Student's Eligibility for Services

Although we currently do not have a policy requiring documentation that youth have dropped out of school, it is recommended that program initiate this practice if you currently do not, particularly for those who are below 18 years of age. Documenting a youth's dropout status will ensure that you are complying with the federal statute. Documentation could include a letter from the school district indicating they consider this individual a dropout or the school district could also provide a list of dropouts; and for home schooled students, a letter from the parent(s) that the student is no longer being home schooled.

When required this documentation can also be submitted with the HSE application for proof of being "withdrawn" from school and "permission" from the school district or parent to take the test.

Restrictions on Students – F1 Visa Students

Congress enacted a law (Section 625 of Public Law 104-208) establishing section 214(m) of the Immigration and Nationality Act. The law that took effect on November 30, 1996, placed limitations on foreign students (F-1) attending publicly funded institutions and created additional requirements for intending F-1 students attending public high schools (grades nine through twelve). Student F-1 visas cannot be issued to persons seeking to enter the United States in order to attend a public primary/elementary school or a publicly funded adult education program.

Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at a public primary school, an adult education program, or another public educational institution, as appropriate.

Requirements List

- Secondary school attendance is limited to twelve months.
- F-1 secondary school students are required to pay the school the full cost of education by repaying the school system for the full, unsubsidized, per capita cost of providing the education to him or her.
- F-1 students are prohibited from attending public elementary schools or publicly-funded adult education programs.

The following is the link to the guidance from the State Department:
http://travel.state.gov/visa/temp/types/types_1269.html

DEFERRED ACTION for Childhood Arrivals (DACA)
On June 15th, 2012, Secretary of Homeland Security Janet Napolitano announced that effective immediately, certain young people who were brought to the United States as young children, do not present a risk to national security or public safety, and meet several key criteria will be considered for relief from removal from the country or from entering into removal proceedings. The Department of Homeland Security (DHS) is in the process of implementing this new guidance, known as Deferred Action, and will continue to update information on their website at: http://www.dhs.gov/deferred-action

Eligibility for Deferred Action

Those who demonstrate that they meet the criteria may be eligible to receive deferred action for a period of two years, subject to renewal. Each application will be reviewed on case by case bases. To be eligible, individuals must:

1. Have entered the United States under the age of 16;

2. Have been physically present in the United States as of June 15, 2012, and have continuously resided in the United States for at least five years;

3. Have been younger than 31 as of June 15, 2012;

4. Be "in school" (enrolled in AEL is considered "in school"), have a high school degree or HSE certificate, or have been honorably discharged from the US Armed Forces or Coast Guard;

5. Not have been convicted of a felony, a "significant misdemeanor", three misdemeanors, or otherwise pose a threat to national security or public safety; and

6. Be at least 15 years old, unless that person is in removal proceedings (this is not applicable to AEL students).

To apply for Deferred Action, a letter using program letterhead must be sent to the USCIS providing evidence that a student is going to school. Additional required information may include: date enrolled, hours of attendance; goals (post-secondary or employment); current educational level; type of educational program currently enrolled in.

Please refer to www.USCIS.gov for additional information

(See Sample Letter Below)

ISD AEL Program Letterhead

Request for Deferred Action for Childhood Arrivals
Evidence of Schooling

Date:

Re: Student's Name, Date of birth (XX/XX/XXXX)

Dear USCIS Officer:

The Missouri Department of Elementary & Secondary Education, Adult Education and Literacy Program administers the Workforce Investment Act, Title II, The Adult Education and Family Literacy Act of 1998, which provides funding to [AEL Program Name, Address]

Student's Name:

Attending: AEL Program's Name

Date of Enrollment:

Attendance Record: _____ hours attended to date

Program type: _____ Literacy
                       _____ Career training
                       _____ ESOL
                       _____ HSE

Current Educational or Grade Level:
___ Adult Basic Education or ESL   ___ Adult Secondary Education or HSE
     0 - 8.9 grade level equivalent   9 - 12.9 grade level equivalent

The education [s/he] is currently receiving is a prerequisite to postsecondary education or employment.

Postsecondary education or employment goals: be specific such as the name/location and type of postsecondary education the student is interested in attending - must be reasonable to achieve within 2 years.

If you have any questions, please do not hesitate to contact me at [Phone].

Sincerely,

Cc: [Student's Name], Administrative File

*This letter is to be completed and submitted by the AEL Director

ACES Entry

      a. All AEL programs must use the state AEL Management Information System (Adult Computer Enrollment System - ACES) to report participants' enrollment, demographics, student hours, assessment, and exit data required by the National Reporting System.

      b. **Data must be entered into ACES and up to date on a weekly basis. Teachers are informed of their data weekly.**

      c. Local program directors are encouraged to review program data reports generated from ACES on a **monthly basis to verify** information entered is accurate.

      d. **A student is to be entered into ACES when the student begins attending an instructional class – or when a student has been associated with the program 12 hours – whichever comes first.** When entering the student into ACES, all hours associated with the student are to be reported starting with the student orientation. The date to enter into ACES as the student's start date (enrollment date) is the first day of orientation. This is the day the student actually starts the program and is the date that is used for the HSE follow up measure (see "Follow-up Measures").

      e. All tests administered (pre-tests and post tests) must be entered into ACES.

      f. **If a student has been inactive for 30 days (not attended class), the teacher must fill out an Exit form and give it to the program coordinator. The Exit date is the last day of attendance.**

      g. **If a student stops attending class without informing program staff, the program staff should contact the student to find out if they plan to return.**

Tracking Student Hours

Programs must track student hours when in attendance. You may track actual minutes for each day's attendance and then round to the nearest hour for the week and/or month. You may also round to the nearest quarter hour on a daily basis. You may not round daily attendance to the nearest hour or half hour. When rounding to the nearest quarter hour, 7 minutes is rounded down; 8 minutes is rounded up.

When totaling attendance for the month to be entered into ACES, programs are to round to the nearest hour.

If a student attends more than one class site, the program is to combine all hours when entering "hours at testing".

A system must be in place for effective data collection from classroom to data entry person.

In AEL classrooms, students must sign in at the time of arrival and sign out when leaving class. DESE suggests that students "sign-in/out" using ink as opposed to pencil.

Student Folders

All student records with confidential information must be stored in a secure place.

Local programs should have two folders for each student. For consistency's sake, they are called the "Public Folder" and "Private Folder".

We have developed the following guidelines in consultation with our DESE legal section.

A *"Public Folder"* is the folder the teacher and student use to keep track of the student's day-to-day activities and progress. This folder is usually located in the classroom for easy access to the student when they come to class.

These files may include:

- The student's progress plan.

- Test information/results (social security numbers should be removed or blacked out if included in this documentation)

- Lessons/homework that has been assigned and homework that has been completed

- Other pertinent information about class activities such as classroom guidelines and referral information about other programs etc.

Because these folders are publicly accessible, there should be no personal information about the student kept in them.

A *"Private Folder" (Notebook)* is the folder that has specific student information used for enrollment, disability screening, testing and exit purposes. Because much of the information generated for these purposes contains personal information, these folders should be kept in a secure location not accessible to the public.

A Private Folder would have items/documents that contain a student's:

- Social Security Number

- Addresses

- Phone numbers

- Email addresses

- Individual Education Plans (IEP) from a school district

- Other diagnostic results, i.e. PowerPath, Washington Learning Needs

  Screening Tool (Washington 13), C.I.T.E

Any other information that would specifically identify a student Record Retention

The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted. The retention period for equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit or other action involving the records started before the end of the three year period, the records must be retained until completion of the action and resolution of all issues or until the end of the three year period, whichever is later.

To help clarify which programmatic information must be retained the following guideline is provided:

Programs are not required to keep documents such as the progress plan, homework, and informal testing papers/results. These documents can be given to the student, destroyed, etc.

Programs must retain documents such as:

      A. Student enrollment form

      B. Signed non-disclosure statement

      F. Student Individual Education Plans (IEP) from a school district

      G. Diagnostic results, i.e., PowerPath, Washington Learning Needs Screening Tool (Washington 13)

You must also retain documentation that directly supports the information in ACES regarding the student. This means attendance records must be retained; formal testing results (scores), i.e., TABE and CASAS scores must be retained (answer sheets do not need to be retained). This documentation must also be kept for a minimum of 3 years and the record retention guidelines must be followed.

Reasons to Drop/Exit Students

- Violation of the Code of Conduct
- Non-Performance
- Non-Attendance
- Violent of Criminal Acts
- No Drop Letter from HS
- Academic Dishonesty
- Uncooperative or Insubordinate

If you are having on-going difficulties with any student and counseling them has not been successful, please ask them not to return to class until they have met with the AEL Director. Students may need to be placed on a success plan or moved to an alternative location.

Please contact the AEL Director if you have any questions.

If you have a serious/threatening/violent altercation in your classroom or a medical emergency, please **call 911 immediately.**

Missouri AEL Policy

Who Can Administer the TABE and CASAS Assessments?

Effective July 1, 2011

Administering TABE and CASAS

The State AEL office has established the following policy relating to the administration of the TABE and CASAS assessment instruments:

Due to the importance of these tests in establishing basic skill levels and progression, in determining a portion of program funding and providing data that is included in our federal reports, these tests are high

stakes items and therefore must be administered according to the publisher's guidelines and by properly trained staff.

Local AEL programs must utilize certified AEL teachers to administer the TABE and/or CASAS assessment instruments or an individual who has been certified as having completed training on the proper administration of these instruments from a State AEL office approved trainer/entity. The individual trained and certified as a proctor only for these assessment test(s) may not interpret the results or otherwise counsel the students regarding their educational plan; only certified AEL teachers are permitted to do this. The local AEL director will be responsible for ensuring that any individual used to proctor the assessment test(s) has been properly trained and certified. Documentation of this certification must be on file at the local program office.

Orientation

Programs are required to use a formal presentation as part of enrolling students, called orientation, prior to a student starting a class. Managed intake is the structure around orientation. Managed intake uses specific sessions for new students to be inducted into a program.

An orientation within a managed intake process has the following elements:

- Happens a regular, but limited, number of times (e.g. once a month)

- A scheduled time outside of regular class time

- A set length of time (preferably less than 12 hours)

- A set outline – preferably over multiple days

  o Student Expectations

  o Program Expectations

  o Attendance Policies

  o Introduction to the program and how the process will work

  o Guidelines on how the class site operates, i.e. site schedule, classroom rules, etc.

  o Additional services the program can offer or refer student to

  o Discussion with student in establishing realistic student goals

  o Lastly, proper administration of assessments

An orientation within a managed intake process has the following benefits:

- Does not disrupt instruction in a class to enroll a new student

- Requires the student to make an effort beyond the initial interest in the class so determines students readiness to attend class

- Allows for students to self-select out if program is a poor fit

- Assessing student's readiness prior to program using assessment and data entry resources.

For those elements of the orientation that are "instructional in nature", they must be conducted by a certified teacher. It is not required that a certified teacher conduct elements of the orientation that are not instructional in nature.

Assessment

Standardized Assessment

To measure educational gain (progress), a vital part of determining program performance, standardized assessment tools must be used. Assessments are used to measure educational gain for both ABE/ASE and ESL students. Assessment (test) scores are tied to the NRS educational functioning levels for initial placement and for reporting student progress across levels.

For the educational functioning levels to be meaningful, assessments need to be administered in a standardized and consistent way by all programs. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs, making the data validity questionable. Program staff must be trained in test administration and scoring to ensure that the measures are valid and reliable across programs and students.

Approved Assessment Instruments

Only the assessments listed below are approved for progression and NRS accountability reporting requirements. Other assessments may be used to serve participants' needs, but may not be used to report progression.

- Tests of Adult Basic Education (TABE) - Used with ABE and ASE students. The Locator is used first to determine which level of assessment tests are to be given to the student. The Reading, Mathematics, and Language assessments (the TABE forms are 9 and 10) are then given. Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests.

- Comprehensive Adult Student Assessment System (CASAS) - Used with ESL students. The Appraisal is used to first determine which level of assessment test is to be given to the student. The CASAS Reading assessment is then given.

Step-by-step process

Step 1: Administer TABE Locator (ABE or ASE students) or "6 Oral Questions", and if successful, Appraisal (ESL students) to determine level of assessment(s) to be given.

Step 2: Administer and score TABE or CASAS assessments (pre-tests).

Step 3: Determine if scores are In-Range. If yes, move to Step 4. If no, administer appropriate assessment.

Step 4: Use results of assessments to determine lowest educational level subject area(s) and develop instructional progress plan for student progression (educational gain).

Step 5: Deliver Instruction.

Step 6: After an appropriate amount of instruction, administer post-test (TABE or CASAS).
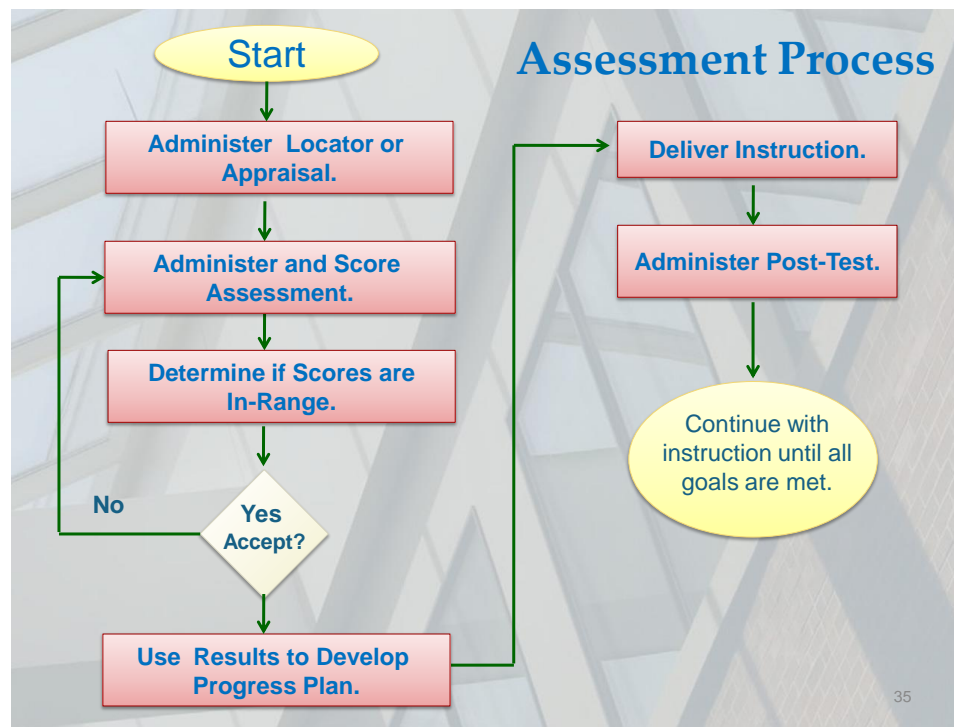
Test of Adult Basic Education (TABE)

This is the official assessment tool for ABE/ASE students in the State of Missouri. There are other tools that may be used in the classroom, however this is the tool that must be used at every ABE/ASE level and the results are entered into ACES.

TABE assesses students in Reading, Math, and Language. The Locator is used to determine the level of assessment the student should be given for each subject area. The results of the Locator help to guide the most appropriate level of the TABE assessment to be given to the student for pre-testing.

TABE Test Booklets & Levels; There are 5 levels to TABE (L,E,M,D,A). Each level has two forms, 9 & 10. This allows for pre and post testing on the same level, if appropriate, while not having to give the same test twice to the same student.

Students may, and often do, test on different TABE levels in different subject areas. Administer the proper level of TABE in each subject area. For example a student may use an A level for Reading, M level for math and a D level for Language Arts.

Missouri uses scale scores from the five levels of the TABE 9 & 10 tests to determine student level (explained further in the "student progression" section).

In/Out-of-Range Test Scores

As an integral part of identifying appropriate testing, Missouri has instituted an "In-Range" and "Out-of-Range" scale for assessment in AEL programs. ACES, the data collection system, will not allow any scores that are "out-of-range" to be entered.

The following tables show the ACES Scale Score Ranges, TABE Level tests, and NRS Level Correlations.

ACES Scale Score Ranges			
Level	Reading	Math	Language
L	0-457	0-440	
E	0-516	0-505	0-523
M	374-549	314-549	396-546
D	463-595	442-594	492-581
A	538+	528+	541+

TABE Levels & Possible NRS	
Level E	1 2 3
Level M	2 3 4
Level D	3 4 5
Level A	4 5 6

National Reporting System	Literacy Level	TABE Levels	Scale Score Reading	Scale Score Math	Scale Score Language
1	Beginning ABE Literacy	L	367 & Below	313 & Below	389 & Below
2	Beginning Basic Education	E	368-460	314-441	390-490
3	Low Intermediate Basic Education	M	461-517	442-505	491-523
4	High Intermediate Basic Education	D	518-566	506-565	524-559
5	Low Adult Secondary Education	A	567-595	566-594	560-585
6	High Adult Secondary Education	A	596 & Above	595 & Above	586 & Above

Comprehensive Adult Student Assessment System (CASAS)

This is the official assessment tool for ELL/ESL students in the State of Missouri. There are other tools that may be used in the classroom; however, this is the tool that is reported in the ACES program. As you will see from the descriptions below, although CASAS is similar to TABE in appearance and intent, there are a few significant differences that affect administration of the tests and reporting of the results.

For ELL/ESL students, programs are required to give the "6 Oral Questions" tool to determine if the student is functioning sufficiently in the English language to take the Appraisal Tool. If so, the Appraisal is to be given to the student. If the student is unable to answer the "6 Oral Questions", the CASAS L27 or L28 (the lowest level assessments) are to be used with that student.

The CASAS Appraisal serves the same purpose as the TABE Locator. The Appraisal is used as a pre-assessment tool to get a general idea of a learner's comprehension skills. The results of the Appraisal help to guide the most appropriate level of the CASAS assessment to be given to the student for pre-testing.

As with TABE, there are two forms for each level of the test. This allows for pre and post testing a student on the same level using different test forms. A CASAS post-test may be given at a higher level than the pre-test. Also as with TABE, scaled scores derived from the raw scores achieved by the test takers are translated into six levels. The level along with the scaled scores is reported to the State AEL office via ACES. CASAS scale scores are consistent across all tests. No matter which level test the student takes for pre and post-test, the scale is consistent and will be meaningful for both tests.

Adult Education & Literacy Handbook 2018-2019

Test administrators should be aware that CASAS tests come in several series as well as in various levels. The different series should not be interchanged when reporting results. That is, if students are pre-tested with a reading test from the Life skills series, they should not be post-tested with a reading test from the Employability series. In other words, pick one series or the other based on student goals and use only that series for both pre- and post-testing that student.

ACES In/Out Ranges		
Level	Reading	Listening
L	153-191	
A	170-203	170-209
AX	182-216	
B	186-229	186-225
C	197-246	202-239
D	216-256	

CASAS Levels & Possible NRS Levels	
Level L	1 2 3
Level A	1 2 3 4
Level AX	2 3 4 5
Level B	2 3 4 5 6
Level C	3 4 5 6 7
Level D	4 5 6 7

CASAS/ACES Scale Score Ranges			
NRS	Literacy Level	CASAS Level	Scale Score (Reading and Listening)
1	Beginning ESL Literacy	L, A	180 & Below
2	Low Beginning ESL	L, A, AX	181-190
3	High Beginning ESL	L, A, AX, B, C	191-200
4	Low Intermediate ESL	A, AX, B, C, D	201-210
5	High Intermediate ESL	AX, B, C, D	211-220
6	Advanced ESL	B, C, D	221-235
7	ESL Level 7	C, D	236 & Above

- All assessments must be administered in compliance with instructions published by test developers. For TABE see publisher's website at: www.ctb.com, for CASAS see publisher's website at: www.casas.org.

- All assessments must be administered by an individual that has been certified as having completed training on the proper administration of these instruments. This training must be provided by a trainer/entity that has been approved by the State AEL office. Training for TABE and CASAS test administration is available from the Missouri Training Institute (MTI). Only certified teachers are permitted to interpret the results of the assessments or otherwise counsel students regarding their educational plan.

- When TABE 9 or TABE 10 Math tests are administered, both Mathematics Computation and Applied Mathematics subtests must be administered.

- Pre-test must be administered after the first 4 hours but within the first 12 hours of attendance.

- Use a separate room for testing if possible.

- Testing area should be quiet. Tests should only be administered in a noise free environment where participants will be free from interruptions and other disruptive influences.

- Participants should be tested only when they are physically, mentally, and emotionally prepared.

- Test should be introduced in a non-threatening manner. This is an "assessment"; its purpose is to provide information regarding what the students know and don't know in order to set up their lesson plans.

- The AEL teacher or proctor should explain the purpose of the test and give appropriate instructions to participants who are testing.

- Read all directions to the student; instructions should be read to the student prior to each test.

- **All tests must be timed,** based on the rules of standardized tests. If the test is not timed, it is not considered a valid test. Un-timed tests also do not give a fair assessment of the student's needs and can affect progress planning.

- Although teachers or proctors may administer a full battery of tests during one attendance session, it may not be advisable to subject participants to several consecutive hours of testing.

- Encourage students to not "guess", if they don't know the answer, they should skip it and move on. This is another example that the assessment is not a pass or fail tool, rather just an indicator of what the student needs to work on.

- All testing material must be kept in a secure location; inaccessible to students and public.

- Detailed instructions for administering, scoring, and interpreting CASAS tests are set forth in the CASAS Test Administration Manual. Instructors and administrators in ELL programs should

familiarize themselves with this manual and with the contents of the tests. If your staff is in need of CASAS training, please contact the State AEL office or the MTI.

The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use.

Student Progression

Educational gain measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. This is done by pre-testing in Reading, Math, and Language for ABE/ASE students (TABE); Reading for ESL students (CASAS) and Reading, Writing, Listening & Speaking for TABE CLAS E. After an appropriate amount of instruction, students are again assessed (post-tested) to determine their skill levels. If their skills have improved sufficiently to be placed one or more levels higher, a "progression" is recorded for that student.

The "Educational Functioning Level (EFL)" of the student is determined for each of the subject areas. "Educational Functioning Level" and "NRS Level" are one in the same and the terms are used interchangeably. The student's educational functioning level is determined by taking the raw scores (number correct) from the pre-test and converting them to scale scores (tables are in TABE/CASAS/CLAS E administration books). The scale score is used to determine an Educational Functioning Level

For NRS purposes, the subject area(s) of a student's greatest educational need (Reading, Math, or Language) must be determined.

The subject(s) that has been determined as the student's lowest Educational Functioning Level is the subject that is the student's greatest area of educational need. **Therefore, that is the subject where the student must show progression for NRS reporting purposes.** To determine progression for a student, the student must increase an educational level (NRS level) in that **lowest subject area**(s). This is determined by post-testing.
 Assessments results are used to determine instructional objectives for the student.

Post-testing

Students must be post-tested using the same assessment tool used for a pre-test (CASAS or TABE) to measure progression and NRS level attainments. The student must take a different form of the same level of test (pre-test TABE M9, post-test M10) or a different level of the same form of test (pre-test in M9 and post-test in D9).

If after alternating tests, the student needs to reuse a same form and level of test, there must be at least 6 months or 120 hours of instruction between the testing to be considered valid. This policy applies to both TABE and CASAS assessments.

Provide the necessary instruction to a student and post-test to measure lasting gain. A standardized post-test (TABE or CASAS) should be used to measure how much progress a student has made after the student's learning has been exhibited. The standardized post-test should not be used arbitrarily as an "end of lesson exercise" or "quiz" to see if a student has made gain.

- A student must receive instruction and exhibit learning gain prior to receiving a standardized post-test.

- A pre-tested student will receive an NRS level assignment based on their lowest test(s) scores. Through informal assessment (not TABE or CASAS) a student should show mastery of those benchmarks prior to standardized post-testing.

- A student is not necessarily ready for post-testing at any prescribed interval. The local AEL program is required to follow the post-testing policy of the State AEL Office.

State AEL Post-Testing Policy

Local programs are expected to post-test following the publisher's guidelines for the minimum hours of instruction as described in the following table. The count of hours starts when the student begins orientation.

PUBLISHER RECOMMENDED TIME FRAMES		
TEST NAME	**RECOMMENDED**	**MINIMUM***
TABE	50—60 hours (Levels 1—4)	40 hours
	30—59 hours (Levels 5—6)	30 hours
CASAS	70—100 hours (all levels)	40 hours

There are only two allowable exceptions from the "hours of instruction" requirement, (also known as "early post-testing"):

1. There is documented mastery of appropriate objectives. In this case, documentation of mastery, to be included in the student folder, includes some type of informal assessment. Supporting evidence of readiness for post-testing may include classroom coursework, completed assignments, quizzes, and homework.

2. The student is exiting the program.

If a student is post-tested prior to the minimum hours of instruction, the program must document the reason that the post-test was administered using the attached document, and this documentation must be retained.

Early post-testing, even if documented, needs to be the exception and not the "rule."

Hours at Testing Anomalies

An "hours at testing" anomaly occurs when the "Hours at Testing" field in ACES is less than the minimum hours of instruction required before post-testing for the current fiscal year.

The following are the two allowable situations where the minimum hours of instruction can be met; however, in these two situations the "Hours at Testing" field in ACES will not show that the minimum requirement has been met:

h. A student may achieve the minimum required hours of instruction through a combination of hours in HSE online class and local program class hours
i. A student has attended the local program in the last quarter of the previous fiscal year; hours from the previous year's final quarter combined with this year's hours of instruction meet the required minimum for post-testing.

Entering Hours at Testing for Anomalies

The local program is not to add or combine hours when entering a value for "Hours at Testing" into ACES. The "Hours at Testing" value should only be the total number of hours of instruction the student has engaged in at your local program in the current fiscal year.

Documenting Hours at Testing Anomalies

Documentation must be kept for each occurrence of an Hours at Testing anomaly.

Form F051301 must be used in meeting the requirements for documentation.

Hours at Testing

MISSOURI adult
education
literacy
a better life

Student name: _____

Class code: _____

Date of enrollment: _____

Test date: _____

Hours of classroom instruction in
local program/current fiscal year: _____

Additional hours:
*(if applicable,
indicate number
of hours)*

_____ HSE online class

_____ Previous fiscal year

"Hours at testing" in ACES is less than minimum hours of instruction because:
(check all that apply)

☐ a. Student is exiting the program and therefore is
posttesting before minimum hours of instruction

☐ b. Student demonstrates mastery of appropriate objectives
prior to minimum hours of instruction

☐ c. Student has online class hours plus classroom hours
exceeding the minimum required hours

☐ d. Student has carry-over hours from previous fiscal year;
carry-over plus hours combined with hours from current
fiscal year equals or exceeds minimum required hours

Authorized signature: _____

Form F051301

Assessment Management

Managing student assessments is a critical component of managing a local program. Over use of a test, testing a student repeatedly with the same test in too short a time period is a direct violation of test publisher and the State of Missouri Assessment Policy. A local program is required to meet test security and accurate use policies below:

To meet Missouri assessment policy, a local program MUST:

•   Use alternating versions (e.g. TABE 9M then 10M) of a test for the pre and post tests. There is a required waiting period of at least six (6) months between using the same level and form of a test. For Example: If a student receives a TABE 9M test it should be at least six months before that student is given another 9M.

•   Provide the necessary instruction to a student prior to post-testing and only post-test when measuring lasting gain. A standardized post-test (TABE or CASAS) should be used to measure how much progress a student has made after the student's learning has been exhibited. The standardized post-test should not be used arbitrarily as an "end of lesson exercise" or "quiz" to see if a student has made gain.

•   A student must receive instruction and exhibit learning gain prior to receiving a standardized post-test.

•   A pre-tested student will receive an NRS level assignment based on their lowest test(s) scores. These results will be used by the local program to determine which content standard benchmarks are appropriate for the student. Missouri content standard benchmarks are tied directly to the NRS levels so mastery (80%) of a content standard benchmark means the student should show progression on a standardized post-test. Through informal assessment (not TABE or CASAS) a student should show mastery of those benchmarks prior to standardize post-testing.

•   A student is not necessarily ready for post-testing at any prescribed interval but it is expected that **60-100 hours** of time-on-task, or **eight weeks of attendance**, whichever is more appropriate is baseline. The state AEL office will use the ACES entry for "Hours at Testing" to determine if a local program is meeting this expectation. If a local program has exemptions to the policy, the local program will be required to provide documentation showing mastery of the applicable benchmarks prior to the post-testing and any additional reasons for post-testing outside the policy.

All testing material must be kept in a secure location; inaccessible to students.

Please consult your mentor guide for procedures on documentation.

<u>**Mentee**</u>	<u>**Mentor**</u>
Lauren Heidebrecht	Jodi Garbison
Alyssa Reed	Jodi Garbison
Rebecca Pellegrino	Rita Shadeed
Linda Nelson	Diana Utterback
Phillip Johnson	Andrew McDonald
Jamie Hatfield	Gail Howe
Dr. Dana Kuritz	Sue Woods
Kathy Moorman	Rita Shadeed
Cynthia Saito	Glenda Howell
Kimberly Simmons	Bill Drinkwater
Stephanie Beckerman	Bianca Love
Melissa Acton	Emily Spradling
Sandee Woods	Deborah Briggs
Samantha Johnson	Glenda Howell
Patricia Allen	Deborah Briggs
Stephen Walsh	Emily Spradling
Julie Raney	Gayle Howe
Valarie Tolson	Glenda Howell
Tuti Cavasoglu	Deborah Briggs
Hannah Lamas	Caroline Kull
James Darwin Withrow	Marilyn Evans & Gayle Jaynes
Kathleen Tonnies	Hillary Thomas
Natasha LaForce	Hillary Thomas

Mentoring Guidelines:**http://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/teachers**

Learning Difficulties Screening Process

1. Definition of learning difficulties

For the purposes of this screening process, the Independence AEL Program has defined learning difficulties as problems or barriers in acquiring and using skills such as listening, speaking, reading, writing and reasoning. These difficulties can also inhibit mathematical abilities and social interactions.

Individuals with learning difficulties typically possess average or above-average levels of intelligence. However, the difficulty creates unexpected deficits in key skills.

2. Process for training teachers

All teachers will be trained to identify and make accommodations for students with learning difficulties based on a systematic process. Training in the program processes and provision of the *Guidelines for Serving Students with Learning Difficulties* (**red folder**) will be made by the Independence AEL Program. The program will also utilize the PDC workshops for specific information on teaching students with learning difficulties.

3. Identification of learning difficulties

AEL/English-proficient students

Screening is the process of gathering information to identify the **possible** existence of "hidden" barriers to learning and employment. Screenings may vary in complexity according to the requirements of each pupil under consideration.

At the time of intake/enrollment, all Independence AEL Program s**tudents entering AEL classes will be screened for learning difficulties using the** *"Learning Needs Screening Tool",* which is **a** quickly administered, low-cost screening tool used to identify the need for additional information from the PowerPath program**. The screening will be conducted orally after the student has completed and returned the enrollment form.** The *"Learning Needs Screening Tool"* is user-friendly and can serve as an initial step in identifying learning difficulties. This screening tool will be the preliminary tool to determine the extent of any learning problems. All classroom teachers should be trained to administer and/or use the **Learning Needs** screening tool. Learning modalities will also be screened using the *"Learning Styles Inventory"*.

Additional screening must be conducted by trained designated staff.   Our **Literacy Coordinator, Gayle Jaynes**, will arrange for the screening. If the screening indicates the possible existence of a learning difficulty, the designated staff person must determine if a more comprehensive screening, such as the PowerPath to Adult Basic Learning, is warranted. This more in-depth screening may be completed at an arranged time.

Results of the PowerPath screening or other in-depth screening will be conveyed to the classroom teacher, and a plan of instruction should be developed from these results.

It is essential that all results of screening findings be shared with the student and educators involved in the planning and implementation of the student's program.

ESL Students

At the time of intake, all Independence AEL Program **students entering ESL classes will be screened for learning difficulties using the** *ESL OBSERVATION CHECKLIST*. **The preliminary observation screening will be conducted as a part of the enrolling staff person's duties as the student enrolls.**

Observation screening should be continued throughout the instructional cycle in an ongoing effort to identify student needs. The practitioner's direct observation of the learner during instruction is probably the best source of information about the learner's likelihood of having a learning disability. However, program staff may elect to use an LD screening instrument to collect additional information about the learner. It is essential that all results of screening findings be shared with the student and educators involved in planning and implementing the student's program.

4. Identification of accommodations based on screening results

Through this screening process, the student and teacher should work together to write a **student learning plan** using appropriate accommodations.

Teachers will be notified of screening results by the Literacy Coordinator or Intake Coordinator.

The Intake Coordinator and/or the Literacy Coordinator will forward the screening results to the teacher along with the enrollment form and TABE test results. The teacher will then review the screening results with the student, and together they will discuss the ways that have worked best for the student and identify which materials and learning styles may work best.

The individual learning plan will include:

Date of meeting

Names/signatures of participants

List of modalities preferred by the student

Additional questionnaire on modalities may be used and should be included in student file if given.

Strategies discussed

Timeline for goal achievement

Accommodations that will be tried

Date for follow-up conference (Should be within 50 contact hours)

The plan should be evaluated and modified regularly as needed.

5. Evaluation of effectiveness

Student: Tracking of student retention, progress and GED completion should be primary methods of evaluation. **<u>Individual student plan must be in student folder</u>**. Follow-ups and additional accommodations and strategies should be noted.

Teacher: Tracking of student retention, progress and GED completion and a self-assessment of teacher knowledge about methods and procedures should be primary methods of evaluation. (Checklist/survey)

ESL Learning Difficulties Observation Checklist

Observe at intake:

Note areas of difficulty in student folder in the following areas:

Age and gender of student. (May indicate past opportunities to learn.)

Length of time in U.S. and where student lived during that time. (Oral language-acquisition indication.)

Length of time since attending last formal schooling.

Grade level achieved in school. (Check for attendance in country of origin and any other schooling completed.)

Number of languages spoken. (Fluency in more than one language can provide idea of language-acquisition skills.)

Job(s) held and work schedule. (If they work nights and come straight to class, don't mistake lack of sleep for a learning disability.)

Discrepancy between oral skills and written skills.

Length of time to complete enrollment materials. (Good oral, poor written skills. Poor pencil handling skills, poor muscle control in writing.)

Send intake observations to classroom teacher.

Observe in the classroom:

Discrepancy in student abilities across subjects. (Skills much more developed in one area than another; i.e., oral skills overdeveloped to compensate for disability in reading. Good ear, poor pencil handling.) Monitor for prior opportunity to learn vs. inability to progress.

Composition assignment (first assignment after entering class). Write in student's own language. Judge for amount of writing and legibility. Compare with oral skills. Note any discrepancies between oral and written fluency.

Letter tracing skills. Monitor for prior opportunity to learn vs. inability to progress.

Text page to paper transfer. (Frequent looks back at text to write single word, letter formation, etc.) Line tracking on the page. (Tracking from one line to the next line on the page.)

Hearing and vision difficulties.

Lack of progress over time.

Relationship between student attendance and the amount of realia (hands-on examples, labeled furniture and room parts, etc.) used in the classroom. (Tactile learner.) Lack of realia used in classroom results in poor attendance.

Document areas of difficulty for the student in these and any other pertinent areas. Note dates of observations and methods of instruction used. If four or more difficulty areas are consistently observed in the classroom, this student is a good candidate for further learning difficulties screening. Complete modalities preference with student and refer for PowerPath screening by trained staff member.

High School Equivalency Test – HiSET

- Available Forms:

   English, Spanish, English Braille, English Audio, Spanish Audio, Large Print English, Large Print Spanish

- 2015 Evidence Based (uses quotes from the written source as support)

Test Taker Inquiries

1-855-MyHSET (1-855-694-4738)

Mon. - Fri. 8 am - 8 pm Eastern Time

Email: hiset@ets.org

Website: HiSET.ets.org

HiSET Accommodations Questions:

http://hiset.ets.org/take/disabilities/

ETS Disability Services

1-855-802-2748

Mon - Fri 8:30 am - 5 pm Eastern Time

Email: HiSETSSD@ets.org

Mail: ETS Disability Services

PO Box 6054, Princeton, NJ 08541-6054

Types of Diagnosed Disabilities

- ADHD

- Learning Disability

- Intellectual Disabilities

- Psychological or Psychiatric Disorders

- Physical Disorders

- Chronic Health Disability

- Hearing & Visual Impairment

http://hiset.ets.org/take/disabilities/

Accommodations available but not limited to:

- Extended Time

- Separate room

- Wheelchair access

- Screen Magnification

- Calculator/talking calculator

- Scribe or keyboard entry aide

- Additional supervised break time

- Sign language interpreter

<p style="color:red; text-align:center;">**Approval process takes six weeks**</p>

Accommodations NOT Requiring Approval

- Provided by Testing Center:

- Large print test book (14pt.) & answer sheet

- Scrap paper

- Wheelchair access

- Preferential seating

Provided by Test Taker:

- Colored transparent overlays

- Colored scrap paper

- Earplugs

- Plain, unmarked straightedge

- Hand held magnifying device

- Seat cushion or footstool

- Prescription medication

- Service animals

- Medical devices (inhaler, hearing aid, insulin pump....)

- Highlighter or black felt pen

TABE CLAS E

TABE CLAS–E is an integrated system of assessments, instructional guidance, and staff development materials designed to measure adult learners' English language proficiency and aid in transitioning learners into mainstream education programs or career paths.

TABE CLAS–E provides you with the resources to assess the language proficiency of adult English language learners in the areas of reading, listening, writing, and speaking. Scores are linked to TABE 9&10, which helps ease your students' transition into the nation's leading adult basic education programs.

The items and passages in TABE CLAS–E focus on workplace, community, and education contexts that are practical and familiar and that will motivate adult learners. The TABE CLAS–E items are aligned with the NRS English as a Second Language (ESL) Educational Functioning Level Descriptors, Student Performance Levels, and several state standards for English language proficiency. TABE CLAS–E makes it easy for you to pinpoint student strengths and areas of opportunity and to demonstrate student gains for NRS reporting purposes.

Features

- Locator Test for accurate initial placement

- Easy computer-based local scoring

- Proven, research-based test questions

- Scale score, NRS ESL scores, and Student Performance Levels

- Links to instructional materials, including the All-Star series from McGraw-Hill ESL/ELT

- Alignment to key adult education ESL standards

- Instructional staff guidance materials designed for classes with learners at different proficiency levels

- Interactive staff development DVD for individual or group training sessions

TABE CLAS–E assessments are available for four levels of ability.

Test Level	Proficiency descriptor	NRS ESL levels
1	Beginning ESL 1	1 & 2
2	Beginning ESL 2	2 & 3
3	Intermediate ESL	3 & 4
4	Advanced ESL	5 & 6

- Each test has a Reading, Writing, Listening and Speaking Component

- Literacy Students will take the **CASAS** test.

Table V - *TABE CLAS-E* (Forms A and B)

Scale Scores for NRS ESL Educational Functioning Levels

Functioning Level	Reading Scale Scores	Writing Scale Scores	Listening Scale Scores	Speaking Scale Scores
Beginning ESL Literacy	250-392	200-396	230-389	231- 425
Low Beginning ESL	393-436	397-445	390-437	426-460
High Beginning ESL	437-476	446-488	438-468	461-501
Low Intermediate ESL	477-508	489-520	469-514	502-536
High Intermediate ESL	509-557	521-555	515-549	537-567
Advanced ESL	558-588	556-612	550-607	568-594

STAFF CONTACT SHEET

The staff contact sheet is only given to Adult Education & Literacy Teachers.

Please do not share with others without permission.

EMPLOYMENT

Independence School District
Job Description

Adult Education Learning (AEL) Program Coordinator

Qualifications:
- Four (4) year degree
- AEL Teacher Certification through DESE
- Five (5) years' experience teaching in an adult setting
- Certified by DESE to enter ACES data
- TABE certified
- Must work flexible hours

Fair Labor Standards Act Status: Non-Exempt

Reports to:
Director of Adult Education

Job Goal:
To coordinate enrollment, curriculum and literacy activities at AEL locations throughout the program area.

Performance Responsibilities:
- AEL student orientation
- TABE testing and intake
- Post testing at all sites
- Enroll students in MO Connections
- Enroll all students in Edmodo
- ACES data entry
- Mentor to new teachers
- Responsible for all students sign-in sheets
- Responsible for the entry of all student hours
- Conduct Learning Disability Screening
- Recruit and train all volunteer tutors
- Substitute for teachers
- Staff the office
- Conduct Transitions to College training with students
- Market the program and make presentations
- Review and evaluate student folders
- Provide updated ACES reports to AEL teachers
- Assist with graduation ceremonies
- Conduct Professional Development when needed
- Create student ID cards
- Create student certificates for progression
- Update phone system when needed

- Conduct testing for online students
- Produce and retain Early Post Testing documentation
- Maintain AEL inventory
- Complete other duties as defined and assigned

Terms of Employment:
The AEL Program Coordiantor will be employed for a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:
Performance of this job will be evaluated by the AEL Program Coordinator Evaluation.

HR 11/26/2013

Independence School District
Job Description

<u>Adult Education Learning (AEL) Substitute</u>

Qualifications:
- Four (4) year degree
- AEL Teacher/Substitute Certification through DESE
- Limit of 90 sub events per year
- Must work flexible hours

Fair Labor Standards Act Status: Non-Exempt

Reports to:
Director of Adult Education

Job Goal:
To substitute for AEL teachers when necessary.

Performance Responsibilities:
- Instructor will work variable hours and days
- Contact lead teacher for lesson plans and site plans prior to substitute date
- Manage class site independently
- Create daily lesson plans based on student deficit areas (if long term)
- Provide accommodation and differentiated instruction, when needed
- Ability to instruct students in Math, English and Writing at the High School Equivalency level
- Manage documentation for the class site, including student hours, testing information and student assignments
- Instructor will identify and respond to learners individual and group needs, interests and goals when conducting class
- Instructor will create a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of learners' cultures and interpersonal dynamics
- Instructor will use technology systems in class and as a management tool
- Instructor will become familiar with the High School Equivalency Exam and be able to target instruction to meet the students' needs
- Complete other duties as defined and assigned

Terms of Employment:
The AEL Substitute will be employed for a eleven (11) month or 42-46 week position. The salary and the work year will be established annually by the Board of Education.

Evaluation:
Performance of this job will be evaluated by the Independence School District Substitute Evaluation.
HR 11/26/2013

Independence School District
Job Description

Adult Education Learning (AEL) Teacher

Qualifications:
- Four (4) year degree
- AEL Teacher/Substitute Certification through DESE
- Must work flexible hours
- Must attend 20 hours of Professional Development annually to maintain certification
- Must participate in a 2-year mentoring program

Fair Labor Standards Act Status: Non-Exempt

Reports to:
Director of Adult Education

Job Goal:
To provide instruction to adults in the areas of literacy, high school equivalency and English as a second language.

Performance Responsibilities:
- Manage class site independently
- Proctor assessments when needed
- Create daily lesson plans based on student deficit areas
- Provide accommodation and differentiated instruction when needed
- Ability to instruct students in Math, English and Writing at the High School Equivalency level
- Manage documentation for the class site, including student hours, testing information and student assignments
- Instructor will identify and respond to learners individual and group needs, interests and goals when conducting class
- Instructor will create a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of learners' cultures and interpersonal dynamics
- Instructor will use technology systems in class and as a management tool
- Instructor will work variable hours and days
- Instructor will become familiar with the High School Equivalency Exam and be able to target instruction to meet the students' needs
- Instructor will be responsible for the retention and progression level of their site to meet all Federal Targets
- Complete other duties as defined and assigned

Terms of Employment:
The AEL Substitute will be employed for a 42-46 week position. The salary and the work year will be established annually by the Board of Education.

Evaluation:
Performance of this job will be evaluated by the AEL Teacher Evaluation. HR 11/26/2013

Independence School District
Job Description

English Second Language (Esl) Program Coordinator

Qualifications:
- Hold a 4-year degree
- Valid AEL Missouri Teaching Certificate
- 5-years experience teaching in an adult setting
- Certified by DESE to enter ACES data
- Must be CASAS (Comprehensive Adult Student Assessment Systems) certified
- Ability to work flexible hours

Fair Labor Standards Act Status: Non-Exempt

Reports to:
Director of Adult Education

Job Goal:
To coordinate ESL and Citizenship Services at multiple locations within the Independence School District AEL Program. This includes conducting managed intake at multiple locations, mentoring all teachers, substituting for absent staff, training ESL volunteers and generating numerous reports for DESE and other partnering agencies.

Performance Responsibilities:
- AEL student orientation
- TABE and CASAS testing and intake
- Post testing at all sites
- Enroll students in Mo Connections
- Enroll all students into Edmodo
- ACES data entry
- Mentor to new teachers
- Responsible for all students sign-in sheets
- Responsible for the entry of all student hours
- Conduct Learning Disability Screening
- Recruit and train all volunteer tutors
- Substitute for teachers
- Staff the office
- Conduct Transitions-to-College training with students
- Market the program and make presentations
- Review and evaluate student folders
- Provide updated ACES reports to AEL teachers
- Assist with graduation ceremonies and ESL celebrations of success
- Conduct Professional Development when needed
- Create student ID cards
- Create student certificates for progression
- Update phone system when needed
- Produce and retain Early Post Testing documentation
- Maintain ESL inventory
- Other duties as assigned

Terms of Employment:
The English Second Language (ESL) Program Coordinator is employed for a twelve (12) month position. The salary and work year will be established by the Board of Education.

Evaluation:
Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Supervisor Evaluation.

HR 11/12/2013

Independence School District
Job Description

<u>**AEL Test Proctor**</u>

Qualifications:

- Must have a 4-year degree
- Must be AEL teacher certified through DESE
- Must be certified by DESE to enter ACES data and maintain DESE certification
- Must attend 20 hours of DESE approved Professional Development each year
- Must be CASAS certified to administer and order standardized tests
- Must be TABE CLAS E certified to administer ESL standardized tests
- Must be TABE certified to administer HSE standardized tests
- Must work flexible hours including evenings

Fair Labor Standards Act Status: Non-Exempt

Reports to:
Director of AEL

Job Goal:
To conduct standardized testing for all adult education class sites and meet all DESE requirements for reporting AEL data.

Performance Responsibilities for AEL Test Proctor:

- Conduct AEL student orientation
- Conduct TABE & CASAS Testing, Intake, and Orientation
- Explain test results to students and report to staff
- Complete Student Goal Sheets
- Conduct Post Testing at all sites
- Enroll all assigned students into Edmodo
- Complete ACES data entry monthly and send report to AEL Director
- Maintain spreadsheets for outside agency grant reporting requirements
- Responsible for all student sign in sheets
- Responsible for the entry of all student hours
- Substitute for AEL teachers when needed
- Staff the assigned office when needed
- Provide updated ACES reports to AEL Teachers
- Assist with graduation ceremonies and ESL celebrations of success
- Create Student ID cards
- Update phone system when needed
- Produce and retain Early Post Testing documentation
- Liaison for Site Hosts

Terms of Employment:
AEL Test Proctor will be employed for twelve-month position. The salary and work year will be established annually by the Board of Education.

Evaluation:
Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Performance Based Evaluation.

HR 5.14.15

Independence School District
Job Description

<u>**Data Entry Specialist For Adult Education & Literacy**</u>

Qualifications:

- Minimum education of an Associate's Degree or 60 hours of college

- Experience as a data entry specialist preferred

- Advanced Computer skills and/or experience required (Google and Microsoft Office)

- Typing and/or keyboarding skills required

- Working knowledge of standard office machines required

- Professional Communication and interpersonal skills

- Possession of the knowledge, skills, and abilities necessary to perform the essential functions of the position

- Such alternatives to the above qualifications as the Board of Education may find appropriate or acceptable

Fair Labor Standards Act Status: Non-Exempt

Reports to:

The Director of Adult Education

Job Goal:

Provide skillful and productive operation of the office in order to assure a positive impact on the Independence School District's educational program and students' success.

Performance Responsibilities for Data Entry Specialist for Adult Education & Literacy:

- Operates computers, copiers, office machinery and equipment with a high degree of skill

- Maintains files/records, confidential and general correspondence, memos, statistical data, and reports

- Responds in a timely manner to informational requests

- Demonstrates good safety practices and adheres to all District rules, regulations, and policies

Performance Responsibilities for Data Entry Specialist for Adult Education & Literacy:

The following responsibilities may be included for this position:

- Prepares monthly program reports, as required

- Enters data into computer databases

- Assists with the enrollment of students

- Maintains and updates student records and files

- Collects, complies, and enters student data, and other record-keeping data into computer databases

- Attend AEL meetings as necessary

- Maintain documentation of AEL trainings and meetings

- Collaborates daily with the AEL Administrative Assistant

- Performs data entry and record keeping for grant compliance and partner agencies

- Complete other duties as defined and assigned

Terms of Employment:

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

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Performance Based Evaluation – Office Personnel.

HR 6/13/17

Independence School District
Job Description

<u>**AEL Service Coordinator**</u>

Qualifications:

- Minimum of a four (4) year degree, prefer a Master's in Education
- Ability to work flexible hours including nights and weekends
- Previous supervisory experience
- Experience with start-up initiatives preferred
- Experience with Non Profits and Business partnerships preferred
- Possess strong professional communication skills and excel in working with teams

Fair Labor Standards Act Status: Non-exempt

Reports to:

Director of Adult Education

Job Goal:

Assists the AEL Director in the Oversite of the AEL program to monitor grant compliance, promote district and program initiatives, and increase partnerships in the community.

Performance Responsibilities:

- Obtains AEL certification by required DESE timelines.
- Assists Director in oversite of the Adult Education program.
- Monitors grant compliance at each site location and develops a plan of action for corrections
- Develops systems based on analysis of program procedures
- Provides direct instructional support to Instructors and AEL staff.
- Works with Test Proctors for data analysis of site and classroom performance
- Oversees compliance with test administration at all sites
- Coordinates managed enrollment procedures at sites
- Updates documentation for DESE compliance
- Ensures that each site has adequate supplies and research based materials (textbooks)
- Attends local and state conferences.
- Participates in ongoing professional growth opportunities and follows ethical and legal standards and guidelines
- Seeks and secures new partnership opportunities and funding sources
- Attends partnership and contractor meetings as needed
- Responsible for marketing and promoting the program.
- Collaborates with Site Coordinators to improve delivery of services and improve site efficiency.
- Supports and promotes all program initiates.

- Prepares reports for AEL Director, DESE, and collaborating agencies.
- Develop and maintain records related to grant-funded services for grant reporting purposes and ensure timeliness, quality of service, and a record keeping system that documents service delivery completely and adequately protects confidentiality.
- Keeps the AEL Director informed of site activities and problems.
- Assists in the development, revision, and evaluation of the curriculum.
- Coordinates special events held to recognize student achievement.
- Orients newly assigned staff members and assists in their development, as appropriate.
- Provides for adequate inventories of school property and for the security and accountability for that property.
- Responds to written and oral requests for information.
- Other duties as assigned.

Terms of Employment:

The AEL Service Coordinator will be employed for an eleven (11) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL Service Coordinator Evaluation.

HR 6/13/17

Independence School District
Job Description

AEL Site Coordinator

Qualifications:

- Minimum of a four (4) year degree
- AEL teacher certified through DESE
- Minimum five (5) years of experience teaching in an adult setting
- Ability to enter student data in the student information system
- Experience giving the TABE and CLAS E assessments
- Ability to work flexible hours including nights and weekends

Fair Labor Standards Act Status: Non-exempt

Reports to:

Director of Adult Education

Job Goal:

To coordinate Adult Education Services at multiple locations within the Independence School District AEL Program. This includes conducting managed intake at multiple locations, mentoring all new teachers, substituting for absent staff, training volunteers and generating numerous reports for DESE and other partnering agencies. Data entry of student information and analysis of this data is a crucial component of this position.

Performance Responsibilities:

- Liaison for assigned site locations
- Maintain site schedule and communicate the schedule with site sponsors
- AEL student orientation and enrollment
- TABE & CLAS E Testing and Intake
- Post Testing at all sites
- Data entry in Student Information System
- Mentor new teachers and follow up on their certification status
- Responsible for all students sign in sheets
- Responsible for all student hours
- Conduct Learning Disability Screening
- Recruit and Train all volunteer Tutors and maintain records and background checks
- Substitute for teachers when asked by AEL Director
- Staff the office and phones when needed
- Market the program and make presentations
- Review and evaluate student folders on a regular basis for DESE compliance

- Discuss and review student data with teachers on a regular basis
- Assist with graduation ceremonies and ESL celebrations of success
- Conduct Professional Development on designated PD days with staff
- Create Student ID cards when necessary
- Create student certificates for award ceremonies
- Update phone system when needed
- Produce and retain Early Post Testing documentation
- Maintain AEL inventory at site
- Order supplies for assigned site
- Maintain all records for assigned sites including time exception forms
- Meet with AEL Director on a regular basis to discuss site performance and data
- Other duties as assigned

Terms of Employment:

The AEL Site Coordinator will be employed for a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the AEL Site Coordinator Evaluation.

HR 6/13/17

Independence School District
Job Description

IET Summer School Site Coordinator

Qualifications:

- Must have a 4 year degree
- Must be AEL teacher certified through DESE or be able to obtain certification
- Must have experience teaching in an adult setting
- Must be able to track student data
- Must have experience giving the TABE and CLAS E assessments
- Must work flexible hours including nights and weekends
- Must have reliable transportation
- Must have experience with Integrated Education & Training and Civics education

Fair Labor Standards Act Status: Non-exempt

Reports to:

Director of Adult Education

Job Goal: To coordinate Integrated Education, Civics Instruction, and English Language Instruction in the Independence School District Summer AEL Program. This includes supervision of summer interns, coordinating IET classes in the summer, mentoring new teachers, substituting for absent staff, teaching IET and ESL classes, and generating reports for DESE and other partnering agencies as necessary. IET classes may include, but are not limited to, Forklift Training, Hospitality Certification, Digital Literacy, and Medical Field Training.

Performance Responsibilities:

- Oversite of all IET summer classes and interns
- Collaborate with community businesses and increase program partnerships for IET offerings.
- Monitor data for IET offerings each summer
- Provide instruction for IET, Civics, and ESL classes
- Maintain records of students who have achieved Citizenship status
- Assist students in entering college and certification programs
- Support student internships and act as a job coach for newly placed employees
- Maintain summer schedule and communicate the schedule with director
- Teach career awareness and workplace readiness
- Teach leadership and financial literacy classes
- Work closely with summer IET staff
- CLAS E Testing and Intake as needed in summer school
- Post Testing as needed in summer school

- Mentor new teachers and follow up on their certification status
- Responsible for all summer student sign in sheets
- Substitute for teachers when asked by AEL Director
- Market the program and make presentations
- Review and evaluate student folders on a regular basis for DESE compliance
- Discuss and review student data with teachers during the summer
- Create student certificates for award ceremonies
- Maintain AEL summer inventory of computers and textbooks
- Order supplies for summer school
- Meet with AEL Director on a regular basis to discuss summer school performance and data

Terms of Employment:

The IET Summer Site Coordinator will be employed for a four (4) month position: May – August. The salary and the work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the IET Summer Site Coordinator Evaluation.

HR 3/21/18

Adult Education Salary Schedule 2018-2019

POSITION	HOURLY RATE
Instructor	**23.00**
ESL Coordinator	**26.00**
AEL Coordinator	**26.00**
Test Proctor	**23.00**
Data Entry Clerk	**15.00**
Job Coach	**15.00**
Adult Ed Substitute	**20.00**

HR 6/12/2018

BENEFITS

Employee Benefits & Benefits Banking

BENEFIT	*NOTES*	*EMPLOYEES AFFECTED*
Public School Retirement System (PSRS)	• State mandated deduction (2018-2019) 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)	• State mandated deduction (2018-2019) 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 457B	• Approximately 10 vendors for pre-tax retirement savings • Contact The Omni Group at 877-544-6664 • www.omni403b.com	All staff
MOST	• Payroll deduction for Children's Higher Education	All staff
Public Service Forgiveness Program	• Forgiveness of Direct student loans for those qualifying after 120 payments and not in default http://dhe.mo.gov/resources/Publicserviceemployees.php	Full-time staff
General Payroll Deductions	• Professional organization dues, Independence Foundation, United Way, etc.	All staff
Direct Deposit	• Available for multiple accounts	Required for all staff
Direct Check Card	• Available for multiple accounts	Employees who don't have a bank account
Credit Union	Located at 201 N. Forest Avenue	All staff who work 25 hours
"Benefits Banking"	Additional free, discounted, and premium rate services for customers of Commerce Bank. Services include: • Free online banking and bill pay • Free Commerce ATM and debit card • Discount on loans Contact 816-234-8810 or 816-234-1984	All staff and retirees

BENEFIT	*NOTES*	*EMPLOYEES AFFECTED*
Professional Liability Insurance	• 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.	All staff
Worker Compensation	• 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

Health Insurance	• Board of Education paid for employees @ $581.20 monthly, October 1, 2018- September 30, 2019
	• Optional coverage available at employee expense for spouse and dependent children
	• Retirees may retain membership by paying premiums
	• Plan choices include 6 plans:
	   ○ Blue Select Plus Core – QHDHP and PPO
	   ○ PPO BuyUP 1 – QHDHP and PPO
	   ○ PPO BuyUP 2 and HMO BuyUP 2
		All staff who work 25 hours per week
		
		Retirees who elected coverage within one year of their retirement

Dental Insurance	• Board of Education paid for employees @ $29.38 monthly October 1, 2018 – September 30, 2019 • Optional coverage available at employee expense $66.76 monthly for family • Annual maximum coverage of $1000.00 on DPPO Advantage plan with $250 annual increments when annual cleanings are done	All staff who work 25 hours per week Retirees may extend through COBRA for 18 months minimum
Voluntary Insurance Vision	• At employee expense • Monthly cost of $13.32 for employee or $36.75 for family	All staff who work 25 hours per week

BENEFIT	*NOTES*	*EMPLOYEES AFFECTED*
Long Term Disability Insurance	• Board of Education paid benefit • 60% of employee salary • Effective after 90 day elimination period or expiration of sick leave	All staff who work 25 hours per week
Life Insurance Board Paid	• Board of Education paid benefit • 1.5 times salary for qualifying employees • Includes AD&D • Must have a primary beneficiary to enroll	All staff who work 25 hours per week
Section 125 – Premiums	• 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	• Pretax savings account for medical or dependent care • Fee $4.66 per month for 9 months	All staff who work 25 hours per week
Section 125 - Health Savings Account	• Employee owned pretax savings account for medical expenses • District contributes $600/year • Fee $2.00 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	• 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	• 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 Blue Select Plus Core QHDHP and PPO BuyUP 1 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	• 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 until they turn 26

BENEFIT	*NOTES*	*EMPLOYEES AFFECTED*
Aquatics Center	- Free open and lap swimming 25% off swimming lessons, party rentals and private rentals - Free aerobics classes - Questions – call 816-521-5377	All staff
Voluntary Insurance Legal Assistance	- Optional at employee expense - Legal advice, forms, will, document review, traffic issues, IRS, defense, discounts 24/7 emergency access	All staff who qualify for PSRS or PEERS Retiree insurance and COBRA participants
Voluntary Insurance Life Insurance	- At employee expense - Optional coverage available for employee, spouse and dependents	All staff who work 25 hours per week
Voluntary Insurance Identity Theft	- Optional at employee expense - Insurance policy $1,000,000 - Monitoring includes: credit, internet, digital, social, bank - Privacy advocate remediation	All staff who qualify for PSRS or PEERS Retiree insurance and COBRA participants
Voluntary Insurance Accident	- Optional at employee expense: employee, spouse, dependents - Includes Wellness Benefit - Includes Accidental Death or Dismemberment - Includes Hospital Benefit	All staff who qualify for PSRS or PEERS
Voluntary Insurance Critical Illness	- Optional at employee expense: employee, spouse, dependents - Includes heart attack, stroke, cancer, renal failure, organ transplant, coma, severe burns, loss sight-hearing-or-speech, and paralysis - Monthly cost coverage based and age banded - Includes Wellness Benefit - Monthly cost age banded on selected employee benefit of $10,000, $20,000 or $30,000	All staff who qualify for PSRS or PEERS
Voluntary Insurance Cancer	- Optional at employee expense: Employee, spouse, dependents - Includes Wellness, First Occurrence, and specific cost Benefits	All staff who qualify for PSRS or PEERS
Voluntary Insurance Hospital Indemnity	- Optional at employee expense: employee, spouse, dependents - Includes annual admission and daily benefits	All staff who qualify for PSRS or PEERS
Voluntary Insurance Short Term Disability	- Optional at employee expense - Elect coverage $100-$1500/Week - Effective after 7, 14, or 30 days elimination period, - Monthly cost coverage based and age banded - Available sick leave must be used first before eligible for use Subject to 3/6/9 month look back period for pre-existing conditions	All staff who qualify for PSRS or PEERS

BENEFIT	*NOTES*	*EMPLOYEES AFFECTED*
Family Medical Leave	• 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	○ 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	• 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 (9) month calendar • Paid at daily rate	All staff who work 37.5 hours per week
Personal Leave	• 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	• 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	• 3 days for death in the immediate family as outline in Policy/Regulation 4320 • Paid at daily rate	All staff
Part-Time Sick Leave	• 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	• 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	• Paid at employee's daily rate	All staff
Vacation	• 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
It's how employees save time and money!

Commerce Bank is pleased to offer you a special 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 access to the best personal banking services that Commerce Bank offers. Because everyone has different financial needs, Benefits Banking offers you three account options: Select, Plus and Premium. You choose the level that's right for you!

All Benefits Banking checking accounts include:

- Free first order of single/wallet-style Commerce Globe checks[1]
- Free Commerce Visa® Debit Card
- Free Online Banking and Online Bill Pay[2]
- Free Mobile Banking[3] and Alerts
- Free Commerce ATM transactions
- Overdraft protection options
- Low rate credit card with no annual fee[4]
- Free notary services and stop payment

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

- Special deposit rates
- Rate discounts on personal loans and home equity lines of credit[4]
- Credit toward home loan closing costs[4,5]
- Free checks
- Rewards on your credit card
- Free safe deposit box
- Free financial planning consultation[6]
- Discounts on brokerage services[6]
- 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 Commerce Bank locations in your area, by e-mailing benefitsbanking.kc@commercebank.com or by contacting one of our Commerce bankers assigned to help you:

Gail Cianciolo	816-234-1984	gail.cianciolo@commercebank.com	18700 E 39th St
Jack Combs	816-234-8856	jack.combsjr@commercebank.com	2915 S Noland Rd

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

You chose a great place to work! Now choose the best place to bank.

1 Printing, shipping and handling charges may apply to reorders depending upon the account option selected. 2 One Free Online Bill Pay account per household. 3 Your mobile carrier's text messaging and web access charges may apply. 4 Subject to credit approval. 5 Cannot be combined with any other offer. Applicable on new Home Loan Purchase Loans and Refinances with closing dates of 7/31/16 or later. 6 Benefits from Commerce Brokerage Services, Inc., member FINRA/SIPC, a subsidiary of Commerce Bank.

We ask, listen and solve.

Commerce Bank™
Member FDIC

MK1044-2 8/16

commercebank.com

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**

WORKERS' COMPENSATION

Principal/Supervisor/Nurse Procedure for Employee Accident/Injury

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. Instruct the employee to go to the school nurse office at the injury site for an initial evaluation, first aid and treatment referral. The nurse (principal or supervisor if nurse is not available) will assist the employee in completing and signing an **Employee Accident/Injury Report.** This must be completely filled out including level of medical care given and signed by the employee and nurse/supervisor. **These forms are located on the My Benefits page of the District website and can be found in either the Business Office Resources near the top of the page or under the General Plans listed as Workers Compensation near the lower right side of the page.**

2. Give the employee a copy of the **Employee Accident/Injury Procedure** for his/her information and assistance. This form explains the process and answers many of the questions the employee may have at a later time.

3. The nurse (principal or supervisor) will fax the completed **Employee Accident/Injury Report** form along with the **Treatment Authorization Form** (instructions listed below), and notify the **ISD Work Comp Office** via **Phone:** (816) 521-5424   **Fax:** (816) 521-5677   **Email:** workcomp@isdschools.org in order to meet the Missouri statutory guidelines for filing claims.

4. If first aid treatment is not sufficient or additional medical attention is needed, do the following:

   1) If this is a life threatening emergency, call 911 and/or send the employee directly to the **Truman Medical Center Lakewood**, 7900 Lee's Summit Rd., Kansas City, MO 64139 (816) 404-7000 or **Centerpoint Medical Center,** 19600 E. 39th St., Independence, MO 64057 (816) 698-7000 for emergency treatment.

   2) For non-emergency medical evaluation and/or treatment, the following options should be utilized in the order listed as feasible due to either medical necessity or hours of operation available. *Note: If treatment is sought on the day of injury, it is mandatory that a notification call be placed to the treating agency prior to the injured worker's arrival. If treatment is sought after the day of injury, an appointment must be obtained for treatment.*

      1) **ISD Employee Health Clinic at (866) 959-9355 (preferably) or (816) 521-5316** (to leave message for a return call) for notification of a Workers' Compensation employee injury. The **Employee Accident/Injury Report** and the signed **Treatment Authorization Form** must accompany the employee for treatment.

         Location – 1516 W. Maple Ave,, Independence, MO 64050
         Hours – 7:00 AM-12:00 Noon & 1:00 PM-6:00 PM Monday–Friday; 8:00 AM-12:00 Noon Saturday

         Alternatives Treatment Locations – To be used by referral <u>only</u> from ISD Employee Health Clinic, ISD Medical staff, after hours Supervisor or the ISD Work Comp Office. The signed Treatment Authorization Form must accompany the employee for treatment at these locations.

      2) **U. S. Healthworks, Inc. at (816) 478-9299** and notify that the injured employee is coming.
         Location – 19000 E. Eastland Center Ct., Independence, MO 64055
         Hours – 8:00 AM-5:00 PM Monday–Friday (only)

      3) **Urgent Care of Kansas City** at **(816) 795-6000** and notify that the employee is coming.
         Location – 4741 S. Arrowhead Drive, Suite B, Independence, Missouri 64055.
         Hours – 8:30 AM-9:00 PM Monday-Friday; 8:30-6:00 PM Saturday; 8:30 AM-5:30 PM Sunday; 8:30 AM-3:30 PM Holidays

5. Complete and give the employee a **Treatment Authorization Form** (referral). Encourage the employee to go as soon as possible that same day. They may go later in the day if condition worsens. Inform them they must present the Treatment Authorization Form at the care location designated on the Treatment Authorization Form to receive treatment. *Note: If treating at Urgent Care of Kansas City, the lower portion of the Treatment Authorization is to be completed by the treating physician and must be returned to the Nurse as well as the ISD Work Comp Office after treatment. This <u>Provider Section</u> contains release information and the employee's Return to Work Status.*

6. **Notify the ISD Work Comp Office** immediately that the employee has been injured and to which treatment location the employee was sent.

   Phone: (816) 521-5424   **Fax:** (816) 521-5677   **Email:** workcomp@isdschools.org

7. *All employee health records are considered confidential and should be handled in that manner. All employee health records will be maintained separately in a locked file and not in supervisor files.* After each medical visit, the employee is to give the doctor's release/restriction note to their supervisor <u>and</u> to the **ISD Work Comp Office;** the nurse will also receive all forms given to the employee concerning his/her treatment. The nurse will fax the forms to, as well as, notify the **ISD Work Comp Office** by phone to confirm receipt and confer regarding restrictions, etc. If the employee was treated and released from a Hospital Emergency Room, the employee must give a copy to the nurse, principal or supervisor of the **After Care Instructions** given to the employee upon release. **Note: A copy of this document must also be given to the ISD Work Comp Office as this is the only proof that the employee can or cannot return to work following treatment.**

8. If an employee is released to work with **restricted duties** given by the treating physician**,** notify via phone and send a copy of the written restrictions to the **ISD Work Comp Office** as the restrictions may or may not have been sent to the **ISD Work Comp Office** from the treating physician. The **ISD Work Comp Office** will then prepare Modified Duty paperwork according to these restrictions and will forward this paperwork to the Principal/Supervisor/School Nurse/HR for the purpose of official notification of the injured worker's status and to request a formal approval signature that the work restrictions can (or cannot) be accommodated for the injured employee. The Modified Duty approval (or denial) paperwork will then be faxed to (816) 521-5677 by the school nurse, principal or supervisor. 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. Payroll/Timekeeping will monitor all stages of Workers' Compensation time.

9. **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 or if employed in an area without nursing staff, the supervisor will complete the referral. Building administrator's may also complete the **Workers' Compensation Treatment Authorization** and sign the **Employee Accident/Injury Report**.
2. Work related injuries <u>must</u> 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 or building administrator 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 Employee must be given a signed copy of the completed **Employee Accident/Injury Report** form as well as a signed copy of the **Workers' Compensation Treatment Authorization** form. The Employee must present <u>both</u> forms for treatment at the Clinic. 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 (866) 959-9355	Saturday,	8:00 am – Noon

<u>Alternative treatment for the injured employee may be by referral only</u> from the ISD Employee Health Clinic, ISD Nursing Staff, after hours Supervisors or the ISD Work Comp Office. Such referrals will be due to medical necessity or for treatment outside of the hours of operation for the ISD Employee Health Clinic. These alternatives are:

U. S. Healthworks, Inc.	Hours:	
19000 E. Eastland Center Ct.	Monday-Friday,	8:00 am – 5:00 pm
Independence, MO 64055		
Telephone (816) 478-9299		

Urgent Care of Kansas City	Hours:	
4741 S. Arrowhead Drive, Suite B	Monday-Friday,	8:30 am – 9:00 pm
Independence, MO 64055	Saturday,	8:30 am – 6:00 pm
Telephone (816) 795-6000	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 or Centerpoint Medical Center**. Limit all visits to the Emergency Room to injuries that cannot possibly wait until the next day.

5. <u>**Following each treatment, the doctor's release to work, restrictions or emergency room After Care Instructions must be submitted immediately to your supervisor and to the ISD Work Comp Office.**</u>
6. Treatment appointments and leave information:
    a. Treatment time within work hours on the 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 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 a 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 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
	Building #

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 Work Comp Office at (816) 521-5424. Send this form and the Treatment Authorization form with the Employee to ISD Employee Health Clinic (or Treatment Authorization form only to Urgent Care of Kansas City, Truman Medical Center ER or Centerpoint ER).

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

EMPLOYEE INFORMATION

Employee ID#:_____ Full Name: _____

Phone: (Home #) _____ (Work #)_____ Primary Work/Building Site: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Date of Birth: _____ Marital Status: __M / S / Sep / D / W__ Gender (M/F)_____

Job Title: _____ Work Status: (Full/Part Time/Sub)_____

ACCIDENT/INJURY INFORMATION

Time Employee Began Work: _____ AM/PM Date of Injury:_____

Time of Injury: _____ _____ Check If Time Cannot Be Determined

Date Employer Notified: _____ Time Notified: _____ Who Was Notified _____

Description of What Happened: _____

_____

Cause of Injury: _____

Body Part(s) Injured: (Left/Right)_____ Type of Injury: _____

Witnesses: _____

Did Injury Occur on Employer Premises: Y/N _____ Inside _____ Outside _____ Vehicle_____

Injury Location Site: _____ Location at Site: _____

TREATMENT INFORMATION

Is Employee Going to Receive Medical Attention: Y/N_____ On-Site First Aid: Y/N_____

ISD Employee Health Clinic: ____ (7AM – 12:00 Noon & 1PM – 6 PM, M-F; 8AM – 12 Noon, Sat)

U S Healthworks, Inc.: ____ (8 AM – 5 PM, M-F only)

Urgent Care of Kansas City: ____ (8:30 AM – 9 PM, M-F; 8:30 AM – 6 PM Sat; 8:30 AM – 5:30 PM, Sun; 8:30 AM – 3:30 PM, Holidays)

____ Other Provider Care Site_____

Emergency Care: ____Truman Medical Center Lakewood; ___Centerpoint; ___ Other_____

Employee Signature: _____ Date: _____

Supervisor/Nurse Signature: _____ Date:_____

_____OFFICE USE ONLY_____

Report #: _____ SSN#: _____ Wage: _____

Hire Date: _____ Entered: _____ PMA Management Corp. #0839910

____-_____-____-____-_____ Phone: 1-888-476-2669

Workers' Compensation Treatment Authorization

PMA# <u>0476127</u>

School District: _____ <u>Independence School District</u> _____

School Name: _____

Address: _____

School District Contact: ___<u>Debby Acuff</u>____ Phone Number: <u>816-521-5424</u>

Fax Number: <u>816-521-5677</u>

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 <u>and</u> 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

MAPS
2018-19

ISD Employee Health Clinic
1516 W. Maple Ave.
Independence, MO 64050
(866) 959-9355
(816) 521-5316

Hours:
Monday – Friday
7:00 AM – 12:00 Noon
1:00 PM – 6:00 PM
Saturday
8:00 AM - Noon
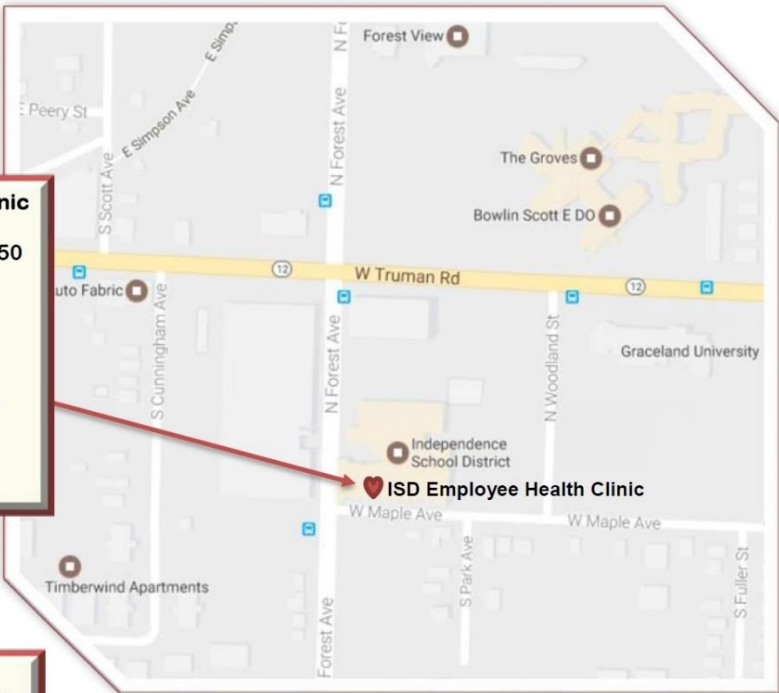
U S Healthworks, Inc.
19000 E. Eastland Ctr. Ct.
Independence, MO 64055
(816) 478-9299

Hours:
Monday – Friday
8:00 PM – 5:00 PM
Saturday and Sunday
Closed
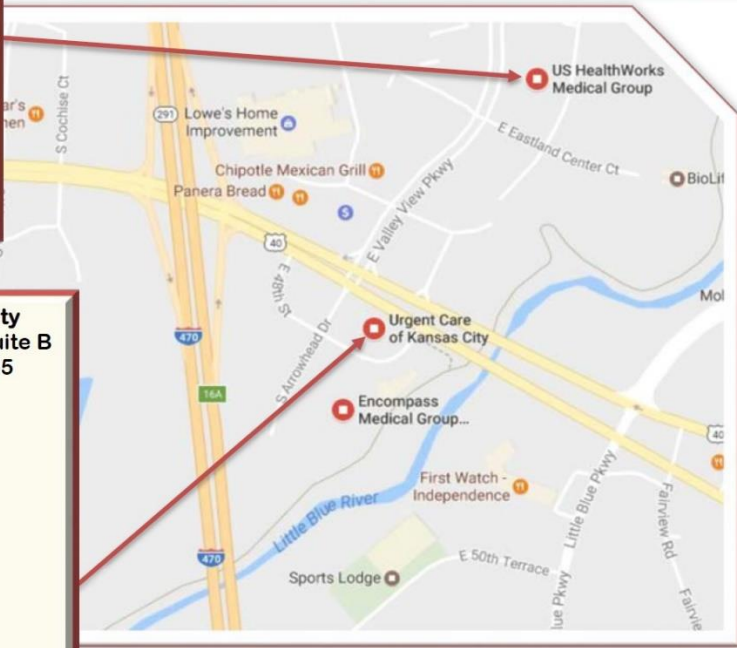
Urgent Care of Kansas City
4741 S. Arrowhead Drive, Suite B
Independence, MO 64055
(816) 795-6000

Hours:
Monday – Friday
8:30 AM – 9:00 PM
Saturday
8:30 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

Centerpoint Medical Center
19600 E. 39th St.
Independence, MO 64057
Phone: (816) 698-7000

POLICIES AND PROCEDURES

STUDENTS

Policy 2130

                                                   (Regulation 2130)

Nondiscrimination and Student Rights   **(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

<u>**STUDENTS**</u>

<div align="right">

<u>**Regulation**</u> **2130**
(Form 2130)

</div>

Nondiscrimination and Student Rights

Harassment

DEFINITIONS AND EXAMPLES

<u>**Sexual Harassment**</u>

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;

<div align="center">

119

</div>

- 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

<div align="center">

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

</div>

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:

Greg Gilliam, Human Resources Supervisor
201 N. Forest Avenue
Independence, Missouri 64050
(816) 521-5300

<u>**STUDENTS**</u>

Policy 2670

<u>**Discipline**</u>

<u>**Corporal Punishment: Prohibited**</u>

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

Student Welfare

Seclusion and Restraint

Purpose

Through the adoption of this policy the Board expects to:

• Promote safety and prevent harm to all students, school personnel and visitors in the school district.

• Foster a climate of dignity and respect in the use of discipline and behavior-management techniques.

• Provide school personnel with clear guidelines about the use of seclusion, Safe Room placement, 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 and positive behavior support techniques.

• Meet the requirements of RSMo 160.263.

Definitions:

"Authorized School Personnel" means school personnel who have received annual training in:
  o De-escalation practices,
  o Appropriate use of physical restraint,
  o Professionally-accepted practices in physical management and use of restraints,
  o Methods to explain the use of restraint to the student who is to be restrained and
      to the individual's family,
  o Appropriate use of Safe Room placement,
  o Appropriate use of seclusion, and
  o 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)**" means a plan developed by an IEP team for a student with a disability who displays need for specific behavior interventions for chronic patterns of problem behavior. If a disabled student's team develops a BIP in those circumstances, the BIP becomes a part of the IEP.

"**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.

"**Discipline**" means consequences for violating the district's student code of conduct.

"**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).

"**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: (1) an adaptive or protective device recommended by a physician or therapist when used as recommended; (2) safety equipment used by the general student population as intended (e.g. seat belts, safety harnesses on student transportation; or (3) 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. This would include, for example, the act of preventing a student from leaving an enclosed space for safety purposes. 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, intervening in a fight, or carrying a student when developmentally appropriate to do so.

"**Positive Behavior Supports**" means comprehensive, school-wide procedures applied in a proactive manner that constitute a continuum of strategies and methods to support and/or alter behavior in all students.

"**Safe Room placement**" means the confinement of a student in an enclosed room without the use of locking hardware, with a staff member present in the room with the student. Safe Room placement 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 school personnel through a window or other viewing device. Safe Room placement 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.

"**School personnel**" means
- o Employees of a local board of education.
  - o Any person, paid or unpaid, working on school grounds in an official capacity.
  - o 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.
  - o 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 and unattended 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 school personnel 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 policy.

"**Student Support Plan**" sets forth specific behavior interventions and/or supports for a specific student who displays chronic patterns of problem behavior.

"**Time out**" means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or Safe Room placement. 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 strictly prohibited.

Use of Aversive Interventions
Aversive interventions will only be used in accordance with this policy. District personnel shall never use aversive interventions that compromise health and safety.

   o **Safe Room Placement**
Safe Room placement, as defined in this policy, may only be used by authorized school personnel, as defined in this policy.

At the time a student's Individualized Education Program (IEP), Section 504 plan, BIP, or other parentally agreed-upon plan to address a student's behavior is developed, the parent/guardian will be provided with a permission form regarding the use of the Safe Room.

If a student's parent/guardian has not had the opportunity to sign the permission form because no IEP, Section 504 Plan, BIP, or other parentally agreed-upon plan to address a student's behavior is in place for the student, the following procedure will take place if deemed necessary by school personnel:

- o The classroom will be cleared of all other students and the student's behavior will be managed in that room, if appropriate;
- o The student will be disciplined in accordance with the student discipline code;
- o A parent/guardian will be notified of the need to clear the classroom due to the student's behavior and of the discipline imposed;
- o A behavior team meeting will take place within five (5) school days following the incident and a BIP or other parentally agreed upon plan will be developed for the student, if necessary.

If a student's parent/guardian has signed the permission form, the Safe Room will be utilized for that student if necessary and a staff member will be present in the room with the student at all times unless one of the following escalations in conduct occurs: (1) the student becomes physically violent; (2) the student expels bodily fluids; or (3) the student begins disrobing. If any of these escalated behaviors occurs, the staff member will leave the room, utilize the staff-engaged locking system, and supervise the student through a window or other viewing device.

If a parent chooses not to give permission for his/her student to be placed in the Safe Room, the following procedure will take place if deemed necessary by school personnel:
- o The student will be taken to the Recovery Room;
- o The Recovery Room will be cleared of all other students;
- o The student's parent/guardian will be notified of the behavior issue and will be required to pick-up the student from school;
- o Law enforcement officials will be notified if an assault or other crime has occurred and charges may be pressed against the student; and
- o If the parent/guardian of the student fails to pick-up the student within thirty (30) minutes of receiving notification of the behavior issue (or if the parent/guardian cannot be reached upon reasonable attempts by school personnel) and it is determined that an emergency situation exists, the student will be placed in the Safe Room.
- o The parent/guardian will be responsible for any and all damage to property caused by their student during the incident.

Use of Safe Room placement requires all of the following:
- o 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.
- o The total time in Safe Room placement 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.

o   The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.

o   The space in which the student is placed is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.

o   The space in which the student is placed must be free of objects that could cause harm.

Safe Room placement 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:

o   In an emergency situation as defined in this policy;

o   When less restrictive measures have not effectively de-escalated the situation; or

o   When otherwise specified in an IEP, Section 504 Plan or other parentally agreed-upon–plan to address a student's behavior.

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

Any school personnel using physical restraint shall:
   o   Use only methods of restraint in which the person has received district approved training.
   o
      o   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,

BIP, or other parentally agreed-upon plan to address a student's behavior with the exception of mechanical restraints employed by law enforcement officers in school settings used in accordance with law enforcement policies, procedures, and appropriate professional standards.

- **Chemical Restraint**

Chemical restraints shall never be used by school personnel.

Communication and Training

- **School Personnel Meeting**

  Following any situation involving the use of Safe Room placement 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, BIP, or other parentally agreed-upon plan to address a student's behaviors:

  Following a situation involving the use of restraint or use of the Safe Room where the staff member was required to leave the room due to escalated behaviors, 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.
  - o 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, Safe Room placement 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, Safe Room placement, 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, Safe Room placement, 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, Safe Room placement, or aversive behavior interventions to an IEP or Section 504 plan, the student must have undergone appropriate assessments which may include, but are not limited to, a functional behavior assessment, a review of existing data, and formal assessment observations. The plan must outline preventative techniques, de-escalation strategies, and the development of coping strategies, and the preventative techniques should support the elimination of the use of restraint, Safe Room placement, or aversive behavior intervention over time.

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

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

REV. 9/16

Policy 4120
<u>**Employment**</u>

<u>**Employment Procedures**</u>

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."

Performance Evaluation

Staff Conduct

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

1. Review and Comply with Board policies, regulations, and procedures as well as related building rules and practices.

2. Properly prepare for student instruction.

3. Fully utilize instructional time for learning activities.

4. Maintain students under active supervision at all times.

5. Assess student performance in a regular and accurate manner.

6. Modify instructional goals to meet the needs of each student.

7. Comply with administrative directives.

8. Communicate with students in a professional and respectful manner.

9. Communicate with colleagues, parents, and District citizens in a professional manner.

10. Properly operate and maintain district property.

11. Utilize district technology solely for school district business.

12. Maintain required records and submit requested reports in a timely manner.

13. Comply with all safety guidelines and directives.

14. Refrain from the use of profane and obscene language.

15. Dress in a professional manner.

16. Attend to all duties in a punctual manner

17. Maintain student confidentiality pursuant to state and federal law.

18. Follow and implement student Individual Education Programs (IEP) under the Individuals with Disabilities Education Act (IDEA) or plans under Section 504 of the Rehabilitation Act.

19. Maintain and account for District funds in the staff member's possession and control.

20. Maintain professional relationships with students. With the exception of students who are immediate family with the staff member, this requirement also includes avoiding situations that could lead to allegations of inappropriate relationships with students, including, but not limited to:

    a. Being present in any setting where students are provided or are consuming alcohol or illegal drugs.

    b. Communicating with students, electronically or in person, about the student's sexual activity or concerning the staff member's sexual or romantic conduct.

    c. Being present on District premises alone with a student in a room where the door is closed, the door is locked, or the lights are off, unless required temporarily due to emergency circumstances. Counselors and administrators are exempted from this prohibition in performance of professional duties.

    d. Communicating with students about sexual topics outside approved District curriculum, unless done as part of a District investigation into sexual abuse or harassment.

    e. Allowing students to drive a staff member's vehicle.

REV. 3/16

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

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

Operation Procedures - Inclement Weather 2018-2019

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.isdschools.org.

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 (Kids' Safari and Early Education) will operate on the regular schedule at their Home School Locations**.

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 (Kids' Safari, Latitude and Early Education) will be open, but at Full Day Combined Site Locations.**

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 (Kids' Safari, Latitude and Early Education) will be open, but at Full Day Combined Site Locations**. The Child and Family Learning Centers will close if conditions warrant. The public will be notified through regular media channels.

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

2018-2019 School District Calendar

JULY 2018						AUGUST 2018						SEPTEMBER 2018						OCTOBER 2018				
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		3	4	5	6	7		1	2	3	4	5
9	10	11	12	13		6	7	8	9	10		10	11	12	13	14		8	9	10	11	12
16	17	18	19	20		13	14	15	16	17		17	18	19	20	21		15	16	17	18	19
23	24	25	26	27		20	21	22	23	24		24	25	26	27	28		22	23	24	25	26
30	31					27	28	29	30	31								29	30	31		

AUGUST 2018 — Student Attendance 12 · Teacher Contract 16

SEPTEMBER 2018 — Student Attendance 18 · Teacher Contract 19

OCTOBER 2018 — Student Attendance 21 · Teacher Contract 23 · end of 1st qtr Oct 12

NOVEMBER 2018						DECEMBER 2018						JANUARY 2019						FEBRUARY 2019				
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		M	T	W	T	F
			1	2		3	4	5	6	7			1	2	3	4						1
5	6	7	8	9		10	11	12	13	14		7	8	9	10	11		4	5	6	7	8
12	13	14	15	16		17	18	19	20	21		14	15	16	17	18		11	12	13	14	15
19	20	21	22	23		24	25	26	27	28		21	22	23	24	25		18	19	20	21	22
26	27	28	29	30		31						28	29	30	31			25	26	27	28	

NOVEMBER 2018 — Student Attendance 19 · Teacher Contract 19

DECEMBER 2018 — Student Attendance 15 · Teacher Contract 15 · end of 1st semester Dec 21

JANUARY 2019 — Student Attendance 19 · Teacher Contract 21

FEBRUARY 2019 — Student Attendance 18 · Teacher Contract 19

MARCH 2019						APRIL 2019						MAY 2019						JUNE 2019				
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F		M	T	W	T	F
				1		1	2	3	4	5				1	2	3		3	4	5	6	7
4	5	6	7	8		8	9	10	11	12		6	7	8	9	10		10	11	12	13	14
11	12	13	14	15		15	16	17	18	19		13	14	15	16	17		17	18	19	20	21
18	19	20	21	22		22	23	24	25	26		20	21	22	23	24		24	25	26	27	28
25	26	27	28	29		29	30					27	28	29	30	31						

MARCH 2019 — Student Attendance 15 · Teacher Contract 16 · end of 3rd qtr March 8

APRIL 2019 — Student Attendance 20 · Teacher Contract 21

MAY 2019 — Student Attendance 16 · Teacher Contract 16 · Anticipated Final Student attend May 22

Legend:
- 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	40
Second Quarter	45
Third Quarter	43
Fourth Quarter	45
	173

TEACHER CONTRACT DAYS

|	
First Quarter	45
Second Quarter	47
Third Quarter	46
Fourth Quarter	47
	185

All Attendance and contract days that are postponed due to inclement weather will be added at the discretion of the Board of Education.

Student Evaluation Schedule

First Quarter (Grades K-8)	August 16, 2018 through October 12, 2018
End of First Semester	December 21, 2018
Third Quarter (Grades K-8)	January 3, 2019 through March 08, 2019
End of Second Semester	May 22, 2019

HR 04/23/2018

Map of the School District of Independence
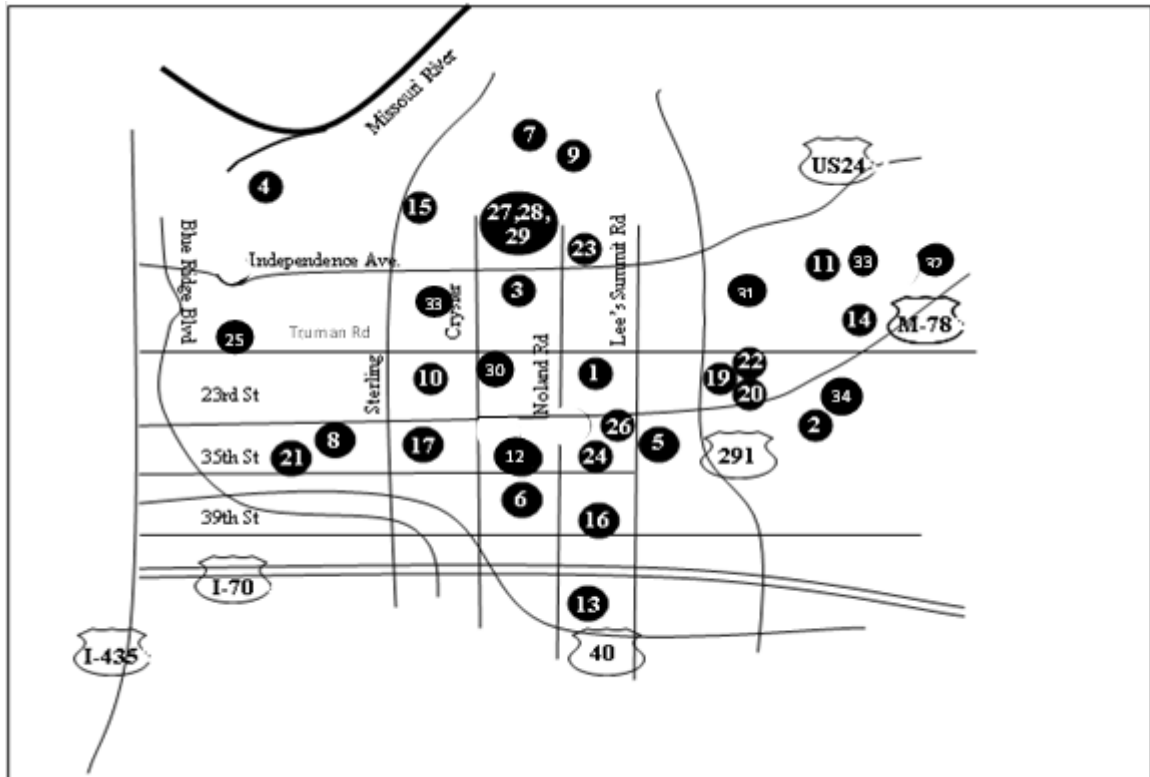
ELEMENTARY SCHOOLS			MIDDLE SCHOOLS		
MAP#	**SCHOOL**	**ADDRESS**	**MAP#**	**SCHOOL**	**ADDRESS**
1	Benton	429 S Leslie St	19	Bingham	1716 S Speck Rd
2	Blackburn	17302 R.D. Mize Rd	20	Bridger	18200 E M-78 Highway
3	Bryant	827 W College St	21	Nowlin	2800 Hardy Ave
4	Fairmont	120 N Cedar Ave	22	Pioneer Ridge	1656 S Speck Rd
5	Glendale	2611 Lees Summit Rd	**HIGH SCHOOLS**		
6	Luff	3700 S Delaware Ave	**MAP#**	**SCHOOL**	**ADDRESS**
7	Mill Creek	2601 N Liberty St	23	Chrisman	1223 N Noland Rd
8	Korte	2437-2731 S Hardy Ave	24	Truman	3310 S Noland Rd
9	Ott	1525 N Noland Rd	25	Van Horn	1109 S Arlington Ave
10	Procter	1403 W Linden Ave	**ALTERNATIVE SCHOOLS**		
11	Randall	509 Jennings Rd	**MAP#**	**SCHOOL**	**ADDRESS**
12	Santa Fe Trail	1301 S Windsor St	27	Indep. Aca. Day Trmt.	606 W Mechanic Ave
13	Southern	4300 S Phelps Rd	28	Indep Safe Ctr	606 W Mechanic Ave
14	Spring Branch	20404 E Truman Rd	29	Indep Academy	606 W Mechanic Ave
15	Sugar Creek	11424 Gill St	**SUPPORT SERVICES**		
16	Sycamore Hills	15208 E 39th St	**MAP#**	**SCHOOL**	**ADDRESS**
17	Three Trails	11801 E 32nd St S	30	Central Office/IREC	201 N Forest Ave
26	Hanthorn	1511 S Kings Hwy	30	Facilities	201 N Forest Ave
33	Sunshine	18400 E Salisbury Rd	30	Technology	201 N Forest Ave
34	Little Blue	2020 Quail Dr	31	Nutrition Services	1400 W Geo Space Dr
35	Mallinson	709 N Forest Ave	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 Supervisor, Greg Gilliam, 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