



# Handbook for Early Education



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

**[www.isdschools.org](http://www.isdschools.org)**



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# INTRODUCTION

## **TABLE OF CONTENTS**

<b>INTRODUCTION .....</b>	<b>3</b>
TABLE OF CONTENTS .....	4
DISTRICT MISSION .....	6
BOARD OF EDUCATION.....	7
CENTRAL OFFICE ADMINISTRATION.....	7
EARLY EDUCATION CONTACT INFORMATION .....	8
<b>EARLY EDUCATION INFORMATION.....</b>	<b>10</b>
CORE VALUES AND BELIEFS .....	11
<i>Vision</i> .....	11
<i>Mission</i> .....	11
<i>Program Philosophy and Goals</i> .....	11
<i>Harassment</i> .....	12
<i>Releasing a Student</i> .....	12
LEAVE DAYS .....	12
<i>Important Policies</i> .....	12
<i>Exit Procedures</i> .....	13
<i>Emergency Preparedness</i> .....	13
<i>Door Entry Procedures</i> .....	13
<i>A.L.I.C.E. Intruder/Active Shooter Response</i> .....	14
STANDARDS OF CONDUCT AND CODE OF ETHICS .....	15
CONFIDENTIALITY POLICY .....	16
WORK PLACE GUIDELINES .....	18
<i>Beginning Employment</i> .....	18
<i>General Personnel Guidelines and Procedures</i> .....	19
<i>Student Related Staff Responsibilities</i> .....	22
<i>Health and Safety</i> .....	27
EDUCATION / CURRICULUM.....	32
<i>Playground Guidelines</i> .....	34
<i>Classroom Social-Emotional Guidelines</i> .....	35
<i>Prevention of Challenging Behaviors</i> .....	35
<i>Guidance and Discipline</i> .....	36
<i>Behavior Intervention Policy</i> .....	37
<i>Problem Solving Team (PST)</i> .....	38
FAMILY SERVICES .....	39
HEALTH SERVICES .....	40
FULL DAY AND SNOW DAY COMBINED SITES .....	44
LEGAL .....	45
<i>Child Abuse And Neglect Procedures</i> .....	45
<b>EMPLOYMENT .....</b>	<b>50</b>
<i>Early Education Teacher Assistant- Pre K Kindergarten Prep</i> .....	51
<i>Title I Early Childhood Teacher Assistant</i> .....	53
<i>Early Education Language Interpreter</i> .....	55
<i>Parent Educator</i> .....	57
<i>Early Education Teacher</i> .....	59
<i>Early Education Teacher Assistant</i> .....	61
<i>Director of Head Start</i> .....	63
<i>Elementary Teacher- Pre K Kindergarten Prep</i> .....	65
<i>Early Education Content Lead of ERSEA</i> .....	67
<i>Early Education Content Lead of Health</i> .....	69
<i>Early Education Content Lead of Student Supports</i> .....	72

**Independence School District**  
**Early Education Handbook 2018-2019**

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<i>Early Education Coordinator</i> .....	74
<i>Early Education Family School Liaison</i> .....	76
<i>Early Education Family School Liaison Lead</i> .....	78
<i>Early Education Lead Teaching and Learning Coach</i> .....	80
<i>Early Education Quality Assurance Monitor</i> .....	82
<i>Early Education Teaching and Learning Coach</i> .....	84
SALARY SCHEDULE 2018-2019 .....	86
<i>Early Education Coordinator</i> .....	86
<i>Program Support Specialist</i> .....	87
<i>Early Education Teacher</i> .....	88
<i>Early Education Teaching Assistant</i> .....	89
<i>Family School Lisison 10 Month</i> .....	90
PERFORMANCE BASED EVALUATION .....	91
<i>Coordinator</i> .....	91
<i>Early Education Language Translator</i> .....	95
<i>Program Support Specialist</i> .....	99
<i>Early Education Teacher</i> .....	103
<i>Early Childhood Teacher Assistant</i> .....	108
EMPLOYMENT CALENDARS .....	112
<i>Early Education 10 Month A</i> .....	112
<i>Early Education 10 Month B</i> .....	113
<i>Early Education 10 Month A Early Release</i> .....	114
<i>Early Education 10 Month B Early Release</i> .....	115
<b>BENEFITS</b> .....	<b>116</b>
EMPLOYEE BENEFITS & BENEFITS BANKING .....	117
NEW DIRECTIONS EMPLOYEE ASSISTANCE PROGRAM .....	123
<b>WORKERS' COMPENSATION</b> .....	<b>124</b>
PRINCIPAL/SUPERVISOR/NURSE PROCEDURE FOR EMPLOYEE ACCIDENT/INJURY .....	125
EMPLOYEE INFORMATION AND ACCIDENT/INJURY PROCEDURES .....	127
EMPLOYEE ACCIDENT/INJURY REPORT/INTERNAL FORM .....	128
WORKERS' COMPENSATION TREATMENT AUTHORIZATION .....	129
<b>POLICIES AND PROCEDURES</b> .....	<b>131</b>
POLICY 2130 .....	132
<i>Harassment</i> .....	132
POLICY 2670 .....	148
<i>Corporal Punishment: Prohibited</i> .....	148
POLICY 2770 .....	149
<i>Seclusion and Restraint</i> .....	149
POLICY 4120 .....	157
<i>Employment Procedures</i> .....	157
POLICY 4650 .....	158
<i>Communication with Students by Electronic Media</i> .....	158
POLICY 4720 .....	159
<i>Suspension or Termination: Non-Certificated Staff</i> .....	159
SAFE SCHOOLS ACT OF 1996.....	160
<b>GENERAL DISTRICT INFORMATION</b> .....	<b>162</b>
SCHOOL INFORMATION 2018-2019 .....	163
SCHOOL START/DISMISSAL TIMES 2018-2019 .....	164
OPERATION PROCEDURES - INCLEMENT WEATHER 2018-2019 .....	165
2018-2019 SCHOOL DISTRICT CALENDAR.....	166
MAP OF THE SCHOOL DISTRICT OF INDEPENDENCE.....	167
TITLE IX.....	168

## **DISTRICT MISSION**

### **District Vision Statement:**

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

### **District Mission Statement:**

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

### **District Values Statements:**

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

### **District Level Goals**

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

## BOARD OF EDUCATION

President  
Vice President  
Treasurer  
Director  
Director  
Director  
Director

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

## CENTRAL OFFICE ADMINISTRATION

Superintendent of Schools  
Deputy Superintendent-Instruction/Early Education/Student Services  
Deputy Superintendent of Operations  
Director of Human Resources  
Director of Human Resources  
Assistant Superintendent-High Schools/NGL Academies  
Assistant Superintendent-Middle Schools/Curriculum/Instruction/Assessment  
Assistant Superintendent of Elementary Education  
Director of Technology  
Director of Special Services  
Director of Community Relations  
Director of Public Relations  
Director of Business and Benefits  
Director of Youth Development and Education  
Director of Neighborhood Family Services  
Director of Facilities Services  
Director of Nutrition Services  
Director of Transportation Services  
Director of Health Services  
Director of Public Safety  
Director of Head Start

Dr. Dale Herl  
Dr. Cindy Grant  
Dr. Lance Stout  
Dr. Pamela Boatright  
Mr. Dean Katt  
Mr. Randy Maglinger  
Ms. Prissy LeMay  
Dr. Janet Richards  
Mr. Todd Theen  
Ms. Sherry Potter  
Mrs. Amy Knipp  
Mrs. Jana Corrie  
Mrs. Molly Johnson  
Ms. Jennifer Walker  
Ms. Merideth Parrish  
Mr. Salum Stutzer  
Mr. Brad Kramer  
Mr. Daryl Huddleston  
Mrs. Lori Halsey  
Mr. Dennis Green  
Dr. Patti White

## EARLY EDUCATION CONTACT INFORMATION

In District Sites						
School	Address	City	State	Zip	Phone Number	Office Phone
Benton	429 S Leslie St	Independence	MO	64050	521.5392	521.5390
Blackburn	17302 R.D. Mize Rd	Independence	MO	64057	521.5397	521.5395
Glendale	2611 Lee's Summit Rd	Independence	MO	64055	521.5512	521.5510
Hanthorn	1511 S Kings Highway	Independence	MO	64055	521.5485	521.5485
Korte	2437-2731 S Hardy Ave	Independence	MO	64052	521.5432	521.5430
Little Blue	2020 Quail Dr.	Independence	MO	64057	521.5482	521.5480
Luff	3700 S Delaware Ave	Independence	MO	64055	521.5417	521.5415
Mill Creek	2601 N Liberty St	Independence	MO	64050	521.5422	521.5420
Ott	1525 N Noland Rd	Independence	MO	64050	521.5437	521.5435
Randall	509 Jennings Rd	Independence	MO	64056	521.5447	521.5445
Santa Fe Trail	1301 S Windsor St	Independence	MO	64055	521.5452	521.5450
Sunshine Center	18400 E Salisbury Rd	Independence	MO	64056	521.5526	521.5526
Sycamore Hills	15208 E 39th St	Independence	MO	64055	521.5467	521.5465
Truman High School	3301 S Noland Rd	Independence	MO	64055	521.5350	521.5350
William Southern	4300 S Phelps Rd	Independence	MO	64055	521.5477	521.5475
Administration						
Name	Address	City	State	Zip	Phone Number	
Dr. Cindy Grant Deputy Superintendent of Early Education	201 N Forest Avenue	Independence	MO	64050	521.5300	
Dr. Patti White Director of Head Start	1511 Kings Highway	Independence	MO	64055	521.5485	
Amy Cox Principal, Hanthorn / Director of Parents as Teachers	1511 Kings Highway	Independence	MO	64055	521.5485	
Amanda Spight Principal, Sunshine Center	18400 E. Salisbury Road	Independence	MO	64056	521.5526	



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



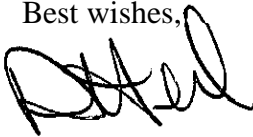
Dear Employee:

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

# **EARLY EDUCATION INFORMATION**

## **CORE VALUES AND BELIEFS**

### **Vision**

Connecting to families, one child at a time.

### **Mission**

The mission of the Independence School District Early Education Program is to **Support** and **Assist** children and families to achieve a greater degree of self-sufficiency: to include self-worth; self-confidence; ability to establish basic family goals; and to **Build** a foundation for school readiness and later school success.

### **Program Philosophy and Goals**

The Independence School District Early Education Program strives to provide the highest quality comprehensive child development program possible. We believe that:

- A child's development benefits most from a comprehensive, interdisciplinary program where staff and family work closely together.
- A child's family, and the principal influence in a child's development, must be directly and meaningfully involved at all levels of the program.
- The strengths and uniqueness of each family should be maximized through program participation.

The fundamental goal of Early Education is to increase social competence and school readiness in children. In striving to achieve this goal, the cognitive (thinking), social, emotional, creative and physical development of all children is enhanced through developmentally appropriate activities in and outside the classroom. The Early Education experience provides an active learning environment where children construct understandings based on their interests, while developing knowledge about their surroundings and social skills in relating with each other and adults. Authentic assessment of student progress is based on observation and is guided by an established portfolio development system.

The Independence School District Early Education Program is concerned about the social competence of the entire family. The program works with the whole family to create the best possible experiences for a child's maximum growth and social development. It is the Independence School District's goal to increase the family's skills in dealing with day-to-day tasks. To realize these goals, the Independence School District Early Education Program works towards:

- The improvement of the child’s health, mental health and physical abilities.
- The improvement of the family’s attitude toward future health care.
- The encouragement of the child’s desire to learn, to be spontaneous, to be creative and to have self-discipline.
- The enhancement of the child’s cognitive process, conceptual and communication skills.
- Improvement in the ability of family members to relate to each other and to others in their community and become advocates for their child and family.
- The enhancement of a sense of dignity and self-worth within the child and the family by the establishment of expectations and patterns of success for the child and family.

### **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, 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, ethnicity, disability, sexual orientation, or perceived sexual orientation.

### **Releasing a Student**

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

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

### **Leave Days**

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

### **Important Policies**

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

## Exit Procedures

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

## Emergency Preparedness

Employees should make themselves aware of the location of evacuation plans should an emergency arise. Evacuation plans are posted near the door in each classroom and other common areas. These plans will include both fire and tornado routes. Some classrooms will have a red duffel 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.

### **Independence School District Early Education Program Employees**

## **STANDARDS OF CONDUCT AND CODE OF ETHICS**

Head Start Performance Standard 1304.52 (h) requires that employees must abide by the program's standards for conduct. As an Independence School District Early Education employee, I will adopt and uphold the following standards of conduct and adopt the code of ethics as my personal code. I understand failure to uphold this code of conduct and ethics is cause for dismissal.

I will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion or disability.

I will follow the confidentiality policies set forth in Board Policy.

I am committed to providing high quality childcare in accordance with proven Head Start philosophy, goals, and objectives.

I respect parents as the prime educators of their children and will endeavor to strengthen the bond among all family members.

I understand no child should be left alone or unsupervised.

I will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse or humiliation/threats.

I will not employ methods of discipline that involve isolation, the use of food as punishment or reward or the denial of basic needs.

I will protect and promote each child's physical and emotional well-being, mental capability, and social competency.

I promise to conserve and protect the property and resources of the Early Education Program entrusted to my care.

I will not solicit nor accept personal favors, gratuities, or anything of monetary value from contractors, or parties to subcontract. (45CRF Part 74.42)

I will continue to improve my personal growth and skills as a childcare professional through relevant training.

I will directly approach my peers in a non-threatening, non-judgmental manner with any programmatic concerns I have.

I dedicate myself to maintaining high professional standards, and performing with intelligence, commitment, and enthusiasm.

---

Signature of Employee

---

Date

## Independence School District Early Education Program

### **CONFIDENTIALITY POLICY**

#### Parental Rights

Client confidentiality is a family's right to the protection of private, personal information shared with an agency for the purpose of receiving services. Confidentiality is an ethical obligation of every Early Education staff member as well as a program requirement. All required records of families and children must be safeguarded to assure confidentiality. Your child's file is kept in a locked file cabinet in the site office.

To further protect client confidentiality, the Independence School District Early Education Program complies with regulations of "Family Educational Rights and Privacy Act of 1974." This law grants parents or guardians the following rights:

1. To review official school records and data directly related to a student within a 45 day period after written request is made.
2. To review the content of the student's records for the purpose of questioning or deleting inaccurate, misleading or otherwise inappropriate data contained therein.
3. To give or withhold consent before personally identifiable records are released to certain persons or agencies.
4. To be notified when records directly relating to the child are subpoenaed by a court of law.
5. To communicate with the United States Department of Health and Human Services if a parent or guardian believes their rights have been violated.
6. To withhold the following information from being released as public information: student name, address, date and place of birth, participation in officially recognized activities and awards received.

The following individuals have access to your child's file:

- Any Health and Human Services official representative
- Any State official, such as USDA, Dept. of Social Services, Dept. of Health
- The Auditor for the School District of Independence, Missouri
- Early Education Director
- Early Education Secretary/Data Clerk
- Early Education Program Support Specialists
- Early Education Specialists
- Early Education Coordinators
- Early Education Teacher
- Early Education Teacher Assistant
- Administrators of School District of Independence
- Grantee staff



**Independence School District Early Education Program**

**CONFIDENTIALITY POLICY**

As an employee of the School District of Independence, I, the undersigned, hereby agree to keep all information regarding clients in the strictest confidence. This includes information on file and any information I may obtain while an employee of the School District of Independence.

This is to verify that I have received a copy of the Independence Early Education Confidentiality Policy. I have read the policy, it has been explained, and I understand the policy and procedures.

I understand that a breach of this policy of confidentiality will be just cause for my immediate dismissal.

---

Employee

Date

## **WORK PLACE GUIDELINES**

### **Beginning Employment**

#### **NOTIFICATION OF NEW EMPLOYEES**

After interviews are complete, the Human Resources office or designee will offer positions to selected candidates. Salary negotiations, working hours, and start date are determined by Human Resources and/or designee.

#### **DISTRICT EMPLOYEE HANDBOOK**

The handbook is a reference for use in understanding job expectations. The information in the handbook is to be understood, and the employee is held accountable for such information. Staff will not receive a hard copy of the handbook, but will have access to the handbook online through the district website. The employee will be asked to sign a receipt indicating they have read and understand the handbook; the receipt will be filed in the employee's personnel file.

#### **INITIAL HEALTH REQUIREMENTS**

Physical and TB testing are required of all staff. A Food Handler's certificate is required of all teaching staff.

#### **NEW STAFF ORIENTATION**

New staff will be provided training on responsibilities and expectations through scheduled meetings with the following personnel:

- School Principals and/or Early Education Coordinators/Early Education Specialists: Program Philosophy and Goals, Policies and Procedures, including Job Descriptions and Evaluation process, and Review of Staff Handbook.
- School District Human Resources: Criminal Record Screenings, FBI Screening, Insurance Information, Sexual Harassment Training, Child Abuse and Neglect, Personnel Forms, and Employee Photo ID
- Early Education Content Leads: Environments, Daily Routine, Adult/Child Interactions, Curriculum and Lesson Plans, and Assessment. Additional trainings will include Positive Guidance, AI's Pals Resiliency, Brigrance, Ages and Stages, DECA, First Aid, Universal Precautions, and Handwashing.

## **General Personnel Guidelines and Procedures**

### **DUTIES**

All job description duties are to be strictly adhered to. Any changes must be requested in writing and approved by the Deputy Superintendent, and/or building supervisor.

### **JOB DESCRIPTIONS**

Each position receives a job description detailing qualifications, experience, and performance responsibilities. The job description serves as a framework for expectations in your assigned role. These job descriptions are included in the “Employment” section of this handbook.

### **STANDARDS OF CONDUCT / CONFIDENTIALITY POLICY**

All staff members annually receive information regarding the District Early Childhood Program Standards of Conduct and Confidentiality Policy. Staff members will sign receipt of that information which is then filed in the personnel files.

### **PERFORMANCE EVALUATIONS**

Evaluations will be completed according to policy set forth by the Independence School District. Frequent observations, varying from formal scheduled observations to short unscheduled observations, will be included in the process. Copies of these evaluations are included in the “Employment” section of this handbook.

### **PROFESSIONAL DEVELOPMENT PLANS**

All staff working for the Independence School District Early Education Program will prepare and implement a Professional Development Plan (PDP) 3 times per year. Each staff member will provide a copy of this PDP plan to their immediate supervisor for inclusion in their personnel file. Original PDPs will be submitted by their supervisor to be filed at Central Office at the end of the program year.

### **ANNUAL REQUIREMENTS**

Staff is required to submit an initial Missouri Physical Exam Report (a Missouri Physical Exam Report is required every two years after their initial exam report.) An initial TB test, information required for Family Care Safety Registry screening, training certificates, and the most current transcripts are required for staff. Periodic re-certification is required for CPR, First Aid, Food Handler’s Permit and Crisis Prevention Institute.

### **HOURS**

Consult your letter of appointment for the number of hours you are to work. You will have 30 minutes to an hour for a duty-free break during the day. This means that you will be in attendance at your site for 30 minutes to an hour longer than your work hours. For example, if you are to work eight (8) hours, you will be in attendance at your site for eight and a half (8 ½) to nine (9) hours each day.

Personnel should arrive promptly and time in daily according to the schedule assigned. Exceptions must be requested in writing and receive approval from the building administrator and/or Early Education Coordinator.

### **COMBINED SITE AND SNOW DAYS**

All Headstart staff are assigned to an A or B calendar. You should have received a copy of your calendar along with your letter of appointment. If you must be absent on a combined site or snow day, the following are the steps you will need to take:

1. You are responsible to let your Coordinator and Principal know.

Although we know that absences are sometimes unavoidable, the Early Education administration will be monitoring absences for patterns. You will be allowed to use personal or sick days on combined site or snow days when applicable. At any time, you may be required to provide a doctor's note.

### **TIMECLOCKS**

Early Education staff should record their working hours using the district's electronic timekeeping system. The payroll secretary/supervisor will review your time sheet by verifying the information recorded in the system. The building principal will approve the timesheet at the end of the pay period.

### **ABSENCE FROM DUTY**

**Proper notification of absence from duty is expected from all staff.** Absence or intent to be late must be reported as soon as possible to the designated building representative. A substitute, if needed, will be arranged by your building representative. Absence should be reported at least two (2) hours prior to the start of the shift.

### **EXCESSIVE ABSENTEEISM**

All employees will follow district Policy 4310 with regards to excessive absences in a year. District policies are available on our website.

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

### **LEAVE REQUESTS**

Any request for leave is pending approval by the Building Principal and/or Early Education Coordinators. For employees working 25 - 40 hours a week, an *Independence School District Leave Request* form must be filled out and signed by an Early Education Supervisor. Except in the case of illness or emergency, leave should be requested at least two (2) weeks in advance. This applies to vacation requests as well.

For hourly employees, a written request for time off must be submitted with the Early Education Coordinator or Principal's signature.

Any participation within or out of district trainings **MUST** have the approval from Central Office Administration two weeks prior to the training.

## **DRESS CODE**

The Independence School District Early Education Program provides professional comprehensive child development services to children and families. It is important that staff dress in a way that reflects this professionalism. Dress and personal grooming set expectations and provide a role model for children, families and volunteers. Individual buildings may have specific guidelines; check with your building administrator.

## **PERSONAL PROPERTY**

All personal property being brought in for use should be labeled. The District is not responsible for damage or loss of these items. Handbags and car keys must be **locked** in a file cabinet. All personal items posing potential harm or choking hazard to others **MUST** be locked away at all times. (i.e.: medications, nail file, candy, etc.)

## **CHANGES IN STAFF INFORMATION**

It is the staff member's responsibility to maintain correct, updated information on the employee emergency card. It is mandatory that changes in name, address and/or phone numbers are reported to the Early Education Data Entry team and the Business Office on the Employee Information Change Form.

## **RESIGNATION AND TERMINATION**

Each Early Education staff member will receive a letter of appointment detailing hours of employment, salary, and the terms of employment relating to resignation and termination. Please consult your letter for this information.

## **PARENT CONTACTS**

Parent involvement is everyone's responsibility. In most cases, telephone calls to parents should be made during staff working hours. Because of the number of staff and families involved, all phone calls should be as brief as possible. Social networking sites such as Facebook, Twitter, My Space, etc. are not appropriate methods and are not to be used for any workplace discussion or issue. These sites are not appropriate and must not be used in regards to students or to contact families. **ALL PHONE CALLS AND SIGNIFICANT FACE-TO-FACE CONVERSATIONS WITH PARENTS OR GUARDIANS MUST BE DOCUMENTED on Contact Record Sheet and/or in Child Plus.** The sheet must be placed in the child's working file. It is strongly recommended that you do not make your home telephone number available.

If the contact is expressing educational, social services, programmatic or health concerns, please copy and forward it to the Deputy Superintendent or designee.

## **PUBLIC RELATIONS**

In order to plan and execute an effective program, it is necessary for each staff member to establish and maintain a positive rapport with parents and community representatives. Please feel free to invite special people to visit your classroom; be sure to notify office of dates and times of these events. Inform visitors of the need to provide state issued ID, sign in and obtain a visitor tag in the office prior to going to the classroom. Students' addresses or parents' names should never be released without written consent. **All volunteers who plan to participate in the classroom or on field trips must (by board policy) complete a Child Abuse and**

**Neglect /Criminal Records screening.** Forms to initiate the screening are available in each site office. Community volunteers are encouraged to utilize the Youth Friends network for volunteer training in addition to training provided within the program. Volunteers working 5 or more hours per week are required to have a medical exam within 30 days that includes a TB risk assessment as noted in Licensing Requirements (pg. 29, Section 19 CSR30-61.125, D).

## **Student Related Staff Responsibilities**

### **Active Supervision**

#### **A Reference Fact Sheet from**

#### **The Head Start National Center on Health**

Keeping children safe is a top priority for all Head Start and Early Head Start programs. The Head Start Program Performance Standards require the “no child shall be left alone or unsupervised while under their care” (45 CFR 1304.52 [i] [1][iii]). But what is active supervision and how will it benefit children and staff?

Active supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. Educators from all over the world use this strategy to make sure that children of all ages explore their environments safely. Each program can keep children safe by teaching all educators how to look, listen, and engage.

#### **What is Active Supervision?**

Active supervision requires focused attention and intentional observation of children at all times. Educators (all Head Start staff who care for children) position themselves so that they can observe all of the children: watching, counting, and listening at all times. They also use their knowledge of each child’s development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.

#### **Strategies to Put Active Supervision in Place**

The following strategies all children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. This includes daily routines such as sleeping, eating, and changing diapers or using the bathroom. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

## **Set Up the Environment**

Educators set up the environment so that they can supervise children at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that educators can observe.

## **Position Staff**

Educators carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Educators stay close to children who may need additional support. Their location helps them provide support, if necessary.

## **Scan and Count**

Educators are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They account for and name the children frequently. This is especially important during transitions, when children are moving from one location to another.

## **Listen**

Specific sounds or absence of them may signify reason for concern. Educators who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert educators when a child leaves or enters the room.

## **Anticipate Children's Behavior**

Educators use what they know about each child's individual interests and skills to predict what they will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc) informs educators' observations and helps them anticipate children's behavior. Educators who know what to expect are better able to protect children from harm.

## **Engage and Redirect**

Educators use active supervision skills to know when to offer children support. Educators wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance and redirection depending on each individual child's needs.

## **NO CHILD LEFT BEHIND (A.K.A. On-Going Attendance Procedure)**

The Head Start Program Performance Standards require that "no child shall be left alone or unsupervised while under their care" (45 CFR 1304.52 [i][1][iii]). In order to ensure each child's safety, staff will actively participate consistently throughout the day:

- Every teacher will be provided with a plastic cover and key ring.
- All teachers will be expected to carry a current list of their students at all times ...
  - Adding students as they arrive,
  - Crossing off students as they leave,
  - Adding children to your list when combining classrooms.
- When someone relieves you from your room, give them your current list.
- When you come back to your room, make sure you get your list from the person that relieved you.
- The last teacher in the room is responsible for doing a visual sweep of the room (to ensure there are no hiding friends) before the class exits any space.
- Per the Code of State Regulations, "children shall be monitored while in the bathroom" 19 CSR 30-62.082[3][A][5]. The last teacher in the room is responsible to include the restroom (if applicable) in the visual sweep before the class exits any space.
- The expectation is that you not only count, but account for each child in attendance prior to leaving any space and upon arrival to your destination.

**It is the expectation of Early Education this procedure will be followed at all times as it is best practice and is not negotiable. I understand that failure to follow these critical expectations will result in disciplinary action up to and including termination.**

---

**Signature of Employee**

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**Date**



## FOOD/BEVERAGES

Teachers are role models to children and therefore should eat and drink only what is available to children. If you bring in food from outside to consume during your break, it should not be in the children's view.

## TELEPHONE POLICY

Staff will not be called away from assigned duty unless there is an emergency. The secretary or Early Education Specialist will place a message in your box or ask the caller to call after school hours. Teachers are never to leave students unsupervised to come to the phone. In case of emergency, support staff will be available to supervise the classroom.

**Personal cell phones are not to be used in the classroom. Personal cell phones are not to be answered or used to place calls while the employee is on the job supervising children.**

In the case of an emergency, a cell phone can be used to call for help or provide situational updates to school district personnel. Support staff personal cell phone ringers should be turned off or set to vibrate while in meetings or otherwise on the job.

DO NOT USE CELL PHONES IF THERE IS A BOMB THREAT or catastrophe in the area.

## SUBSTITUTE TEACHER

Teachers and Teacher Assistants are responsible for orienting substitutes to the program/classroom. Upon arrival at the workplace, substitutes will be expected to read the Substitute Notebook that states important need-to-know information that is site specific. Program practices are summarized for quick reference.

A Substitute Evaluation is completed on substitutes and forwarded to the Independence School District Central Office to the Substitute Services Secretary.

## REST TIME

As a part of our curriculum, rest time is provided to children in full day programs. **Preschool children who do not sleep shall rest on cots or beds at least thirty (30) minutes, but shall not be forced to remain on cots or beds for longer than one (1) hour.** They shall then be permitted to leave the napping area to engage in quiet play. Many teachers rely on this time to complete paperwork, clean areas or perform other routine duties. If you have children who do not rest, you must plan for them first, and complete tasks only if they are being attended to or are working independently.

## CURRICULUM

Our Early Education Program utilizes two different curriculums to meet the needs of the varied age groups within the program: Creative Curriculum and Project Construct. Preschool classrooms have an additional curriculum, *Al's Pals: Kids Making Healthy Choices*, to support social-emotional development. Additional resources are available for teaching staff to use within the classroom, including elements of Jolly Phonics.

## **SCREENING**

All children in the Head Start Program receive a developmental and social-emotional screening within the first 45 days of their enrollment and at the beginning of each school year.

For the developmental screening, children birth to two years of age are screened using the Ages & Stages Questionnaires and children two through five years of age are screened using the Brigance Head Start Screen III.

Teaching staff also completes the Parents as Teacher Born to Learn Screening Summary and Health Record at the time of initial screening.

## **ASSESSMENT**

Throughout the year children will be assessed using the Desired Results Developmental Profile (DRDP). The DRDP is a research based observational assessment that has been recommended by the Missouri State Board of Education. Children birth to three years of age are assessed using the Desired Results Developmental Profile Infant/Toddler (DRDP-IT). Children two through five years of age are assessed using the Desired Results Developmental Profile Preschool (DRDP-PS 2015).

Teaching staff collects information throughout the year for this ongoing assessment and progress is tracked by completing the DRDP assessment three times per year for each child-at the end of the Fall, Winter, and Spring terms. This assessment allows teachers to monitor each child's growth and development and plan learning activities accordingly.

## **HOME VISITS/PARENT-TEACHER CONFERENCES**

All families enrolled in the Head Start Program will take part in two school conferences and two home visits. During these, families and teaching staff meet together to discuss the child's development and identify individualized goals.

Any time a conference is scheduled with a family that requires staff to leave the school building, the office should be notified of the scheduled time and location of visits. Staff must complete the designated **Home Visit Schedule** and submit it to center office and/or site staff.

## **Health and Safety**

### **TOOTH BRUSHING**

Self-care oral hygiene procedures should be emphasized daily as a part of the classroom experience. Supervised tooth brushing must be a part of classroom teaching. Adult toothbrushes may be supplied so teaching staff can model and brush with the children. Toothbrushes must be thoroughly rinsed daily. Teaching staff must monitor cleanliness and condition of toothbrushes on a regular basis and request new toothbrushes from the Early Education Content Lead for Health when they need to be replaced.

### **SERVING FOOD**

Food handler gloves must be worn by staff during food service.

### **HANDWASHING**

To prevent the spread of disease, children and staff must wash hands after entering the classroom, prior to eating, before and after sensory activities, after using the restroom, and after using a tissue.

Proper handwashing steps include:

1. Wet hands with water.
2. Use one push of soap
3. Wash hands, front, back and thumbs for 10 - 15 seconds.
4. Rinse hands thoroughly.
5. Dry hands using one paper towel.
6. Turn faucet off with paper towel.
7. Dispose of paper towel in wastebasket.

A handwashing pictorial is provided to be placed at children's eye level at sinks to help children learn this hand washing process.

### **TOILET TRAINING**

As children show signs of readiness, staff will begin the toilet learning process with them. To exempt a child from programming based on toileting skill levels is discrimination.

Most preschool children will have bladder and bowel control and be able to take care of their own bathroom needs. However, it is not unusual for preschool children to have occasional accidents. Parents are asked to send a change of clothing to school for their child (including socks). When an accident occurs, wet wipes, plastic bags, and gloves should be available to assist the child. All staff are required to assist children when necessary. Staff verbally encourages children to change their own clothing. If a child requires additional adult assistance, two (2) staff members should be present. Loose fecal material is to be dumped into the toilet and soiled clothing bagged for the family. Your positive interactions and attitude while assisting a child will promote their self-worth and encourage the child's interest in becoming independent. The soiled clothing and a letter listing any clothing needs, completed by the teacher or assistant, are to be sent home with the child.

If you have a child who has frequent bowel or bladder accidents, discuss the problem with the parents. If accidents continue, contact your Content Lead for additional support.

## DIAPERING PROCEDURES

Staff are to wear vinyl gloves when diapering children. Gloves may be removed when fastening children's outer clothing. Hands are to be washed after each diapering. Child's hands are to be washed after diapering as well.

The diapering surface is to be cleaned and disinfected between each diapering following the three step process: soapy water, rinse water, and bleach water.

In infant/toddler programs, staff completes a **Daily Sheet** on each child.

## ANIMALS VISITING IN CLASSROOM

Form **Animals in the Classroom** must be completed forty-eight (48) hours prior to bringing animals into the classroom, and annually if returning. Request should be submitted to the Content Lead for Health. Due to the increase in allergies and asthma in children, it is your professional responsibility to initiate the permission process by providing the completed request form.

## ANIMALS IN CLASSROOM

Please complete **Animals in the Classroom** form and submit to the Content Lead for Health before bringing in animals to the classroom as permanent residents.

As a licensed facility, it is imperative that classrooms follow State and City requirements for keeping animals in the classroom:

1. Animals which may pose a threat to the health or safety of children shall not be permitted on the premises or shall be penned securely in an area which is inaccessible to the children.
2. If an animal bites a child, the parent(s) shall be notified immediately. The early Education Coordinator or Principal shall contact Animal Control to remove the animal from the premises.
3. Animal habitats shall be kept clean.
4. Areas used by children shall be free of animal excrement.
5. Litter boxes shall not be located in areas used by children or in food preparation areas.
6. Food and water dishes used by animals shall not be accessible to the children.
7. These animals are never allowed: reptiles, turtles, birds, baby ducks or chicks, and ferrets.
8. Wild animals common to the local area are not allowed by city regulation.

Animals allowed out of their habitat must be used in a supervised, purposeful activity.

## EXTERMINATION PROCEDURES

1. No extermination services will be provided while children are on premises.
2. Extermination service providers will provide a communication log into which entries are placed stating insect sightings to provide for appropriate treatment of infestation areas.
3. Extermination service providers will provide prior notice reminders of scheduled visits to allow for notification of staff.

4. Extermination service providers will provide building administrators a listing of all contents and ingredients included in the product used.

### **LAWN SERVICE ON SCHOOL DISTRICT PROPERTY**

1. Do not take children outside if mowers from Facilities are mowing within the fenced playground area.
2. If broadleaf weed killer is applied, it requires two (2) hours to dry. **NO ONE SHOULD BE WALKING IN FRESHLY SPRAYED GRASS. IF YOU OBSERVE DISTRICT STAFF SPRAYING THE GRASS, PLEASE KEEP CHILDREN INSIDE FOR THE TWO (2) HOUR DRYING PERIOD.**
3. If advance notice of spraying dates is received, staff will be notified.

### **EMERGENCY INFORMATION**

Every staff member is responsible for being knowledgeable of emergency evacuation information for every location in the building that children and staff utilize. Evacuation information for fire and tornadoes must be posted by the door to the office or classroom. Staff must familiarize themselves with both primary and secondary exits.

Monthly drills for fire and quarterly tornadoes drills are to be conducted. Each educational opportunity involving emergency information to children and all conducted drills are to be documented on the Missouri DHSS form. These practice opportunities are crucially important to preparing staff and children for quick response in case of a real emergency. District Emergency Preparedness Flip Charts of information must be posted in every room.

### **FIRST AID KIT/FANNY PACKS**

Materials for emergency care of children are to be taken on all field trips, onto the playground, and when staff and children leave the classroom for emergency drills. The first aid kit/fanny pack should contain the following items: vinyl gloves, mouth shield for CPR, band aids, gauze four by four, tissues, zip lock bag, and current class roster.

### **MAINTAINING RATIOS**

Students are to be supervised at all times. **At no time should a child be left unattended. Appropriate classroom ratios should be maintained, as required by Head Start Performance Standards and Missouri State Childcare Licensing Regulations.**

### **DAILY**

Staff shall include children in cleaning routines to maintain a clutter free, organized and safe environment for children.

A weekly cleaning schedule will be implemented by classroom staff and may be monitored at any time by an Early Education Coordinator, QA Monitor, or the Director of Head Start.

### **UPON ARRIVAL OF FIRST STAFF MEMBER**

Take down chairs and clean tables with three (3) step cleaning process (soapy water, rinse water, bleach water.)

### **THROUGHOUT THE DAY**

Before meal/snack time, clean tables and counters (and utensil containers) with the three (3) step cleaning process.

Wipe tables and chairs as needed after each meal using three (3) step cleaning process.

After meal/snack time, assist children to pick up food from floor and sweep the floor.

Children assist teachers to keep materials and classroom clean and safe. Children will clean up after center time and assist with clean up at other parts of the daily routine as appropriate.

When a child is observed with a toy in their mouth, it will be placed in bucket and disinfected later.

Children pick up items and sweep sand from floor periodically.

### **AFTER LAST CHILD LEAVES**

Clean chairs, tables, and counter tops with three (3) step cleaning process.

Clean water table and water toys with three (3) step cleaning process.

Toys that are in close contact with children's faces, such as phones, should be cleaned daily using the three (3) step cleaning process.

### **PERIODIC CLASSROOM CLEANING SCHEDULE**

Animal habitats are to be cleaned on a weekly basis.

During cold and flu season or when a large majority of children are absent due to illness, materials are to be washed and disinfected frequently.

### **PROCEDURE FOR LOSS OF HEAT/AIR CONDITIONER AT EARLY EDUCATION SITES**

If it is determined by ISD administration that the loss of heat/air conditioner to any of our EE sites falls, outside the licensing guideline this is:

## **19 CSR 30-62.082 Physical Requirements of Group Day Care Homes and Day Care Centers**

(2) (A) General Requirements. (5.) The facility shall be dry, temperature controlled, well-ventilated and free of drafts.

Children shall not be overheated or chilled. The temperature of the rooms shall be no less than sixty-eight degrees Fahrenheit (68°F) and no more than eighty-five degrees Fahrenheit (85°F) when measured two feet (2') from the floor

The following procedure will occur:

1. Parents of the children already at the site where heat/air conditioner loss has occurred will be contacted to pick up their children and transport them to the district's chosen alternative location.
2. Parents of children not yet at the effected site, will be contacted and informed they will need to drop their child off at the district's chosen alternative location if care is still needed.
3. Alternative locations will be determined based on the effected school's location– the two locations deemed licensed appropriate will be Sunshine Center or Hanthorn.

## **EDUCATION / CURRICULUM**

### **DAILY ROUTINES**

Changes in classroom daily routine must have prior approval of Early Education Coordinators or building Principals.

### **LESSON PLANS**

Lesson plans and weekly individualized plans (with cover sheet) must be completed and posted in classrooms on Monday mornings. All lesson plans, Weekly Individualized Plans, Video Requests, etc are maintained by teachers in an electronic format.

### **NEWSLETTERS**

Each classroom is expected to send home a minimum of one activity newsletter/contact to families per month. A copy of each newsletter should be approved by the assigned Coordinator or Principal one week prior to distributing to families. Copies should be given to the building Principal. Classrooms are responsible for maintaining a communications file per Head Start and Accreditation Standards.

### **ADULT/CHILD INTERACTIONS**

Children do what they see and hear adults do. Adults must get down to talk with children at their eye level and in a respectful manner. It is not appropriate to talk across the room to a child or group of children; staff must move to them. Children learn through the observation of adult behaviors how to use emotions, how to engage in appropriate conversations, and how to apply manner in their everyday life.

### **TRANSITIONING IN HALLWAYS**

Staff should follow these guidelines when transitioning early learning students through the hallways and to and from the playground:

- **Children should be between staff at all times.**
- Children must not run ahead of staff into restrooms, classrooms, onto the playground, etc.
- Staff must establish stopping points to regroup and prevent children from lagging behind.
- Use developmentally appropriate strategies to promote safety and respect of others as the children move through the building.

### **FIELD TRIP PROCEDURES**

Some PTA budgets and Title 1 programs allocate funds for field trips. Field trips should be educationally relevant and must be approved by the Principal and Early Education Coordinator.

1. Teachers submit **Field Trip Proposal** to Early Education Coordinator and Principal for approval.



2. Teacher (or program secretary) completes **Bus Request** form and submits it to the Transportation Department.
3. If sack lunches are needed, teachers are to notify the Nutrition Center one month in advance of the field trip.
4. Parents are to be notified of field trips in monthly newsletters in advance and are invited to participate in the field trip. Follow building procedures for volunteer requirements.
5. The decision to deny any student of field trip attendance must be made by the Early Education Coordinator and the Principal.

Lead teachers are to ensure that children are counted upon entering and exiting the bus. Buses must be inspected from back to front by a staff member to ensure that all children have exited the bus.

Arrangements are in place with the Independence School District Transportation Department to provide transportation.

### **VIDEO USAGE**

The use of videos, including approved You Tube videos, can enhance and enrich the child's learning experience. Videos chosen must have educational goals and objectives stated in the lesson plan and be of high quality and educational value.

The video title and purpose of use must be listed in the lesson plan at least one week prior to use. Preparatory and follow up activities and discussion should be stated.

It is not allowable to show any copyrighted videotape for entertainment, fundraising, or as a time-filler. This become a public performance that does not come under fair use, which requires a license or permission. Feature length movies brought in by families/staff are not to be shown.

### **REFERENCE MATERIALS**

The following licensing regulations are available to all staff via hard copy, the G drive, or through google docs:

Staff Handbook, ISD Early Education Service Plans, Head Start Performance Standards, assessment notebook, Project Construct/Creative Curriculum, Resiliency Curriculum, DECA Strategies Guide, and STEP Manual. Hard copy materials are the property of the Independence School District and are to be kept in an easily accessible location in the classroom and/or building as applicable.

A complete copy of Policies of the Board of Education is available in the building administrator's office or on the Independence School District website. It is the responsibility of each staff member to become familiar with the above documents, and follow outlined procedures.

## Playground Guidelines

### GENERAL GUIDELINES

Infant/Toddler ratios of one to four (1:4) must be maintained. Because of the increasing mobility of preschoolers, it is expected that two (2) staff members be present at outdoor time.

1. Based on wind-chill factor or heat index, children shall not be exposed to either extreme element. Consult the Principal or early Education Coordinator if weather is questionable.
2. The First Aid/Fanny Pack containing the playground class roster, walkie talkie, and a building access key card, if used, will be taken by one of the supervising staff members accompanying the children.
3. Staff members should always do a visual survey of the play area for foreign objects, open gates, vandalism, broken glass, broken equipment, etc.
4. At no time will exterior doors be left propped open. To promote safety and security, building key access cards must be used as children and staff re-enter the building at the completion of outdoor exercise.
5. When children or adults are injured or ill on the playground, do not move them if they are unable to move themselves. Use the walkie talkie or send the classroom assistant for help; the teacher remains on the playground. If a child is injured and able to move, the assistant should bring the child to the nurse's office or main office within the building.
6. The playground is a place for active staff supervision of children. Staff members should position themselves in separate areas to insure maximum zone supervision. Children should be visible to supervising staff at all times. **Staff members engaged in personal conversations with other staff members are jeopardizing children's safety.**
7. Teachers and assistants interact with the children to promote dramatic play on the playground as an extension of the classroom experience. Outdoor time is a part of the curriculum and a valuable time for child/staff interactions for learning.
8. The staff is responsible for teaching children and volunteers to use playground equipment properly. Please station volunteers, assign areas to monitor and interact with children.
9. Pea gravel and other ground coverings are there to cushion children's falls and provide safety. Kicking or throwing pea gravel is unacceptable. Close supervision and instruction are required to help children ensure their own safety on the playground.
10. Toys taken to the playground from the classroom or from storage sheds must be returned when play is completed. Playground equipment should be stored away in designated storage spaces at each individual building. Vandalism is an issue on some of the playgrounds and safe storage of equipment improves its life span.

### CLIMBING EQUIPMENT

Teachers and assistants are expected to introduce children to various areas of structure.

Children are not to jump from the structure.

Children should sit to go down slides.

Children should go through tunnels, never over tunnels.

Children are to cross horizontal ladders using hands, and may not hang upside down or crawl across the top of the structure.

### **TRIKES**

Teachers and assistants are expected to introduce and teach trike safety.

One adult supervised the exit of trikes, while the other adult supervises those riding out.

Helmets (if available) should be worn by children and returned to appropriate storage when outdoor time is complete.

## **Classroom Social-Emotional Guidelines**

Many children may engage in inappropriate behaviors because they lack the necessary skills needed to manage their emotions and handle daily stressors. Therefore, it is necessary for staff to teach children these skills. The Independence School District Early Education Program uses the Devereux Early Childhood, Infant/Toddler and Preschooler Assessment (DECA) program and AI's Pals Resiliency Curriculum to support children's social/emotional development. Teachers are to include the components of these programs into weekly lesson plans and should promote and model skills on a daily basis.

## **Prevention of Challenging Behaviors**

Research shows that anywhere from 90% to 95% of challenging behavior can be prevented through basic classroom practices that are good for ALL children. Such practices include:

- A consistent routine; visually posted and frequently referred to;
- Planned transitions that are quick, efficient, and meet the individual needs of children;
- Visually posted classroom rules/expectations (with children's input); frequently referred to;
- Classroom space, materials, and activities that meet the needs of the children;
- Trusting relationships between teachers and children; interactions are frequent, meaningful, and authentic.

Before the Problem Solving Team (PST) can plan for individual children, these strategies must be in place to ensure the success of targeted interventions.

## Guidance and Discipline

A goal of the Independence School District Early Education Program is to help children function as a caring community of learners. Adults facilitate the development of self-control and self-regulation needed for constructive relationships with peers and adults by using developmentally appropriate positive guidance techniques. The use of a “safe” place or behavior charts can be part of a positive guidance plan implemented under the guidance of the Education, Mental Health or PST staff.

### **POSITIVE GUIDANCE TECHNIQUES**

1. **Redirection/Distraction:** Redirection simply means directing the child to another area or activity in order to diffuse and/or avoid a conflict. Distraction utilizes sensory input, (i.e.: sound, smell, pictures, etc.) to distract the child from current behavior.
2. **Problem solving:** Children need to learn to solve their problems verbally, not physically. Often this takes a great deal of time on the part of the parent or caregiver. The seven steps to aid in problem solving are:
  - a) Approach the situation calmly.
  - b) Recognize children’s feelings and gather information. (“You look frustrated. What’s the problem?”)
  - c) Restate the problem according to what the children say. (“You both want the doll.”)
  - d) Ask for ideas for solutions.
  - e) Restate the suggested solution(s) and ask children to make a decision about which one to use.
  - f) Encourage children to act on their decisions.
  - g) Be prepared to give additional support.
3. **Clear limits, clear consequences:** Children need to understand the limits and what the consequences of breaking the limits will be. If children are given a voice in setting limits and consequences, they will adhere to the limits much better. Staff will be sure that the consequence is related to the limit (logical). The consequences must be reasonable and fair. For example, if a child does not put away a game, that child may not get to play that game the following day. To deny the child all games for two weeks would not be reasonable.
4. **Modeling:** Children learn more from what they see. Adults must be careful of what is said in front of children about their peers and teachers. Positive attitudes will be adopted by the children through positive adult examples.

### **UNACCEPTABLE DISCIPLINE TECHNIQUES**

1. **ABSOLUTELY NO PHYSICAL PUNISHMENT WILL BE USED.** This includes grabbing, yanking, pulling or pushing children.
2. Verbal abuse, such as yelling, swearing, making demeaning remarks, name-calling, teasing, etc., will not be tolerated.
3. A safe hold (CPI) is used only when a child is a danger to himself or others. A safe hold (CPI) is implemented only by staff trained in this technique. **If a child is held using CPI, the parent must be notified that day.**

## BEHAVIORS REQUIRING IMMEDIATE ACTION

Children shall not be allowed to intimidate or harm others, harm themselves, or destroy property (Licensing pg. 34, 19 CSR 30-61.175 Child Care Program, C, 1-11). The following behaviors are considered intimidating and harmful: inappropriate abusive language (statements about killing), ongoing use of profanity, sexually inappropriate behavior (exposing self, touching others, etc.), hitting, biting, kicking, scratching or running away from adults.

Procedures for handling children who scratch, hit, kick, or bite are as follows:

1. The injured child's injury site should be medically evaluated by the building nurse or classroom staff in the absence of a nurse. Documentation will be made in the student's health record, including recommendations for additional medical evaluations.
2. Teacher problem solves with both children about the situation, and the offender is involved in comforting the child whom he/she hurt (if appropriate).
3. Teacher documents and talks with the parents of the child who has scratched, bit, hit or kicked.
4. Teacher documents and talks with the parents of the injured child. Teacher shall not provide the parents with the name of the offending child. Confidentiality must be maintained.
5. Parent contact documentation is placed in the child's permanent file.

If a child continues to engage in harmful and intimidating behaviors, the following Behavior Intervention Policy will be followed.

### Behavior Intervention Policy

Isolated episodes of disruptive behavior are due to be handled by the classroom staff (i.e., with use of positive guidance strategies and DECA), with support from the Principal or Early Education Coordinator. The Content Lead for Student Supports should always be aware of children with potential behavior/mental health concerns.

**When behaviors become repetitive, the following process will begin:**

1. A **Request for Intervention** form will be completed and sent to the Content Lead for Student Supports. They will determine the next steps.
  - If it is determined necessary; a signed **Permission for Behavior Health** form will be required and observation by the Content Lead for Student Supports can be completed.
2. Content Lead for Student Supports will gather additional information and will make contact with the Principal or Early Education Coordinator and the Teacher.
3. The Content Lead for Student Supports will conduct an observation in the classroom setting.
4. Based upon the observation and interviews, the following interventions may occur:
  - A Problem-Solving Team meeting which may include; the Teacher, Content Lead for Student Supports, Early Education Coordinator, Principal, and other school personnel is held.
  - Mental health referral for the child and/or family.
  - Additional Observation and consultation.
  - Specialized training and support for teachers and/or family.
5. Plans will be evaluated by the Problem Solving Team for effectiveness every 4-6 weeks.

For additional support, staff are encouraged to request for individual consult( through the PSS) and/or participate in trainings. **The EEC, Principal, and/or Content Lead for Student Supports should be contacted for crisis situations and general questions regarding children and families.**

### **CHILD/FAMILY MENTAL HEALTH CONCERNS**

If a family indicates a need for mental health assistance, separate from classroom issues, teachers will refer families to their Early Education Coordinator and/or building principal. The Early Education Coordinator will contact the Content Lead for Student Supports for additional support or resources as necessary.

### **Problem Solving Team (PST)**

The Problem-Solving Process (PST) is a resource available to teachers and support staff. The Problem-Solving Team is composed of various staff members and can include: the building administrator, classroom teachers, ECSE staff, Content Leads, and/ or Early Education Coordinators.

The purpose of the Problem-Solving Process (PST) is to strategically match intervention strategies to student need: thereby increasing the probability of success. PST is based upon the belief that all students can and will learn given the right conditions.

This process offers assistance and support to parents and teachers in working with their student(s). An initial Problem-Solving Team meeting will result in one of the following actions:

1. Determine the need for intervention strategies.
2. Select interventions and data are collected.
3. Schedule a follow up meeting.

Request for Assistance from Problem-Solving Team forms are to be sent to the Early Education Specialist. The request may be made by the classroom teacher, or other individuals with relevant information about a child.

The parent/guardian should be aware of concerns. No timelines or expectations begin until the classroom teacher has completed the PST form. The request will be reviewed, logged and a Problem-Solving Team meeting will be arranged.

### **PROCEDURES FOR COMPLETING BEHAVIOR FORMS FOR OUTSIDE REFERRAL AGENCIES**

1. If a parent or agency requests school information regarding the social/emotional development of a child, notify the Early Education Coordinator and/or the building Principal. The Early Education Coordinator/building Principal will determine if this is for mental health or disability.
2. Have parent complete an **Obtain/Release** form.
3. The Early Education Coordinator will make an appointment with teacher to complete the form together to ensure accuracy and consistency.
4. The completed form will be sent to the requesting provider. **Forms or information cannot be sent home with a parent/guardian.**

## **FAMILY SERVICES**

### **SIGN IN AND SIGN OUT OF STUDENTS**

A parent, guardian, legal custodian or individual approved by the parent must sign the child in and out of the classroom. State Picture ID is always required for anyone entering a school building and/or a classroom. It is the staff's responsibility to make sure children are released to authorized adults listed on the child's emergency card. **Staff must not release a child without asking for identification. State ID must be shown upon every building entry.**

Staff are responsible for making sure children are released to an authorized adult. An adult (18 years or older) must accompany the child to the classroom, and upon arrival and departure, sign the child in and out for the day.

### **REPORTING CLASSROOM ATTENDANCE**

Classroom staff should fill in attendance reports and follow their building procedures for turning daily lunch counts into the kitchen manager. Completed attendance sheets will be turned in to the Early Education FSL and/or building secretary at the end of each attendance week. **Use the child's first and last legal name on the reporting forms.** When classroom staff is aware of reasons for student absence, note this information on the attendance report. Remember to correct the attendance register to indicate tardiness when a child arrives after the report has been turned in. It is the responsibility of classroom staff to inform the Early Education Coordinator/building Principal when a pattern of tardiness, early pickup and/or chronic absenteeism is noted.

Early Education FSL's throughout the Early Education Program will log attendance daily in the Child Plus tracking system. The FSL will turn in attendance and illness documents to their building nurse by noon on Friday of each week.

### **TRANSFER OF STUDENTS**

Families will fill out a **Request to Transfer**. Upon receipt of the form, the Early Education FSL will discuss movement with the Content Lead for ERSEA to confirm availability of openings at the site. When a child moves from classroom to classroom, center to center, or program to program, the child's file should be updated. Files should include the developmental screening, FNA and FPA, parent/teacher conference summaries, and observational notes.

Early Education FSL will coordinate the transfer of children's classroom files. A transition conference will be held with family and staff to discuss changes in programming services provided. A transition conversation is to be initiated by the current teacher (with receiving teacher) to discuss family/child information that is necessary prior to the child's arrival in the new classroom.

### **WITHDRAWAL OF A STUDENT**

If a parent informs any staff member that they have changed employment, have a new phone number or are moving or withdrawing their child from the program, staff should notify Early Education FSL **immediately**. The Content Lead for ERSEA must also be notified by the Early Education FSL immediately. When a child has

withdrawn from the program, the child's classroom file should be updated. The file should include an appropriate student assessment, parent/teacher conference summaries, observational notes and a Family Needs Assessment. Original notice of withdrawal should be retained in the permanent file. A copy of the notice of withdrawal is sent to the Business Office at Central Office.

### **PARENT ACTIVITIES**

Parent activities are planned and held monthly for full and part-day programs. Notices inviting family participation are prepared by Early Education FSL's and/or Lead FSL. Meetings provide opportunities for parents and family members to learn, share ideas and form a supportive circle of individuals beyond the immediate family. Meeting times and subject matter may change based on information received in family surveys. ISD will elect one representative and one alternate to serve on the Policy Council (a grantee level decision making body of family members and community representatives). This composition must always be, by Head Start Performance Standards, 51% Head Start parents.)

### **VOLUNTEER SIGN-IN SHEET**

For every Federal dollar spent, a \$.25 match in donated supplies, service and/or volunteer time must be secured. It is the responsibility of all staff to document "in-kind."

In-kind sheets are available to document donated supplies and volunteer time. Turn in in-kind sheets monthly to your Early Education Bookkeeper and Early Education FSL. Sign in volunteer in-kind sheets and nametags for classroom volunteers should be available in each classroom and accessible to volunteers. **Teachers and assistants are responsible for reminding each volunteer to sign-in and wear a nametag.** Completed volunteer sign-in sheets documenting in-kind time should be brought to the Early Education FSL on the last school day of the month. The EECs approve the in-kind and sign the form. In-kind is entered into Child Plus by the Data Entry Team.

## **HEALTH SERVICES**

### **INJURY/ACCIDENT PROCEDURE FOR CHILD**

Classroom staff are to carry fanny packs with first aid supplies such as band-aids, blank incident report forms and vinyl gloves when outside the classroom. Minor accidents are handled by classroom staff and are documented on an Incident/Accident form. Nurses at each site handle more serious injuries and accidents, call parent/guardians and document those incidents in their Health Services Log.

Accident/Incident reports are completed by appropriate staff and shared with the Early Education Coordinator/Principal before the end of the working day. If you have a question about whether an incident should be written up or not, then write it up and take the approach that to document is always the best procedure. Accident reports require the signature of the administrator on duty. In the event there is a serious emergency (i.e., life-threatening accident, allergic reaction, head injury, etc.), 911 will be called, the parent/guardians will be called immediately, along with the Early Education Coordinator and building principal.



If parent/guardian does not arrive before emergency vehicle leaves for the hospital, a staff member must go with the student and remain with the student until parent/guardian arrives.

If a child gets hurt on the playground, do not pick up the child. Let the child come into the Health Services office only if he/she is able to get up unaided. If the child is unable to walk, send someone for help.

### **INJURY/ACCIDENT PROCEDURE FOR EMPLOYEE**

Nurses need to be notified and provide first aid treatment for serious injuries or accidents involving employees that occur on site. An Injury/Accident report must be completed by the staff member. If the employee chooses outside treatment, Comp Care is available. Refer to the complete procedure for work-related injuries in the “Benefits” section of this handbook.

### **MEDICINE**

Medicine will be administered only by the nurses, administrators, and trained personnel at the sites. The required consent form must be on file. If a child brings medicine to the classroom, it is the teacher’s responsibility to see that it is delivered to the nurse immediately so the parent can be contacted. When a parent brings medicine, have them deliver it to the nurse. **Medicine cannot be administered unless a medication form is completed by the parent.**

### **HEALTH SERVICES GUIDELINES**

1. Do not discuss a child’s health condition in front of the child or other children.
2. Carefully evaluate the child’s needs before leaving the classroom (i.e., black eye, knot on head, cigarette burn.)
3. Any action or health services provided by a staff member for a child must be documented on an Incident/Accident form or logged in the nurse’s office. Document date, time and all concerns with as much detail as possible.

### **GLOVE USE IN FIRST AID PROCEDURES**

Purpose: To prevent transmission of infections between clients and staff by limiting direct contact with client body secretions.

Rationale: The increased incidence of Hepatitis B virus and the AIDS (HIV) in the population at large dictates the need for high-risk populations to practice careful protective procedures. The use of gloves by personnel is a protection for the client also.

Gloves should be worn under the following circumstances:

- Any procedure that requires the handling of blood or other body secretions.
- When handling equipment that has been contaminated (soiled) by a blood product or other body fluid or secretion.

- When handling any dressing or material that contains any type of body fluid or secretion and for cleaning up blood spills.

It should be remembered:

- Wear gloves on both hands for all procedures.
- Thorough hand washing must be carried out before donning gloves and following the removal of them. Disposable gloves should not be washed and reused.
- No client should be discriminated against. Therefore, gloves should be worn for all clients having procedures performed that involve blood or other body fluids and secretions.
- Vinyl gloves will be stocked and are to be used by anyone working with body fluids or clean up of such fluids, due to the possibility of known or unknown allergies to latex rubber gloves.

### **CLEANING BODY FLUIDS AND/OR BLOOD PRECAUTIONARY MEASURES**

Infections can be present in body fluids or blood, thus, it is important that everyone adopt routine procedures for handling the cleanup of body fluids, including blood. The procedures to be used are as follows:

1. Cover fluids with absorbent floor sweep material to keep them from spreading.
2. Wear vinyl gloves. Gloves should be removed in the following manner:
  - Disposable gloves should be removed without soiling the hands and should be disposed of in an impervious plastic bag.
3. Disposable towels or tissues should be used for clean-up and should be disposed of in an impervious plastic bag.
4. All surfaces which have been in contact with the fluids should be cleaned with a chlorine bleach and water disinfecting solution. A bleach solution (1/4 cup chlorine bleach to 1 gallon of water) should not be mixed in advance; it should be made fresh for each clean up.
5. The person doing the cleaning should take precautions to avoid direct exposure with the body fluids. Disposable gloves or equivalent should be worn.
6. Proper hand washing, after exposure to body fluids, including blood, should consist of thorough use of soap and water for at least 10-15 seconds.

CAUTION: The diluted bleach disinfectant solution, if used, should not be used for any other purpose than the cleanup described. Mixing this solution with certain other chemicals can produce a toxic gas. Also any EPA approved disinfectant used should be diluted according to manufacturers' instructions. It is not appropriate or necessary to add more disinfectant than the directions indicate. Doing so will make the disinfectant more toxic and could result in skin damage to those individuals using it.

### **MEDICAL EMERGENCY**

When a child or an adult is seriously injured or ill, do not move him/her if he/she is unable to move him/herself. Health Services **and** the designated building administrator should be notified immediately. The injured or seriously ill person should not be left alone. The nurse, administrator or other responsible adult will stay with the injured child until the parent arrives and assumes responsibility.

Health Services and/or the administrator will decide if an ambulance is needed and will contact parents and an administrator at the Board of Education building.

First aid plans and guides are posted on the emergency board in each room.

Emergency information on file in the office gives telephone contact numbers of parents, other family members or friends. The signed emergency card also gives parental consent for emergency care, the name of the preferred physician and the hospital preference.

### **DENTAL EMERGENCY**

An avulsed tooth (one that has been knocked out by the roots) presents a dental emergency. In general, one may expect a greater chance of survival if the tooth is out of the mouth less than ten minutes. It should be washed in saline or water, wrapped in moist gauze and transported in a container with the student to the dentist. Every effort is made to obtain immediate dental attention for the student.

Emergency telephone numbers are posted by each telephone in the building, and on the G:drive in Policies and Procedures, Health folder, Dental and Vision resources. The signed emergency card on file in the office gives the telephone number of parents, other family for emergency care, the name of the preferred physician and the hospital preference.

Notices about medical and dental emergencies must be posted with classroom emergency information.

## Full Day And Snow Day Combined Sites

On the above dates we will use the following combined site plan. Please note that it is important to sign-up so that we have adequate staff and food prepared for the scheduled full day. If a child is signed up for a combined site, the family will be charged for that day.

<b>OPEN SITE</b> Services provided at this site for all schools indicated.	←	<b>STUDENTS COMBINE WITH OPEN SITE TO THE LEFT</b>
<b>Hanthorn</b>	←	Blackburn, Glendale, Hanthorn, Korte, Luff, Mill Creek, Santa Fe, Sycamore, William Southern, Little Blue, Randall
<b>Sunshine Center operated by ISD</b>	←	Sunshine Center operated by ISD, Truman

### **AR Procedure regarding Foster Families**

- 1) To evidence that DSS will cover Early Education costs; the Foster parent(s) MUST provide documentation of placement papers and the following an email, the caseworker's phone number for verification purposes, and/or the reward letter from DSS.
- 2) Foster parent(s) MUST complete and sign a Service Agreement on any and all Foster children. If there is no documentation of DSS provided, it is the responsibility of the Foster parent(s) to pay for Early Education charges until the time that DSS funding is received.
- 3) No Foster Care Child is to be removed for non-payment of services without approval from a Central Office Administrator.
- 4) Foster Parents will be responsible for any late pick up fees, as these fees are not considered reimbursable by DSS. (Late fees apply to care 6:00 pm and after). However, if a foster family considers this late fee to be a financial hardship to the foster family, a Central Office Administrator may be contacted by the site to request a waive of the late fee.

## LEGAL

### Child Abuse And Neglect Procedures

(Missouri Public Laws, Section 210.110 to 210.165 June, 1994)

When school officials, including teachers, school nurses, principals, and other persons with the responsibility for the care of students have reasonable cause to believe that a student has been or may be subjected to abuse or neglect, he or she is required by law to report such suspicions to the Missouri Children's Division immediately. The number is 1-800-392-3738.

#### **Procedures for Handling a Disclosure of Suspected Child Abuse or Neglect**

- Staff member suspects abuse or neglect. Immediately alert building administrator or designee
- Staff member will be given resources and coverage of duties to make the hotline report
- If injuries are involved, contact the nurse *in addition to the* administration
- **DO NOT take any pictures** (medical documentation by nurse only)
- **Hotline immediately – 1-800-392-3738** (Gather demographic information for hotline)
- Identify yourself as a mandated reporter
- **Complete the Mandatory Reporting Checklist** (*using factual, objective information*)
- DO help the child feel safe
- DO NOT make any promises you can't keep
- DO reassure the child it is good/ok to tell
- DO reassure the child that it is not his/her fault
- DO NOT condemn the alleged perpetrator
- DO use the child's vocabulary
- DO remember that your role is not to investigate
- DO NOT interrogate/interview the child, simply gather the information offered and necessary for completing the hotline
- DO NOT ask leading questions, even for clarification
- DO make note of quotes the child used in the disclosure in the child's words
- DO NOT make the child repeat the disclosure to others
- DO NOT contact parent or guardian (per Board Policy) unless specifically directed to do so
- **Give Mandatory Reporting Checklist to administrator** (hard copy to be kept by principal for at least one calendar year)

#### **Procedures for Reporting Staff Members Suspected of Child Abuse**

1. District personnel in public schools responsible for the care, supervision, and discipline of school children shall not be civilly liable when acting in conformity with the established policy of discipline developed by the Board of Education.

2. Corporal punishment shall be governed by Section 171.011 of the Public School Laws of Missouri and interpreted by the Attorney General.
3. Upon receipt of any reports of child abuse by the Children's Division which allegedly involves personnel of a school district, the Children's Division shall notify the Superintendent of Schools.
4. If, after an initial investigation, the Superintendent of Schools finds that the report involves an alleged incident of child abuse, the Superintendent of Schools shall immediately refer the matter back to the Children's Division and take no further action.
5. If the report pertains to an alleged incident, notification of the reported child abuse (hot line referral) shall be made by the Superintendent of Schools to the Juvenile Officer.
6. A report shall be jointly investigated by the Juvenile Officer and the Superintendent of Schools, with investigation beginning no later than forty-eight (48) hours after notification from the Children's Division.
  - a. The investigation shall consist of interviewing and recording the statement of the children and his or her parents or guardian, school district personnel allegedly involved in the report, and any of the witnesses to the alleged incident.
  - b. The Juvenile Officer and the investigating school district personnel shall issue separate reports of their findings and recommendations to the Board of Education.
  - c. The report shall contain a statement of conclusion as to whether the report of alleged child abuse is substantiated or is unsubstantiated.
7. The Board of Education shall consider the separate reports and shall issue its finding and conclusions within seven (7) days after receiving the last of the two reports.
  - a. Findings and conclusions shall be made in the following form:
    - (1) The report of the alleged child abuse is unsubstantiated. The Juvenile Officer and the investigating school district personnel agree that the evidence shows that no abuse occurred.
    - (2) The report of the alleged child abuse is substantiated. The Juvenile Officer and the investigating school district personnel agree that the evidence is sufficient to support a finding that the alleged incident of child abuse did occur.
    - (3) The issue involved in the alleged incident of child abuse is unresolved. The Juvenile Officer and the investigating school district personnel are unable to agree on their findings and conclusion on the alleged incident.
8. The findings and conclusions of the Board of Education shall be sent to the Missouri Children's Division.
  - a. If the findings and conclusions of the Board of Education are that the report of the alleged child abuse is unsubstantiated, the investigation shall be terminated, the case closed, and no record shall be entered in the Missouri Children's Division Central Registry.
  - b. If the findings and conclusions of the Board of Education are that the report of the alleged child abuse is substantiated, the Children's Division shall report the incident to the Jackson County Prosecuting Attorney along with the findings and conclusions of the Board of Education and shall include the information in the division's Central Registry.
  - c. If the findings and conclusions of the Board of Education are that the issue involved in the alleged incident of child abuse is unresolved, the Children's Division shall report the incident to the Jackson County Prosecuting Attorney along with the findings and conclusions of the Board of Education, however, the incident and the names of the parties allegedly involved shall not be entered in the Central Registry of the Children's Division until the alleged child abuse is substantiated by a court of competent jurisdiction.

9. Any individual knowingly falsifying reported information or knowingly withholding information relative to the investigation is guilty of a Class A Misdemeanor.
10. Independence School District Early Education Program is responsible for notifying the Administration for Children and Families (ACF) of any misconduct and/or allegation against HS/EHS staff. The Early Education / Head Start Director will complete the **Head Start Incident/Allegation/Misconduct Report** form and submit to the Grantee immediately (within 24 hours) following the occurrence of allegation.

### **EQUAL OPPORTUNITY EMPLOYER**

The Independence School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission/access to treatment/employment in its programs and activities.

Any person having inquiries concerning Independence School District's compliance with the regulations implementing Title VI and Title IX is directed to contact the Director of Human Resources. Inquiries concerning compliance with regulations implementing Section 504 are directed to the Director of Special Services. Both are located at 201 N Forest Ave, Independence, MO 64050, telephone 521-5300, or the Office for Civil Rights, Department of Education, Washington, D.C.

Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the regulations implementing Title VI, Title IX or section 504.

### **LOBBYING POLICY**

Employees of Head Start are subject to the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which prohibits participation in political activity by employees of state and local agencies, whose principal employment is in connection with an activity financed, in whole or in part, by federal grants.

### **COMMUNITY COMPLAINT**

Any member of the community may present a complaint in writing to the Independence School District Deputy Superintendent, Dr. Cindy Grant. Community complaints will be reviewed and resolved by the Parent Policy Committee.

### **NO SMOKING**

#### **Board Policy 5250**

The Board of Education recognizes that smoking represents a health and safety hazard which can have serious consequences for the smoker and the non-smoker alike. The Surgeon General of the United States has repeatedly warned against the hazards of second-hand smoke to non-smokers and further states that tobacco is a gateway drug that may encourage subsequent illegal drug use by young people. Thus, the Board of Education sees the use of tobacco as a serious safety issue and believes it has the obligation to protect students, staff, employees, visitors, and guests of the District from an environmental hazard which may be harmful to them.

**Therefore, all buildings, grounds, and vehicles of the School District are to be smoke free.**

For the purposes of this policy, smoking will mean all uses of tobacco, including cigars, cigarettes, pipes, and smokeless tobacco items.

### **AHERA NOTIFICATION**

The School District of Independence has completed the removal of friable asbestos in all District school buildings. In addition, all facilities have now been inspected by a certified asbestos inspector as required under the ASBESTOS HAZARD EMERGENCY RESPONSE ACT OF 1986 (AHERA). A copy of the AHERA Plan has been filed with the State of Missouri and a copy is on file with each building administrator. The AHERA Plan is available for inspection during regular school hours. Specific questions may be directed to your building principal, or you may contact Mr. Bob Robinson at 521-5300.

### **DRUG FREE ENVIRONMENT**

#### **Board Policy 2641**

Pursuant to the requirements of the 1989 amendments of the Drug-Free Schools and Communities Act and to the requirements of the Safe Schools Act, and for the purpose of preventing the use of illicit drugs and alcohol by students, the District shall provide age-appropriate, developmentally based drug and alcohol education and prevention programs to all students from early education through grade twelve (12). (See also Policy 6130 – Drug Education.) Such programs will address the legal, social and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs and alcohol.

The District shall provide information about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to students. Students may be required to participate in such programs. All parents/guardians and students shall annually be provided a copy of this policy.

The District certifies that it has adopted and implemented the drug prevention program described in this policy in the form required by the Department of Elementary and Secondary Education or the United States Department of Education. The District conducts a biennial review of such programs to determine its effectiveness to implement necessary changes and to ensure that the disciplinary sanctions are consistently enforced.

### **PROHIBITION AGAINST FIREARMS AND WEAPONS**

#### **Board Policy 1432**

The presence of firearms and weapons poses a substantial risk of serious harm to District students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase “school premises” includes all District buildings, grounds, vehicles, and parking areas. This prohibition also extends to the sites of school activities whether or not those school activities are conducted on School District property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion as provided in Policy/Regulation 2620. Law enforcement officials will be notified and the individual violating the policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.



## **CODE OF CONDUCT FOR ADULTS**

### **Board Policy 1431**

Families are welcome in the Independence School District Early Education Programs and are encouraged to become actively involved in the experiences that their children are engaged in through participation in planned activities. As there are conduct expectations for children, there are also conduct expectations for family members, community patrons and visitors.

The Board of Education for the Independence School District has established the following code of conduct for adults in Board Policy 1431 which reads as follows:

The Board of Education believes in and fosters a safe and orderly environment for all students, staff and visitors. Therefore, the Board of Education has established a code of conduct for parents, patrons, and visitors on school premises and at school activities. All parents, patrons, and visitors will be expected to conduct themselves in a manner reflective of a positive role model for children. Public displays contrary to this expectation as provided in Regulation 1431 will result in sanctions which will limit a person's access to school activities and school premises.

# EMPLOYMENT

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Teacher Assistant- Pre K Kindergarten Prep

#### **Qualifications:**

- Child Development Associate (CDA) or
- Two-Year Associate Degree in Child Care/Education or
- 60 college hours with a minimum of three (3) college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.
- Bi-lingual skills preferred

**Fair Labor Standards Act Status:** Non-Exempt

#### **Reports to:**

Deputy Superintendent or designee

#### **Job Goal:**

To assist the teacher in the implementation of high quality early education and care.

#### **Performance Responsibilities:**

- Responsible for providing a nurturing and appropriate learning environment for children in the Early Education program
- Responsible for implementing a program for children that will provide experiences that encourage individual differences of the children regardless of special abilities, talents, ethnic heritage, culture, and language
- Share responsibilities of maintaining the physical environment by assembling materials needed for the daily activities, being responsible for daily sign in/sign out of children, participating in the daily classroom activities and making suggestions in planning and guiding of the learning activities
- Support and implement a process-oriented curriculum
- Assist in communicating and establishing rapport with families
- Attend and participate in parent and staff meetings and training sessions
- Participate in at least two home visits and two parent conferences per year
- Know and use appropriate, positive guidance, and discipline techniques
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom, on the playground, and on field trips
- Act as a team member in lesson planning and record keeping
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings
- Follow district policies and procedures
- Have the ability to be flexible in working alternative hours or at another classroom/site should the need arise
- Other duties as defined and assigned

**Terms of Employment:**

The Pre K Kinder Prep Teacher Assistant will be employed in a nine (9) 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 Principal using the Early Education Teacher Assistant Evaluation.

HR 7.11.18

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Title I Early Childhood Teacher Assistant

#### **Qualifications:**

- Child Development Associate (CDA) or
- Two-Year Associate Degree in Child Care/Education or
- 60 college hours with a minimum of three (3) college credit hours in early childhood, child development, or child/family related courses and experience working in a program with young children and their families.
- Bi-lingual skills preferred

**Fair Labor Standards Act Status:** Non-Exempt

#### **Reports to:**

Deputy Superintendent or designee

#### **Job Goal:**

To assist the teacher in the implementation of Head Start Performance Standards.

#### **Performance Responsibilities:**

- Responsible for providing a nurturing and appropriate learning environment for children in the Early Education program
- Responsible for implementing a program for children that will provide experiences that encourage individual differences of the children regardless of special abilities, talents, ethnic heritage, culture, and language
- Share responsibilities of maintaining the physical environment by assembling materials needed for the daily activities, being responsible for daily sign in/sign out of children, participating in the daily classroom activities and making suggestions in planning and guiding of the learning activities
- Support and implement a process-oriented curriculum
- Assist in communicating and establishing rapport with families
- Attend and participate in parent and staff meetings and training sessions
- Participate in at least two home visits and two parent conferences per year
- Know and use appropriate, positive guidance, and discipline techniques
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom, on the playground, and on field trips
- Act as a team member in lesson planning and record keeping
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings
- Submit initial physical examination upon hire and every two (2) years following
- Submit initial tuberculin screening upon hire
- Complete CPR training within 30 days of hire

- Follow district policies and procedures
- Have the ability to be flexible in working alternative hours on nontraditional program days
- Other duties as defined and assigned

**Terms of Employment:**

The Title I Early Childhood Teacher Assistant will be employed in a nine (9) month position. The salary and the work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Principal using the Early Education Teacher Assistant Evaluation.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Language Interpreter

(SPANISH)

#### **Qualifications:**

- Minimum of Bachelor's Degree in Early Education or related field required
- Certificate: Foreign Language Interpreting preferred

**Fair Labor Standards Act Status:** Non-exempt

#### **Reports to:**

Deputy Superintendent or designee

#### **Job Goal:**

To assist in the communication district wide between Spanish-speaking families and Early Education staff in order to provide an equitable and a more comprehensive school experience

#### **Performance Responsibilities:**

- Assist with center activities, etc. with the Early Education Specialists in supporting Spanish speaking families.
- Assist in development implementation of Early Education Spanish curriculum
- Responsibility in facilitation and alignment of the components of the district's Head Start Early Education programs at centers in relationship to Spanish speaking families
- Responsible to support families and assist Early Education Specialists in follow up of comprehensive services to children and their families
- Responsible in the transition of Spanish speaking students from Head Start Early Education programs into the elementary schools
- Assist with staff development training as related to Spanish
- Attend all required meetings, including designated evening meetings
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire
- Maintain a current Food Handler's Permit
- CPR training required within 30 days of hire and maintain current
- Perform and assist with other duties as assigned
- Interprets English documents to Spanish

#### **Terms of Employment:**

The Early Education Language Interpreter will be employed in a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

#### **Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this position will be evaluated by the immediate supervisor using the Early Education Language Interpreter Evaluation.



## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Parent Educator

#### **Qualifications:**

- Bachelor's Degree in Early Education or related field required
- Must successfully complete the Missouri Department of Elementary and Secondary Education approved Parents as Teachers Certificate training, regardless of previous training and experience
- Parent Educator Certification must be kept current in accordance with Administrative Guidelines of SB658 in order to continue employment
- Must have transportation for daily travel

**Fair Labor Standards Act Status:** Non-Exempt

#### **Reports to:**

Deputy Superintendent or designee

#### **Job Goal:**

A Parent Educator is responsible for delivering direct parental education services to participating families in accordance with Administrative Guidelines of SB658, implementing the Parents as Teachers Curricula, and performing other related program duties.

#### **Performance Responsibilities:**

- Plan and conduct personal visits with participating families as per programs requirements
- Maintain and monitor the service record for each family on their caseload, with the objective of reaching the annual quota set at the beginning of each program year
- Plan, organize, and facilitate group meetings for parents and/or children
- Participate in district and program screening, with the objective of reaching the annual quota set at the beginning of each program year
- Participate in the recruitment of new families, with the objective of reaching the annual quota set at the beginning of each program year
- Attend all required meeting functions and training, including designated night meetings
- Meet all required deadlines for all components of the programs
- Work flexible hours, including evenings and/or Saturdays
- Complete required professional development
- Accurately complete and maintain current information on caseloads
- Submit initial physical upon hire then every two (2) years
- Submit initial tuberculin screening upon hire
- Complete other duties as defined and assigned

**Terms of Employment:**

The Parent Educator will be employed for a nine (9) month position. The salary and the work year will be established annually by the Board of Education. This position is based on continued program/grant funding.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Deputy Superintendent or designee, using the Summative Evaluation for the Parent Educator.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Teacher

#### **Qualifications:**

- Early Childhood Teacher Certification; or
- Early Childhood Special Education Certification; or
- A four year degree in child development or related field; or
- Associates degree with 30 hours in Early Childhood or related coursework
- Must lift, carry, and hold children up to 50 pounds
- Ability to stoop, crawl, kneel, and bend in order to speak to children at the child's eye level, to play with children, and to pick up toys and equipment from the floor
- Two or more years of experience in teaching children in the early education field preferred

**Fair Labor Standards Act Status:** Non-Exempt

#### **Reports to:**

Principal and Early Education Coordinator

#### **Job Goal:**

To effectively supervise, plan, coordinate, and direct instruction in the preschool classroom.

#### **Performance Responsibilities:**

- Provide a nurturing and appropriate learning environment for children in the early education program
- Maintain orderly physical environment conducive to optimal growth and development of children
- Responsible for providing instructional direction using approved curriculum, lesson planning, documentation, and goal setting for children in the classroom
- Responsible for becoming knowledgeable in utilizing technology to support instruction
- Responsible for lesson plans and providing developmentally appropriate experiences that encourage diversity and recognize individual differences, regardless of special abilities, talents, ethnic heritage, culture, or language
- Responsible for developing and maintaining positive working relationships with support staff and key building personnel
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom and on the playground
- Know and use appropriate, positive guidance and discipline techniques throughout daily routines and as children transition from one activity to another
- Organize and implement authentic, on-going student assessment, to include anecdotal notes, running records, checklists, portfolio items, etc.
- Make a minimum of two home visits and two parent conferences per year
- Complete required paperwork and maintain in an organized fashion
- Follow State of Missouri licensing to safeguard the health and safety of children in the program
- Participate in making and following a professional development plan to be updated annually

- Follow district policies and procedures
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings
- Submit an initial physical examination upon hire and then every two (2) years following
- Submit an initial tuberculin screening upon hire
- Complete CPR training
- Have the ability to be flexible in working alternative hours on nontraditional program days
- Complete other duties as defined and assigned

**Terms of Employment:**

The Early Education Teacher will be employed for a ten (10) or twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Principal using the Early Education Teacher Evaluation.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Teacher Assistant

#### **Qualifications:**

- Must meet one of the following:
  - a. A degree with nine (9) hours in early childhood coursework
  - b. Completed CDA
  - c. Be currently enrolled in a CDA program to be completed within two (2) years
  - d. Be currently and continually enrolled in a degree program including at least nine (9) hours in early childhood coursework
  - e. Have a degree and are completing 120 CDA clock hours
- Successful experience working with preschool children desired
- Able to lift, carry, and hold children up to 50 pounds
- Ability to stoop, crawl, kneel, and bend in order to speak to children at the child's eye level, to play with children, and to pick up toys and equipment from the floor

**Fair Labor Standards Act Status:** Non-Exempt

#### **Reports to:**

Principal and Early Education Coordinator

#### **Job Goal:**

To assist the teacher in the implementation of Head Start Performance Standards.

#### **Performance Responsibilities:**

- Responsible for providing a nurturing and appropriate learning environment for children in the Early Education program
- Responsible for implementing a program for children that will provide experiences that encourage individual differences of the children regardless of special abilities, talents, ethnic heritage, culture, and language
- Share responsibilities of maintaining the physical environment by assembling materials needed for the daily activities, being responsible for daily sign in/sign out of children, participating in the daily classroom activities and making suggestions in planning and guiding of the learning activities
- Support and implement a process-oriented curriculum
- Assist in communicating and establishing rapport with families
- Attend and participate in parent and staff meetings and training sessions
- Participate in at least two home visits and two parent conferences per year
- Know and use appropriate, positive guidance, and discipline techniques
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom, on the playground, and on field trips
- Act as a team member in lesson planning and record keeping
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings

- Submit initial physical examination upon hire and every two (2) years following
- Submit initial tuberculin screening upon hire
- Complete CPR training within 30 days of hire
- Follow district policies and procedures
- Have the ability to be flexible in working alternative hours on nontraditional program days
- Other duties as defined and assigned

**Terms of Employment:**

The Early Education Teacher Assistant will be employed in a ten (10) or twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Principal using the Early Education Teacher Assistant Evaluation.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Director of Head Start

#### **Qualifications:**

- Minimum of Bachelor's Degree in Education, Early Education, or a related field required
- Master's in Education Administration preferred
- Experience in Early Education management and staff supervision preferred
- Minimum of 3 years' experience in Early Education field required
- Residency in the Independence School District required

**Fair Labor Standards Act Status:** Exempt

#### **Reports To:**

- Deputy Superintendent

#### **Supervises:**

- Head Start/Early Head Start staff including Early Education Coordinators, Quality Assurance Monitor, Content Leads, FSLs, Instructional Coaches and other such staff members deemed appropriate (some instances are co-supervision with other department leads)

#### **Job Goal:**

- To provide administration for Head Start/early Head Start programs and to assist in aligning these programs into Early Education and the district as a whole

#### **Performance Responsibilities:**

- Participate in the hiring, orientation, and supervision of Head Start/Early Head Start staff
- Facilitate and align components of the district's Early Education programs with Head Start/Early Head Start to provide integrated and comprehensive services to children and their families
- Assist and support in the transition of students from Head Start/Early Head Start programs into the elementary schools
- Advocate for the district's Head Start/Early Head Start programs and the importance of high quality education through community involvement in organizations, committees, and boards, helping to promote the issues of young children
- Work directly with the Quality Assurance Monitor and Head Start content leads in the responsibility for monitoring of State and Federal Laws, Regulations, and Standards for compliance of Head Start/Early Head Start programs.
- Assist in the supervision of the fiscal components of Head Start programs
- Serve as the district's representative Head Start/Early Head Start at Mid-America Head Start (MAHS), which is an entity of Mid-America Regional Council (MARC).
- Provide staff development and training
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire
- Perform and assist with other duties as assigned by the Deputy Superintendent

**Terms of Employment:**

The Head Start Director will be employed for a twelve month position. The salary and the work year will be established annually by the Board of Education

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated but the Deputy Superintendent, using the Independence School District Supervisor Evaluation.

HR 01/23/2018



## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Elementary Teacher- Pre K Kindergarten Prep

- Early Childhood Teacher Certification
- Bi-lingual skills preferred

**Fair Labor Standards Act Status:** Exempt

**Reports to:**

Deputy Superintendent or designee

**Job Goal:**

To effectively supervise, plan, coordinate, and direct instruction in the preschool classroom.

**Performance Responsibilities:**

- Provide a nurturing and appropriate learning environment for children in the early education program
- Maintain orderly physical environment conducive to optimal growth and development of children
- Responsible for providing instructional direction using approved curriculum, lesson planning, documentation, and goal setting for children in the classroom
- Responsible for becoming knowledgeable in utilizing technology to support and enhance instruction
- Responsible for high quality lesson plans and providing developmentally appropriate experiences that encourage diversity and recognize individual differences, regardless of special abilities, talents, ethnic heritage, culture, or language
- Responsible for developing and maintaining positive working relationships with support staff and key building personnel
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom and on the playground
- Know and use appropriate, positive guidance and discipline techniques throughout daily routines and as children transition from one activity to another
- Organize and implement authentic, ongoing student assessment, to include anecdotal notes, running records, checklists, portfolio items, etc.
- Make a minimum of two home visits and two parent conferences per year
- Complete required paperwork and maintain in an organized fashion
- Safeguard the health and safety of children in the program

- Participate in making and following a professional development plan to be updated annually
- Follow district policies and procedures
- Maintain client confidentiality according to established policy
- Attend all required meetings and trainings, including designated evening meetings and trainings
- Complete other duties as defined and assigned

**Terms of Employment:**

The Pre K Kindergarten Prep Teacher will be employed for a nine (9) month position. The salary and the work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Principal using the Performance Based Teacher Evaluation.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Content Lead of ERSEA

#### **Qualifications:**

- Minimum of Bachelor's Degree in Early Education or related field required
- Minimum of three (3) years' experience in Early Education required
- Experience in Head Start, especially in ERSEA (Eligibility, Recruitment, selection, Enrollment, Attendance) preferred

**Fair Labor Standards Act Status:** Non-exempt

#### **Reports to:**

Director of Head Start

#### **Job Goal:**

To provide training and guidance to the Head Start Early Education programs. To assist Head Start Early Education programs in achieving compliance with local State Regulation and Head Start Performance Standards.

#### **Performance Responsibilities:**

- Provide staff professional development through planned training opportunities, following the State Regulation and Head Start Performance Standards
- Submit verbal/written reports to Director of Head Start on the status of centers under their scope of responsibility a minimum of twice a month
- Collaborate as a member of Early Education Support Team
- Entry into and monitoring of computer databases as it relates to ERSEA
- Develop and maintain positive working relationships with building and Head Start Early Education personnel
- Work with Head Start Early Education programs to ensure all programs are braided to facilitate quality assurance and required program components
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire
- Perform and assist with other duties as assigned

#### **Terms of Employment:**

The Early Education Content Lead of ERSEA will be employed in a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Director of Head Start using the Early Education Content Lead Evaluation.

HR 01/19/2018

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Content Lead of Health

#### **Qualifications:**

- Currently licensed to practice in Missouri as an LPN or RN
- CPR certified
- Hepatitis B Vaccine. series
- Demonstrates ability to work effectively under the direction of an RN
- Demonstrates ability to work and communicate cooperatively with others
- Displays the ability to multi task
- Represents the District in a professional manner
- Is capable of traveling to various work sites
- Is physically capable of assisting student with health care needs that may require lifting, positioning, transferring, restraining or transporting within the school environment and during school events
- Understands and respects confidentiality of information

**Fair Labor Standards Act Status:** Non-exempt

#### **Reports To:**

Director of Health Services and Director of Head Start

#### **Job Goal:**

The Early Education Content Lead of Health strengthens and facilitates the educational process by protecting the health status of children by identifying and assisting in the removal or modification of health related barriers to the learning process. The major focus of school health services is the prevention of illness and disability, health promotion, and the early detection and correction of health problems. The Early Education Health Content Lead is prepared and uniquely qualified in preventative health, health assessment and referral procedures.

#### **Performance Responsibilities:**

- Provide and/or assist with staff professional development through planned training opportunities, following State Regulation and Head Start Performance Standards
- Submit verbal/written reports to the Director of Head Start and/or Director of Health Services on the status of centers under their scope of responsibility a minimum of twice per month
- Collaborate as a member of the Early Education Support Team
- Develop and maintain positive working relationships with building staff and Head Start Early Education personnel
- Work with Head Start Early Education programs to ensure all programs are braided to facilitate quality

assurance and required program components

- Submit initial physical upon hire then every two (2) years after
- Submit initial tuberculin screening upon hire

**A. Direct Nursing Care Activities as delegated by Director of Health Services**

- Alerts teachers/staff to individual student needs
- Lead and Hemoglobin testing, per parent consent, as needed to meet requirement for ISD and Partnerships
- Monitor immunization compliancy
- Work with screeners, FSLs, and parents to see referral process through to completion as well as to enter related data
- Monitors Individualized Health Care Plans to ensure completion of required forms and to determine if more information is needed for child safety
- MAHS Monthly Monitoring Meetings in review of Health, Nutrition and Safe Environments with MARC Health Specialist and QA Specialist
- Provide First Aid Training for staff and provide certificate of completion and information of training to data entry, Human Resources, and participant and employee site files as needed
- Ensure compliancy of Teen Mom Program requirements by visiting new moms with newborns at home within two (2) weeks of delivery
- Monitors communicable disease control and prevention
- Monitors supplies and requests replacements as needed
- Monitors site reports and compliance for Head Start guidelines and district guidelines
- Supports and follows district policies, procedures and guidelines
- Provides monthly report to Director of Health Services
- Performs other duties as assigned by Director of Health Services and/or Early Education Principals

**B. Direct Educational and Assistive Activities:**

- Coordinates and/or participates in educational events/programs/presentations/screenings for staff, schools and/or the community
- Acts as a nurse case manager to follow up on completion of referrals
- Provides nursing and health education and medication administration training to childcare providers/staff
- Collaborate with Nutrition Services for special health care needs of students
- Provides escorts and assistance to students as necessary

**Terms of Employment:**

The Early Education Content Lead of Health will be employed for a twelve (12) month position. The

salary and work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Director of Head Start and Director of Health Services using the Independence School District School Early Education Content Lead Performance Evaluation forms.

HR 01/19/2018

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Content Lead of Student Supports

#### **Qualifications:**

- Licensed Mental Health Professional
- Minimum of Bachelor's Degree in Early Education or related field required
- Minimum of three (3) years' experience in Early Education preferred
- Experience in providing intervention strategies required

**Fair Labor Standards Act Status:** Non Exempt

#### **Reports to:**

Director of Head Start and Director of Special Education

#### **Job Goal:**

To provide training, interventions, and guidance to the Head Start Early Education programs. To assist Head Start Early Education programs in achieving compliance with local State Regulation and Head Start Performance Standards.

#### **Performance Responsibilities:**

- Responsible for providing staff professional development through-planned-training-opportunities, following the State Regulation and Head Start Performance Standards.
- Provide support and interventions to Early Education staff
- Submit verbal/written reports to immediate supervisor(s) on the status of centers under their scope of responsibility a minimum of twice a month
- Collaborate as a member of Early Education Support Team
- Develop and maintain positive working relationships with building and Head Start Early Education personnel
- Work with Head Start Early Education programs to ensure all programs are braided to facilitate quality assurance and required program components
- Submit an initial physical examination upon hire then every two (2) years thereafter
- Submit an initial tuberculin screening upon hire
- Perform and assist with other duties as assigned

#### **Terms of Employment:**

The Early Education Content Lead of Student Supports will be employed in a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

#### **Required Testing:**



Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Director of Head Start and Director of Special Education using the Early Education Content Lead Evaluation.

HR 01/19/2018

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Coordinator

**Qualifications:**

- Minimum of a Bachelor's Degree in Early Education or related field required
- Experience in early education management and staff supervision preferred
- Minimum of three (3) years' experience in Early Education required

**Fair Labor Standards Act Status:** Exempt

**Reports to:**

Director of Head Start

**Supervises:**

Co-supervises Early Education staff at assigned sites

**Job Goal:**

To assist in the general day-to-day operations of their Early Education Centers, including multiple classrooms, to assume regulatory and legal compliance with Head Start Performance Standards, state and local regulations, to communicate with parents and the local community, and to co-supervise and monitor staff working at their assigned sites.

**Performance Responsibilities:**

- Co-supervise Early Education staff with building principal
- Assist Early Education staff with the coordination of center activities
- Review the status of the centers with their immediate supervisor(s) once a month, at minimum
- Accountable for monitoring and accurate record keeping
- Provide orientation of Early Education staff
- Provide for monitoring and compliance of sites in regard to applicable local and state regulations and Head Start Performance Standards
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire
- Perform and assist with other duties as assigned

**Terms of Employment:**

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

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/Conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Director of Head Start using the Independence School District Supervisor Evaluation.

HR 01/19/2018

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Family School Liaison

#### **Qualifications:**

- Bachelor's Degree in social services, human services or related field
- Two years experience in social services or related field
- Experience doing home visits and parenting education, case management, problem solving, crisis intervention, and team building is preferred

**Fair Labor Standards Act Status:** Exempt

**Reports To:** Director of Head Start and Director of Family Services

#### **Job Goal:**

Using a strength-based approach that improves the quality of life of families and impacts the educational success of children, (1) assist and support families in setting and attaining goals aimed at self-sufficiency and stability, and (2) provide and connect families to comprehensive services in the school, neighborhood, and community.

#### **Performance Responsibilities:**

- Act as a liaison among school district programs, community agencies, teachers, and families
- Develop referral systems and procedures among families, staff, and community agencies to facilitate the delivery of services including, but are not limited to, health, mental health, education, safety, housing, and employment
- Carry out activities designated to implement family involvement and support for educational goals
- Develop services that are inclusive of family diversity and based in a strengths-perspective model
- Assist in the coordination of school-wide goals and outcomes
- Provide advocacy for social services that are unavailable to families by acting as a catalyst to facilitate community action and by partnering with families to become advocates for their children
- Establish and maintain active preventive service relationships with families, assisting them in identifying and achieving attainable goals
- Make regular home visits to families to develop rapport, assess needs, and build on strengths

- Inform school staff of changes in family situations that might reflect on child behavior or attendance
- Maintain a record keeping system that documents service delivery completely and adequately protects confidentiality
- Prepare monthly reports for District use as necessary
- Participate in ongoing professional growth opportunities and follow ethical and legal standards and guidelines
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire
- Other duties as assigned

**Terms of Employment:**

The Family School Liaison will be employed for a period of ten (10) months. The salary and work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the immediate supervisor(s), using the family Services Evaluation Report.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Family School Liaison Lead

#### **Qualifications:**

- Bachelor's Degree in social services, human services or related field
- Two years experience in social services or related field
- Experience doing home visits and parenting education, case management, problem solving, crisis intervention, and team building is preferred

**Fair Labor Standards Act Status:** Exempt

**Reports To:** Director of Head Start and Director of Family Services

#### **Job Goal:**

Using a strength-based approach that improves the quality of life of families and impacts the educational success of children, (1) assist and support families in setting and attaining goals aimed at self-sufficiency and stability, and (2) provide and connect families to comprehensive services in the school, neighborhood, and community.

#### **Performance Responsibilities:**

- Act as a liaison among school district programs, community agencies, teachers, and families
- Develop referral systems and procedures among families, staff, and community agencies to facilitate the delivery of services including, but are not limited to, health, mental health, education, safety, housing, and employment
- Carry out activities designated to implement family involvement and support for educational goals
- Develop services that are inclusive of family diversity and based in a strengths-perspective model
- Assist in the coordination of school-wide goals and outcomes
- Provide advocacy for social services that are unavailable to families by acting as a catalyst to facilitate community action and by partnering with families to become advocates for their children
- Establish and maintain active preventive service relationships with families, assisting them in identifying and achieving attainable goals
- Make regular home visits to families to develop rapport, assess needs, and build on strengths

- Inform school staff of changes in family situations that might reflect on child behavior or attendance
- Maintain a record keeping system that documents service delivery completely and adequately protects confidentiality
- Prepare monthly reports for District use as necessary
- Participate in ongoing professional growth opportunities and follow ethical and legal standards and guidelines
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire
- Other duties as assigned

**Terms of Employment:**

The Family School Liaison will be employed for a period of eleven (11) months. The salary and work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the immediate supervisor(s), using the family Services Evaluation Report.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Lead Teaching and Learning Coach

**Qualifications:**

- Bachelor's degree in early childhood education or equivalent coursework in early childhood education (30 hours minimum) with early education teaching experience.
- Leadership experience preferred
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**Fair Labor Standards Act Status:** Exempt

**Reports to:**

Assistant Superintendent and Director of Head Start

**Job Goal:**

Provide instructional support to all Early Education Teaching and Learning Coaches and Early Education staff focusing on building curriculum and instructional knowledge and skills in order to improve student achievement.

**Lead Teaching and Learning Coach Performance Responsibilities:**

- Collaborates and assists in the overall development and organization of Early Education professional development opportunities
- Attends meetings at the grantee level relating to the Education content area and reports back to the Director of Head Start
- Coordinates Early Education Teaching and Learning Coaches regarding classroom caseloads, curriculum and instruction modeling and guidance, and staff communications
- Manages Education requirements such as screenings and ongoing assessment, parent-teacher conferences, etc., and any Education data using the appropriate databases.

**General Teaching and Learning Coach Performance Responsibilities:**

- Provide professional development follow-up training and support.
- Support curriculum development work, which includes ensuring internal and external alignment, developing curriculum maps and identifying resources.
- Work with building administrators and teachers in using data to improve individual and school performance.
- Mentor new and experienced teachers through intensive coaching as well as group coaching based upon specific criteria.
- Coaching will include observations, modeling, and debriefing and reflection opportunities between coach and classroom staff.
- Work with teachers on developing and implementing assessments effectively, both across the district and within classrooms.



- Serve as instructional coaches by modeling and supporting teachers in the implementation of all instructional improvements.
- Assists teachers in integrating technology into classroom instruction.
- Supports staff through buildings and age levels in implementing effective professional development.
- Promotes the sharing of teaching techniques and good instructional practice among Early Education staff throughout the district.
- Support principals in the area of curriculum and instruction.
- Work with teachers to meet the instructional needs of at-risk learners.
- Provide targeted assistance to buildings/staff who fail to meet state performance standards and/or federal standards.
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Support the administration of group standardized tests in accordance with district testing program (does not include early education).
- Participates in curriculum development programs as required.
- Submit initial physical upon hire then annually thereafter
- Submit initial tuberculin screening upon hire
- Other duties as assigned

**Terms of Employment:**

The Early Education Lead Teaching and Learning Coach will be employed in a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/Conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated annually by the immediate supervisor(s) in accordance with provisions of the Board of Education's policy on Evaluation of Professional Personnel.

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Quality Assurance Monitor

#### **Qualifications:**

- Minimum of Bachelor's Degree in Early Education or related field required
- Experience in early education management preferred
- Minimum of three (3) years experience in Early Education required
- Experience in Head Start required

**Fair Labor Standards Act Status:** Exempt

#### **Reports to:**

Director of Head Start

#### **Job Goal:**

To provide the Early Education program quality assurance regarding the implementation of programs and to communicate concerns directly to the Director of Head Start.

#### **Performance Responsibilities:**

- Review the status of the centers with the their supervisor(s) twice a month, at minimum
- Accountable for monitoring and accurate record keeping
- Assist in the orientation of Early Education content leads
- Provide for monitoring and compliance of sites in regard to applicable local and state regulations and Head Start Performance Standards
- Provide monthly reports detailing Quality Assurance measures which support adherence to the administration of programs in Early Education
- Attend all required meetings, including designated evening meetings
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire.
- Perform and assist with other duties as assigned

#### **Terms of Employment:**

The Early Education Quality Assurance Monitor will be employed in a twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

#### **Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

#### **Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by the Director of Head Start using the Independence School District Content Lead Evaluation.

HR 01/19/2018

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Early Education Teaching and Learning Coach

**Qualifications:**

- Bachelor's degree in early childhood education or equivalent coursework in early childhood education (30 hours minimum) with early education teaching experience.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

**Fair Labor Standards Act Status:** Non-exempt

**Reports To:**

Assistant Superintendent and Director of Head Start

**Job Goal:**

Provide instructional support to all Early Education staff focusing on building teachers' knowledge and skills in order to improve student achievement

**Performance Responsibilities:**

- Provide professional development follow-up training and support.
- Support curriculum development work, which includes ensuring internal and external alignment, developing curriculum maps and identifying resources.
- Work with building administrators and teachers in using data to improve individual and school performance.
- Mentor new and experienced teachers through intensive coaching as well as group coaching based upon specific criteria.
- Coaching will include observations, modeling, and debriefing and reflection opportunities between coach and classroom staff.
- Work with teachers on developing and implementing assessments effectively, both across the district and within classrooms.
- Serve as instructional coaches by modeling and supporting teachers in the implementation of all instructional improvements.
- Assists teachers in integrating technology into classroom instruction.
- Supports staff through buildings and age levels in implementing effective professional development.
- Promotes the sharing of teaching techniques and good instructional practice among Early Education staff throughout the district.
- Support principals in the area of curriculum and instruction.
- Work with teachers to meet the instructional needs of at-risk learners.
- Provide targeted assistance to buildings/staff who fail to meet state performance standards and/or federal standards.
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Support the administration of group standardized tests in accordance with district testing program (does not include early education).
- Participates in curriculum development programs as required.
- Submit initial physical upon hire then every two (2) years thereafter
- Submit initial tuberculin screening upon hire

- Other duties as assigned

**Terms of Employment:**

The Early Education Teaching and Learning Coach will be employed for a ten (10) month position. Salary and work year to be established by the Board

**Required Testing:**

Pre-employment medical physical exam and essential functions test (EFT) required.

**Work Environment/conditions:**

While performing the duties of this job, the employee regularly works indoors with minimal temperature variations and under conditions with risk of injury and/or illness. The employee may also occasionally work with cleaning chemicals. The noise level of the work environment is usually moderate, but occasionally can be loud. Generally the job requires 5 % sitting, 50% standing, and 45% walking.

**Physical Demands:**

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to bend at the neck.
- The employee is frequently required to climb or balance, reach, bend, crouch or crawl, squat, stoop, and kneel.
- The employee must frequently lift, carry and/or hold, push, or move up to 50 pounds.

**Evaluation:**

Performance of this job will be evaluated by immediate supervisor(s) in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

HR 01/23/2018

**Salary Schedule 2018-2019**

**Early Education Coordinator**

<b>STEP</b>	<b>BA/BS in Related Field</b>	<b>BA/BS in ECE</b>	<b>BA/BS in ECE +16 hours</b>	<b>MA/MS in ECE</b>
1	47,936	49,365	50,836	52,351
2	49,365	50,836	52,351	53,914
3	50,836	52,351	53,914	55,520
4	52,351	53,914	55,520	57,177
5	53,914	55,520	57,177	58,882
6	55,520	57,177	58,882	60,640
7	57,177	58,882	60,640	62,449

New employees may enter the scale from Step 1 to 5 based on previous experience.

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

HR 06/12/2018

**Salary Schedule 2018-2019**  
**Program Support Specialist**

<b>STEP</b>	<b>BA/BS in Related Field</b>	<b>BA/BS in Preferred Field</b>	<b>BA/BS in Preferred or Related Field + 16 hours</b>	<b>MA/MS in Preferred or Related Field</b>
1	16.69	17.18	17.69	18.21
2	17.18	17.69	18.21	18.75
3	17.69	18.21	18.75	19.31
4	18.21	18.75	19.31	19.89
5	18.75	19.31	19.89	20.49
6	19.31	19.89	20.49	21.09
7	19.89	20.49	21.09	21.70
8	20.49	21.09	21.70	22.33
9	21.09	21.70	22.33	22.96
10	21.70	22.33	22.96	23.64

New employees may enter the scale from Step 1 to 5 based on previous experience and required license.

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

HR 6/12/2018

## Salary Schedule 2018-2019

### Early Education Teacher

STEP	AA or AS in ECE or *Related Field	BA/BS *Related Field	BA/BS in ECE or Teacher Cert in ECE or ECE Sp Ed	MA/MS in *Related Field	MA/MS in ECE or MA/MS with Teacher Cert in ECE or ECE Sp Ed
1	16.61	21.11	21.49	21.65	22.05
2	17.16	21.67	22.07	22.24	22.63
3	17.73	22.24	22.63	22.78	23.17
4	18.29	22.79	23.18	23.37	23.77
5	18.87	23.37	23.77	23.92	24.31
6	19.41	23.93	24.31	24.49	24.89
7	19.98	24.49	24.89	25.06	25.44
8	20.55	25.06	25.44	25.61	26.02
9	21.12	25.62	26.02	26.17	26.59
10	21.68	26.17	26.60	26.76	27.15
11	22.25	26.76	27.15	27.31	27.70
12	22.80	27.32	27.71	27.89	28.30

New employees may enter the scale from Step 1 to 5 based on previous experience in Early Childhood Education.

\*Related Field: (as defined by the Head Start Act and ACYF-IM-HS-96-10).

**D. "A degree in a field related to early childhood education with experience in teaching preschool children and a State awarded certificate to teach in a preschool program"** means the program of study (in combination with the state awarded certificate), **typically includes six or more courses in early childhood education and/or child development.**

Substitute Rate:       \$9.87 Diploma/GED  
                               \$12.56 60 + College Hours

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



## Salary Schedule 2018-2019

### Early Education Teaching Assistant

Step	**Diploma/ GED	CDA	60 Hrs or AA	(CDA + 60 Hrs) or (CDA + AA) or (Degree in ECE or related field)
1	9.87	11.95	12.56	12.92
2	9.97	12.24	12.84	13.20
3	10.06	12.54	13.14	13.51
4	10.16	12.82	13.43	13.80
5	10.26	13.12	13.74	14.08
6	10.36	13.41	14.01	14.38
7	10.47	13.72	14.29	14.66
8	10.58	13.99	14.60	14.95
9	10.68	14.27	14.89	15.26
10	10.79	14.58	15.19	15.53
11	10.89	14.87	15.47	15.84
12	11.00	15.17	15.76	16.13
13		15.45	16.06	16.42
14		15.75	16.37	16.72
15		16.04	16.66	17.01

New employees may enter the scale from Step 1 to 5 based on previous experience.

Substitute Rate:      \$9.87 Diploma/GED  
                                  \$12.56 60 + College Hours

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

**\*\*Diploma/GED column: Staff must be working toward their CDA and have a maximum of 2 years to complete certification and must complete an *Early Education Credential Plan & Timeline* form upon starting their new position.**

## Salary Schedule 2018-2019

### Family School Lisison 10 Month

STEP	BS	BS + 16	MS/MA
1	31,652	33,235	36,400
2	32,902	34,485	37,650
3	34,153	35,735	38,900
4	35,403	36,985	40,151
5	36,653	38,236	41,401
6	37,903	39,486	42,651
7	39,154	40,736	43,901
8	40,404	41,986	45,152
9	41,654	43,237	46,402
10	42,904	44,487	47,652
11	44,155	45,737	48,902
12	45,405	46,987	50,153
13	46,655	48,238	51,403
14	47,905	49,488	52,653
15		50,738	53,903
16			55,154
17			56,404

New employees will be placed on the scale as follows:

- BS placed on Step 6 and frozen until experience matches step.
- BS + 16 placed on Step 5 and frozen until experience matches step.
- MS/MA placed from Step 2 to Step 6 based on experience and frozen until experience matches step.

HR 6/12/2018

## INDEPENDENCE SCHOOL DISTRICT PERFORMANCE BASED EVALUATION

### Coordinator

NAME:

DATE:

POSITION TITLE:

SUPERVISOR:

---

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

---

### EVALUATION CRITERIA

1. **JOB KNOWLEDGE:** Demonstrates exemplary knowledge of job content. Seeks out knowledge to develop new ideas and change.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

2. **PROBLEM SOLVING:** Demonstrates an ability to seek out relevant information and determine the important elements of a problem situation.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

3. **ORGANIZATION:** Demonstrates an ability to plan, schedule, and monitor the work of others. Is a quick learner and adjusts to changing conditions.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

4. **ATTITUDE:** Demonstrates a positive attitude, trustworthy, accountable, and admits errors. Properly uses authority and positively models authority for others.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

5. **LEADERSHIP:** Demonstrates an ability to get others involved in solving problems; ability to recognize when a group requires direction. Interacts with a group effectively to guide others toward achieving goals.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

6. **COOPERATION:** Exhibits skills in getting along with others, is an effective team worker and respected by staff. Responds appropriately when dealing with staff, students, parents, and others.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

7. **PROFESSIONAL PRESENTATION OF SELF:** Represents the role of a supervisor with a professional appearance and models appropriate professional image for others.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

8. **WRITTEN COMMUNICATION SKILLS:** Demonstrates an ability to express ideas clearly in writing and can express ideas to different audiences.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

**9. ORAL COMMUNICATION SKILLS:** Demonstrates an ability to make a clear oral presentation of facts or ideas.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**10. DEPENDABILITY:** Demonstrates above average dependability and implements policies and procedures without constant supervision.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**11. JUDGMENT:** Demonstrates an ability to reach logical conclusions and uses good judgment when making decisions. Chooses the option which is consistent with department policies and procedures.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**12. PRODUCTIVITY:** Competent in completing work efficiently and accurately. Committed to doing what is necessary to meet deadlines.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**13. PROFESSIONAL IMPROVEMENT:** Exhibits a professional commitment to continued educational training and development

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**14. COMPLIANCE WITH REGULATIONS, DISTRICT POLICIES AND PROCEDURES:** Demonstrates an understanding of district policy and how it is applied to daily operations. Understands importance of meeting or exceeding department standards and producing quality service and product.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**SUMMARY:**

**AREAS OF PROFESSIONAL DEVELOPMENT:**

Supervisor's Signature:

\_\_\_\_\_                      \_\_\_\_\_  
Date

Employee's Signature:

\_\_\_\_\_                      \_\_\_\_\_  
Date

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

INDEPENDENCE SCHOOL DISTRICT  
PERFORMANCE BASED EVALUATION

Early Education Language Translator

NAME:

DATE:

EVALUATED BY:

SCHOOL/DEPT:

---

The evaluation process will allow staff members to explore strengths and weaknesses in their job skills and performance. The process will also encourage open communication between the staff member and supervisor, thus promoting the best possible working environment.

---

EVALUATION CRITERIA

I. PROGRAM RESPONSIBILITIES

1. Assist with Spanish speaking family's involvement in classroom and center activities working with family's Early Education Specialist.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

2. Assists in development and implementation of Spanish speaking programs and activities to positively impact Early Education families and children.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

3. Supports service delivery to Spanish speaking families by assisting the Early Education Specialist in assessing family needs, setting goals, and identifying steps to achievement.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

II. SOCIAL SERVICES DELIVERY

**4. Interacts with Spanish speaking families in non-judgmental manner in order to develop trusting relationships.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**5. Maintains privacy and confidentiality of families.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**6. Has general knowledge of and understands the social service delivery system within the community.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**7. Assist Spanish speaking families in their interactions with community agencies on behalf of children and families.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

III. JOB PERFORMANCE

**8. Documents all work-related activities in professional and timely manner.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:



**9. Maintains information and data effectively, ensuring accurate records.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**10. Communicates monthly with immediate supervisor via scheduled meeting.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**11. Demonstrates professional work habits (dependable, punctual).**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

IV. PROFESSIONAL DEVELOPMENT

**12. Demonstrates a commitment to professional development for self in district.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**13. Interacts with other staff to improve the program for Spanish speaking families.**

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**If needed, attach an additional page for comments and/or recommendations.**

Comments and/or Recommendations (Professional Development) by Evaluator:

Comments and/or Recommendations by Early Education Specialist:

**Early Education Language Translator's Signature:**

\_\_\_\_\_

\_\_\_\_\_

**Date**

**Immediate Supervisor:**

\_\_\_\_\_

\_\_\_\_\_

**Date**

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

HR 05/29/15

## INDEPENDENCE SCHOOL DISTRICT PERFORMANCE BASED EVALUATION

### Program Support Specialist

NAME:

DATE:

POSITION TITLE:

SUPERVISOR:

---

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

---

### EVALUATION CRITERIA

1. **JOB KNOWLEDGE:** Demonstrates exemplary knowledge of job content. Seeks out knowledge to develop new ideas and change.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

2. **PROBLEM SOLVING:** Demonstrates an ability to seek out relevant information and determine the important elements of a problem situation.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

3. **ORGANIZATION:** Demonstrates an ability to plan, schedule, and monitor the work of others. Is a quick learner and adjusts to changing conditions.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

4. **ATTITUDE:** Demonstrates a positive attitude, trustworthy, accountable, and admits errors. Properly uses authority and positively models authority for others.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

5. **LEADERSHIP:** Demonstrates an ability to get others involved in solving problems; ability to recognize when a group requires direction. Interacts with a group effectively to guide others toward achieving goals.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

6. **COOPERATION:** Exhibits skills in getting along with others, is an effective team worker and respected by staff. Responds appropriately when dealing with staff, students, parents, and others.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

7. **PROFESSIONAL PRESENTATION OF SELF:** Represents the role of a supervisor with a professional appearance and models appropriate professional image for others.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

8. **WRITTEN COMMUNICATION SKILLS:** Demonstrates an ability to express ideas clearly in writing and can express ideas to different audiences.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

9. **ORAL COMMUNICATION SKILLS:** Demonstrates an ability to make a clear oral presentation of facts or ideas.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**10. DEPENDABILITY:** Demonstrates above average dependability and implements policies and procedures without constant supervision.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**11. JUDGMENT:** Demonstrates an ability to reach logical conclusions and uses good judgment when making decisions. Chooses the option which is consistent with department policies and procedures.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**12. PRODUCTIVITY:** Competent in completing work efficiently and accurately. Committed to doing what is necessary to meet deadlines.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**13. PROFESSIONAL IMPROVEMENT:** Exhibits a professional commitment to continued educational training and development

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**14. COMPLIANCE WITH REGULATIONS, DISTRICT POLICIES AND PROCEDURES:** Demonstrates an understanding of district policy and how it is applied to daily operations. Understands importance of meeting or exceeding department standards and producing quality service and product.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**SUMMARY:**

**AREAS OF PROFESSIONAL DEVELOPMENT:**

**Independence School District**

**Early Education Handbook 2018-2019**

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Assistant Director of Early Education's Signature:

\_\_\_\_\_ Date

Program Support Specialist's Signature:

\_\_\_\_\_ Date

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

HR 08/30/2013

## Early Education Evaluation Rubrics

### Early Education Teacher

#### A. INSTRUCTIONAL PROCESS

Standard: 101	Exceeds Standard 3	Meets Standard 2	Below Standard 1
<b>Demonstrates understanding of developmental learning theory by implementing developmentally appropriate curriculum.</b>	<p>Always effectively and consistently selects developmentally appropriate learning objectives of children.</p> <p>Always provides individual, small and large group instruction.</p> <p>Always engages in and encourages conversations.</p>	<p>Typically selects developmentally appropriate learning objectives of children most of the time.</p> <p>Provides some individual, small and large group instruction most of the time.</p> <p>Engages in and encourages conversations most of the time.</p>	<p>Does not select developmentally appropriate learning objectives of children.</p> <p>Fails to, or provides little individual, small and large group instruction.</p> <p>Does not engage in or encourage conversations.</p>
<b>Points</b>	<b>9</b>	<b>6</b>	<b>3</b>
<b>Comments:</b>			

Standard:102	Exceeds Standard 3	Meets Standard 2	Below Standard 1
<b>Implements a variety of teaching practices.</b>	<p>Always consistently provides children with specific feedback effectively.</p> <p>Always consistently asks children open ended questions, encourages children to compare, problem solve, predict, transform, form relationships and to seek answers for further discovery.</p>	<p>Provides children with specific feedback most of the time.</p> <p>Sometimes asks children open ended questions, occasionally encourages children to compare, problem solve, predict, transform, form relationships and to seek answers for further discovery.</p>	<p>Does not effectively provide children with specific feedback.</p> <p>Does not ask children open ended questions or encourage children to compare, problem solve, predict, transform, form relationships or seek answers for further discovery.</p>
<b>Points</b>	<b>9</b>	<b>6</b>	<b>3</b>
<b>Comments:</b>			

Standard:103	Exceeds Standard 3	Meets Standard 2	Below Standard 1
Meets individual needs of children.	Always consistently allows adequate time for child to respond; provides activities and materials that promote a child's active engagement, recognizes the differences between children and applies strategies to meet those needs effectively.  Always consistently respects each child's ideas and views.	Generally, allows adequate time for child to respond; occasionally provides activities and materials that promote a child's active engagement, recognizes the differences between children and applies strategies to meet those needs.  Respects each child's ideas and views most of the time.	Does not allow adequate time for child to respond; ineffectively provides activities and materials that promote a child's active engagement, does not recognize the differences between children and does not apply strategies to meet those needs.  Often, does not respect each child's ideas and views.
Points	9	6	3
Comments:			

### B. CLASSROOM ORGANIZATION AND MANAGEMENT

Standard: 201	Exceeds Standard 3	Meets Standard 2	Below Standard 1
Uses a variety of positive guidance methods.	Always consistently uses redirection effectively.  Always consistently establishes logical consequences.  Always uses positive wording in in directives.	Uses redirection most of the time.  Establishes logical consequences most of the time.  Uses positive wording in directives most of the time.	Does not effectively use redirection.  Does not establish logical consequences.  Does not use positive wording in in directives.
Points	9	6	3
Comments:			

Standard: 202	Exceeds Standard 3	Meets Standard 2	Below Standard 1
Facilitate a learning environment based on children's interest and educational requirements as set forth in Early Education policies and procedures.	Always involves children in the classroom responsibilities effectively.  Always has the classroom environment designed in a manner to facilitate active play, learning and exploring.	Involves children in the classroom responsibilities most of the time.  Generally has the classroom environment designed in a manner to facilitate active play, learning and exploring most of the time.	Does not involve children in the classroom responsibilities.  Classroom design does not facilitate learning.
Points	9	6	3
Comments:			



Standard: 203	Exceeds Standard 3	Meets Standard 2	Below Standard 1
Facilitate transition for children from one location to another, within and outside the classroom. Follows safety requirements of district, licensing, NAEYC and other regulatory entities.	N/A	Always alerts children when a change in activity or classroom environment is changing.	Does not alert children when a change in activity or classroom environment is changing.
		Always maintains control and supervision of children.	Does not supervise and maintain control of children.
<b>Points</b>		<b>9</b>	<b>3</b>
<b>Comments:</b>			

### C. Personal Relationships

Standard: 301	Exceeds Standard 3	Meets Standard 2	Below Standard 1
Establishes trust and respect with children.	Always demonstrates positive verbal and non-verbal behavior in working with children effectively.	Demonstrates positive verbal and non-verbal behavior in working with children most of the time.	Does not demonstrate positive verbal and non-verbal behavior in working with children.
	Always calls children by name.	Generally calls children by name most of the time.	Does not call children by name.
	Always practices cooperation with children.	Practices cooperation with children most of the time.	Does not practice cooperation with children
<b>Points</b>	<b>9</b>	<b>6</b>	<b>3</b>
<b>Comments:</b>			

Standard: 302	Exceeds Standard 3	Meets Standard 2	Below Standard 1
Establishes trust and respect with parents, patrons and other district staff.	N/A	Always demonstrates positive relationship with parents, patrons and other district staff effectively.	Does not demonstrate positive relationship with parents, patrons and other district staff.
		Uses a variety of methods to communicate with families, patrons and other district staff effectively.	Does not use a variety of methods to communicate with families, patrons and other district staff.
		Demonstrates respect and understanding with parents, patrons and other district staff effectively.	Does not demonstrate respect and understanding with parents, patrons and other district staff
<b>Points</b>		<b>9</b>	<b>3</b>
<b>Comments:</b>			

### D. Professional Responsibilities

Standard: 401  Employee conducts themselves in a professional manner.	Exceeds Standard <b>3</b>	Meets Standard <b>2</b>	Below Standard <b>1</b>
	N/A	Always follows district policies, procedures, program regulations and board policies.  Included, but not limited to: Head Start, Early Head Start, Licensing, NAEYC, and the Independence School District.	Does not follow district policies, procedures, program regulations and board policies.  Included, but not limited to: Head Start, Early Head Start, Licensing, NAEYC, and the Independence School District.
<b>Points</b>		<b>9</b>	<b>3</b>
<b>Comments:</b>			

Standard: 402  Employment district policies followed.	Exceeds Standard <b>3</b>	Meets Standard <b>2</b>	Below Standard <b>1</b>
	N/A	Always follows policies as related to notification of absences and filing of appropriate forms effectively.  Assumes and completes all duties and responsibilities in a timely, willing and appropriate manner effectively.  Use appropriate channels for the resolution of issues and problems.	Does not follow policies as related to notification of absences and filing of appropriate forms.  Does not assume or complete all duties and responsibilities in a timely, willing and appropriate manner.  Does not use appropriate channels for the resolution of issues and problems.
<b>Points</b>		<b>9</b>	<b>3</b>
<b>Comments:</b>			

Standard: 403  Maintains a focus on lifelong learning and professional development	Exceeds Standard <b>3</b>	Meets Standard <b>2</b>	Below Standard <b>1</b>
	Always participates in <u>required</u> and <u>optional</u> professional development offered in district.  Always participates in <u>required</u> and <u>optional</u> workshops and trainings.  Always and willingly works with colleagues, learning and teaching.	Participates in required professional development offered in district.  Participates in required workshops and trainings.  Usually works with colleagues, learning and teaching.	Does not participate in required professional development offered in district.  Does not participate in required workshops and trainings.  Sometimes works with colleagues, learning and teaching.
<b>Points</b>	<b>9</b>	<b>6</b>	<b>3</b>
<b>Comments:</b>			

<b>Total Evaluation Points:</b>
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<b>Overall Comments:</b>
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<b>Employee Signature</b>
<b>Principal Signature</b>
<b>Early Education Specialist Signature</b>

<b>Date</b>
<b>Date</b>
<b>Date</b>

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

**INDEPENDENCE SCHOOL DISTRICT  
PERFORMANCE BASED EVALUATION**

**Early Childhood Teacher Assistant**

NAME:

DATE:

EVALUATED BY:

SCHOOL/DEPT:

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The evaluation process will allow staff members to explore strengths and weaknesses in their job skills and performance. The process will also encourage open communication between the staff member and supervisor, thus promoting the best possible working environment.

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**EVALUATION CRITERIA**

**I. INSTRUCTIONAL PROCESS**

1. Participates in individual, small and/or large group instruction.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

2. Talks with children and stimulates conversation among children.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

3. Models positive dispositions.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

**II. CLASSROOM ORGANIZATION AND MANAGEMENT**

4. Involves children in helping with routine tasks or responsibilities.

- Exceeds Standards  
 Meets Standards  
 Below Standards

Comments:

5. Collects and maintains ongoing information about each child.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

6. Organizes classroom to facilitate learning environment.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

7. Maintains a safe and healthy learning environment.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

### **III. PERSONAL RELATIONSHIPS**

8. Establishes positive communication, relationships, and respect for families.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

9. Interacts with others in a manner reflecting respect (co-worker, supervisor).

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**IV. PROFESSIONAL RESPONSIBILITIES**

10. Complies with Board and program policies and licensing.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

11. Assumes and thoroughly completes all duties and responsibilities in a timely, willing and appropriate manner.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

12. Develops and carries out a personal professional development plan.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

13. Participates in district and school improvement processes, such as curriculum planning and development, and evaluation and assessment procedures.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

**Comments and/or Recommendations by Evaluator:**

**Comments and/or Recommendations by Teacher Assistant:**

Principal's Signature:

\_\_\_\_\_

\_\_\_\_\_

Date

Early Education Specialist's Signature:

\_\_\_\_\_

\_\_\_\_\_

Date

Teacher Assistant's Signature:

\_\_\_\_\_

\_\_\_\_\_

Date

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

HR 08/23/2013

## Employment Calendars

### Early Education 10 Month A

### 2018-2019

					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		
Work days 19					Work days 23					Work days 19					Work days 23				
Non-work days 3					Non-work days 0					Non-work days 1					Non-work days 0				
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		
Work days 19					Work days 15					Work days 21					Work days 19				
Non-work days 2					Non-work days 5					Non-work days 2					Non-work days 0				
Holiday 1					Holiday 1										Holiday 1				
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**					
Work days 19					Work days 21					Work days 18					Work Days 0				
Non-work days 2					Non-work days 1					Non-work days 5					Non-work days 20				

**A. Workdays**

July	19	Jan	21		
Aug	23	Feb	19		Non Workday
Sept	19	March	19		Combined Site
Oct	23	April	21		Professional Development - No kids
Nov	19	May	18		Holiday
Dec	15	June	0		First/Last day of School

216

**B. Holidays**

Thanksgiving	1
December 25th	1
Presidents Day	1
	3

**C. Appointment Days**

Workdays	216
Holidays	3
	219

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



## Early Education 10 Month B 2018-2019 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		
Work days 0					Work days 22					Work days 19					Work days 22				
Non-work days 22					Non-work days 1					Non-work days 1					Non-work days 1				
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		
Work days 19					Work days 15					Work days 20					Work days 18				
Non-work days 2					Non-work days 5					Non-work days 3					Non-work days 1				
Holiday 1					Holiday 1					Holiday					Holiday 1				
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**					
Work days 18					Work days 21					Work days 22					Work Days 20				
Non-work days 3					Non-work days 1					Non-work days 1					Non-work days 0				

**A. Workdays**

July	0	Jan	20	<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #cccccc; width: 20px; height: 10px; margin-bottom: 2px;"></div> Non Workday                 <div style="background-color: #ffff00; width: 20px; height: 10px; margin-bottom: 2px;"></div> Combined Site                 <div style="background-color: #00bfff; width: 20px; height: 10px; margin-bottom: 2px;"></div> Professional Development - No kids                 <div style="background-color: #008000; width: 20px; height: 10px; margin-bottom: 2px;"></div> Holiday                 <div style="border: 1px solid black; width: 20px; height: 10px; margin-bottom: 2px;"></div> First/Last day of School             </div>
Aug	22	Feb	18	
Sept	19	March	18	
Oct	22	April	21	
Nov	19	May	22	
Dec	15	June	20	

216

**B. Holidays**

Thanksgiving		1
December 25th		1
Presidents Day		1
		3

**C. Appointment Days**

Workdays		216
Holidays		3
		219

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

## Early Education 10 Month A Early Release 2018-2019 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			29	30	31		
Work days 19 Non-work days 3					Work days 23 Non-work days 0					Work days 19 Non-work days 1					Work days 23 Non-work days 0				
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	
Work days 19 Non-work days 2 Holiday 1					Work days 15 Non-work days 5 Holiday 1					Work days 21 Non-work days 2					Work days 19 Non-work days 0 Holiday 1				
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**					
Work days 19 Non-work days 2					Work days 21 Non-work days 1					Work days 18 Non-work days 5					Work Days 0 Non-work days 20				

**A. Workdays**

July	19	Jan	21	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="width: 20px; height: 10px; background-color: #cccccc; margin-bottom: 2px;"></div> Non Workday                 <div style="width: 20px; height: 10px; background-color: #ffff00; margin-bottom: 2px;"></div> Combined Site                 <div style="width: 20px; height: 10px; background-color: #00bfff; margin-bottom: 2px;"></div> Professional Development - No kids                 <div style="width: 20px; height: 10px; background-color: #008000; margin-bottom: 2px;"></div> Holiday                 <div style="width: 20px; height: 10px; border: 1px solid black; margin-bottom: 2px;"></div> First/Last day of School                 <div style="width: 20px; height: 10px; border-bottom: 1px solid black; margin-bottom: 2px;"></div> 6 Hour Workday             </div>
Aug	23	Feb	19	
Sept	19	March	19	
Oct	23	April	21	
Nov	19	May	18	
Dec	15	June	0	

216

**B. Holidays**

Thanksgiving		1
December 25th		1
Presidents Day		1
		3

**C. Appointment Days**

Workdays		216
Holidays		3
		219

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

## Early Education 10 Month B Early Release 2018-2019 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	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
23	24	25	26	27	28	29	30	31											
30	31																		
Work days 0					Work days 22					Work days 19					Work days 22				
Non-w ork days 22					Non-w ork days 1					Non-w ork days 1					Non-w ork days 1				
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	8	9	10	11	12	13	14	15	16	17
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
19	20	21	22	23	24	25	26	27	28	29	30	31							
26	27	28	29	30	31														
Work days 19					Work days 15					Work days 20					Work days 18				
Non-w ork days 2					Non-w ork days 5					Non-w ork days 3					Non-w ork days 1				
Holiday 1					Holiday 1										Holiday 1				
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	6	7	8	9	10	11	12	13	14	15
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
11	12	13	14	15	16	17	18	19**	20	21	22	23	24	25	26	27	28	29	30
18	19	20	21	22	23	24	25	26	27	28**	29**	30**	31**						
25***	26***	27***	28***	29***	30														
Work days 18					Work days 21					Work days 22					Work Days 20				
Non-w ork days 3					Non-w ork days 1					Non-w ork days 1					Non-w ork days 0				

**A. Workdays**

July	0	Jan	20		
Aug	22	Feb	18		Non Workday
Sept	19	March	18		Combined Site
Oct	22	April	21		Professional Development - No kids
Nov	19	May	22		Holiday
Dec	15	June	20		First/Last day of School
					6 hour Workday

216

**B. Holidays**

Thanksgiving	1
December 25th	1
Presidents Day	1
	3

**C. Appointment Days**

Workdays	216
Holidays	3
	219

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

# **BENEFITS**

## Employee Benefits & Benefits Banking

<i><b>BENEFIT</b></i>	<i><b>NOTES</b></i>	<i><b>EMPLOYEES AFFECTED</b></i>
<b>Public School Retirement System (PSRS)</b>	<ul style="list-style-type: none"> <li>State mandated deduction (2018-2019) 14.50% without Social Security or 9.67% with Social Security</li> <li>Matched by the District</li> <li>Vested after 5 years</li> <li>Questions – Contact 800-392-6848 or email <a href="mailto:member_services@psrsmo.org">member_services@psrsmo.org</a></li> </ul>	All certificated staff who work 17 hours per week or 600 hours per year
<b>Public Education Employee Retirement System (PEERS) Formerly Non-Teacher Retirement System (NTR)</b>	<ul style="list-style-type: none"> <li>State mandated deduction (2018-2019) 6.86%</li> <li>Matched by the District</li> <li>Vested after 5 years</li> <li>Questions – Contact 800-392-6848 or email <a href="mailto:member_services@peersmo.org">member_services@peersmo.org</a></li> </ul>	All classified staff who work 20 hours per week or 600 hours per year
<b>403B and 457B</b>	<ul style="list-style-type: none"> <li>Approximately 10 vendors for pre-tax retirement savings</li> <li>Contact The Omni Group at 877-544-6664</li> <li><a href="http://www.omni403b.com">www.omni403b.com</a></li> </ul>	All staff
<b>MOST</b>	<ul style="list-style-type: none"> <li>Payroll deduction for Children’s Higher Education</li> </ul>	All staff
<b>Public Service Forgiveness Program</b>	<ul style="list-style-type: none"> <li>Forgiveness of Direct student loans for those qualifying after 120 payments and not in default</li> <li><a href="http://dhe.mo.gov/resources/Publicserviceemployees.php">http://dhe.mo.gov/resources/Publicserviceemployees.php</a></li> </ul>	Full-time staff
<b>General Payroll Deductions</b>	<ul style="list-style-type: none"> <li>Professional organization dues, Independence Foundation, United Way, etc.</li> </ul>	All staff
<b>Direct Deposit</b>	<ul style="list-style-type: none"> <li>Available for multiple accounts</li> </ul>	Required for all staff
<b>Direct Check Card</b>	<ul style="list-style-type: none"> <li>Available for multiple accounts</li> </ul>	Employees who don’t have a bank account
<b>Credit Union</b>	Located at 201 N. Forest Avenue	All staff who work 25 hours
<b>“Benefits Banking”</b>	<p>Additional free, discounted, and premium rate services for customers of Commerce Bank. Services include:</p> <ul style="list-style-type: none"> <li>Free online banking and bill pay</li> <li>Free Commerce ATM and debit card</li> <li>Discount on loans</li> </ul> <p>Contact 816-234-8810 or 816-234-1984</p>	All staff and retirees

<b><i>BENEFIT</i></b>	<b><i>NOTES</i></b>	<b><i>EMPLOYEES AFFECTED</i></b>
<b>Professional Liability Insurance</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	All staff
<b>Worker Compensation</b>	<ul style="list-style-type: none"> <li>State mandated</li> <li>Covers medical care and prescriptions</li> <li>Provides 2/3 of average weekly wage if employee cannot work, effective 3 days after day of injury</li> <li>Day of injury paid by District</li> <li>Care provided in District’s Employee Health Clinic at 1516 W. Maple Street</li> <li>Questions – Contact Employee Workers’ Compensation Office 816-521-5424</li> </ul>	All staff with job related injuries
<b>Health Insurance</b>	<ul style="list-style-type: none"> <li>Board of Education paid for employees @ \$581.20 monthly, October 1, 2018-September 30, 2019</li> <li>Optional coverage available at employee expense for spouse and dependent children</li> <li>Retirees may retain membership by paying premiums</li> <li>Plan choices include 6 plans:               <ul style="list-style-type: none"> <li>Blue Select Plus Core – QHDHP and PPO</li> <li>PPO BuyUP 1 – QHDHP and PPO</li> <li>PPO BuyUP 2 and HMO BuyUP 2</li> </ul> </li> </ul>	<p>All staff who work 25 hours per week</p> <p>Retirees who elected coverage within one year of their retirement</p>
<b>Dental Insurance</b>	<ul style="list-style-type: none"> <li>Board of Education paid for employees @ \$29.38 monthly October 1, 2018 – September 30, 2019</li> <li>Optional coverage available at employee expense \$66.76 monthly for family</li> <li>Annual maximum coverage of \$1000.00 on DPPO Advantage plan with \$250 annual increments when annual cleanings are done</li> </ul>	<p>All staff who work 25 hours per week</p> <p>Retirees may extend through COBRA for 18 months minimum</p>
<b>Voluntary Insurance Vision</b>	<ul style="list-style-type: none"> <li>At employee expense</li> <li>Monthly cost of \$13.32 for employee or \$36.75 for family</li> </ul>	All staff who work 25 hours per week

<b><i>BENEFIT</i></b>	<b><i>NOTES</i></b>	<b><i>EMPLOYEES AFFECTED</i></b>
<b>Long Term Disability Insurance</b>	<ul style="list-style-type: none"> <li>• Board of Education paid benefit</li> <li>• 60% of employee salary</li> <li>• Effective after 90 day elimination period or expiration of sick leave</li> </ul>	All staff who work 25 hours per week
<b>Life Insurance Board Paid</b>	<ul style="list-style-type: none"> <li>• Board of Education paid benefit</li> <li>• 1.5 times salary for qualifying employees</li> <li>• Includes AD&amp;D</li> <li>• Must have a primary beneficiary to enroll</li> </ul>	All staff who work 25 hours per week
<b>Section 125 – Premiums</b>	<ul style="list-style-type: none"> <li>• Premium savings with before tax dollars</li> <li>• No fee</li> </ul>	All staff who work 25 hours per week who have a health care premium, a family dental premium, or voluntary vision premium
<b>Section 125 – Flex Plan Unreimbursed Medical Dependent Care</b>	<ul style="list-style-type: none"> <li>• Pretax savings account for medical or dependent care</li> <li>• Fee \$4.66 per month for 9 months</li> </ul>	All staff who work 25 hours per week
<b>Section 125 - Health Savings Account</b>	<ul style="list-style-type: none"> <li>• Employee owned pretax savings account for medical expenses</li> <li>• District contributes \$600/year</li> <li>• Fee \$2.00 per month</li> </ul>	All staff who are enrolled in the high deductible health care plan and meet other IRS requirements for the account
<b>Employee Assistance Program New Directions</b>	<ul style="list-style-type: none"> <li>• Cost-free Employee Assistance Program</li> <li>• Confidential Services, Referrals</li> <li>• Counseling and Resources</li> <li>• Financial and legal planning</li> <li>• Confidential website access <a href="http://www.ndbh.com">www.ndbh.com</a> (login code Independence SD)</li> <li>• Available 24/7 at 800-624-5544</li> <li>• Call 816-237-2352 to arrange a confidential appointment</li> </ul>	All staff who work 25 hours per week and their household family members
<b>Employee Health Clinic</b>	<ul style="list-style-type: none"> <li>• Medical clinic for well exams, disease management, illness care, routine lab tests</li> <li>• Cost-free for those on district health insurance and preventive</li> <li>• \$25 per visit fee for those on the HSA eligible Blue Select Plus Core QHDHP and PPO BuyUP 1 QHDHP</li> <li>• Call 816-521-5316 or go online to <a href="https://healthstatinc.intelichart.com/patientportal">https://healthstatinc.intelichart.com/patientportal</a> to make an appointment</li> </ul>	All staff, retirees, and dependents (age 2+) enrolled on district health insurance
<b>Employee Wellness Center</b>	<ul style="list-style-type: none"> <li>• Free gym with exercise equipment and classes</li> <li>• Enroll - call 816-521-5315</li> </ul>	All regular full and part-time employees, retirees, and their spouses and dependents age 18 and older until they turn 26

<b><i>BENEFIT</i></b>	<b><i>NOTES</i></b>	<b><i>EMPLOYEES AFFECTED</i></b>
<b>Aquatics Center</b>	<ul style="list-style-type: none"> <li>• Free open and lap swimming</li> <li>• 25% off swimming lessons, party rentals and private rentals</li> <li>• Free aerobics classes</li> <li>• Questions – call 816-521-5377</li> </ul>	All staff
<b>Voluntary Insurance Legal Assistance</b>	<ul style="list-style-type: none"> <li>• Optional at employee expense</li> <li>• Legal advice, forms, will, document review, traffic issues, IRS, defense, discounts</li> <li>• 24/7 emergency access</li> </ul>	All staff who qualify for PSRS or PEERS Retiree insurance and COBRA participants
<b>Voluntary Insurance Life Insurance</b>	<ul style="list-style-type: none"> <li>• At employee expense</li> <li>• Optional coverage available for employee, spouse and dependents</li> </ul>	All staff who work 25 hours per week
<b>Voluntary Insurance Identity Theft</b>	<ul style="list-style-type: none"> <li>• Optional at employee expense</li> <li>• Insurance policy \$1,000,000</li> <li>• Monitoring includes: credit, internet, digital, social, bank</li> <li>• Privacy advocate remediation</li> </ul>	All staff who qualify for PSRS or PEERS Retiree insurance and COBRA participants
<b>Voluntary Insurance Accident</b>	<ul style="list-style-type: none"> <li>• Optional at employee expense: employee, spouse, dependents</li> <li>• Includes Wellness Benefit</li> <li>• Includes Accidental Death or Dismemberment</li> <li>• Includes Hospital Benefit</li> </ul>	All staff who qualify for PSRS or PEERS
<b>Voluntary Insurance Critical Illness</b>	<ul style="list-style-type: none"> <li>• Optional at employee expense: employee, spouse, dependents</li> <li>• Includes heart attack, stroke, cancer, renal failure, organ transplant, coma, severe burns, loss sight-hearing-or-speech, and paralysis</li> <li>• Monthly cost coverage based and age banded</li> <li>• Includes Wellness Benefit</li> <li>• Monthly cost age banded on selected employee benefit of \$10,000, \$20,000 or \$30,000</li> </ul>	All staff who qualify for PSRS or PEERS
<b>Voluntary Insurance Cancer</b>	<ul style="list-style-type: none"> <li>• Optional at employee expense: Employee, spouse, dependents</li> <li>• Includes Wellness, First Occurrence, and specific cost Benefits</li> </ul>	All staff who qualify for PSRS or PEERS
<b>Voluntary Insurance Hospital Indemnity</b>	<ul style="list-style-type: none"> <li>• Optional at employee expense: employee, spouse, dependents</li> <li>• Includes annual admission and daily benefits</li> </ul>	All staff who qualify for PSRS or PEERS
<b>Voluntary Insurance Short Term Disability</b>	<ul style="list-style-type: none"> <li>• Optional at employee expense</li> <li>• Elect coverage \$100-\$1500/Week</li> <li>• Effective after 7, 14, or 30 days elimination period,</li> <li>• Monthly cost coverage based and age banded</li> <li>• Available sick leave must be used first before eligible for use Subject to 3/6/9 month look back period for pre-existing conditions</li> </ul>	All staff who qualify for PSRS or PEERS



<b><i>BENEFIT</i></b>	<b><i>NOTES</i></b>	<b><i>EMPLOYEES AFFECTED</i></b>
<b>Family Medical Leave</b>	<ul style="list-style-type: none"> <li>Federally mandated by the Family Medical Leave Act</li> <li>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</li> <li>BOE paid insurance and other benefits continued during leave</li> <li>Employees required to use any available leave days during leave</li> <li>No loss of seniority</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Contact Human Resources to see if you qualify for FML</li> <li>Employees must request FML in writing through the Human Resources Office 521-5300</li> </ul>
<b>Sick Leave</b>	<ul style="list-style-type: none"> <li>10 days per school year for illness as outlined in Board of Education Policy/Regulation 4320</li> <li>Plus one (1) day for each additional full contract month beyond the nine (9) month calendar</li> <li>Paid at daily rate</li> </ul>	All staff who work 37.5 hours per week
<b>Personal Leave</b>	<ul style="list-style-type: none"> <li>3 days annually for personal use as outlined in Policy/Regulation 4320</li> <li>Deducted from sick leave</li> <li>Paid at daily rate</li> </ul>	All staff who work 37.5 hours per week
<b>Emergency Leave</b>	<ul style="list-style-type: none"> <li>Up to 10 days leave for purposes outlined in Policy/Regulation 4320</li> <li>Deducted from sick leave</li> <li>Paid at daily rate</li> </ul>	All staff who work 37.5 hours per week
<b>Bereavement Leave</b>	<ul style="list-style-type: none"> <li>3 days for death in the immediate family as outline in Policy/Regulation 4320</li> <li>Paid at daily rate</li> </ul>	All staff
<b>Part-Time Sick Leave</b>	<ul style="list-style-type: none"> <li>5 days per school year for illness</li> <li>Plus one (1) day for each additional full contract month beyond the nine (9) month calendar</li> <li>Paid at daily rate</li> </ul>	All staff who work at least 25 hours a week and less than 37.5 hours a week
<b>Part-Time Personal Leave</b>	<ul style="list-style-type: none"> <li>2 days annually for personal use</li> <li>Deducted from sick leave</li> <li>Paid at daily rate</li> </ul>	All staff who work at least 25 hours a week and less than 37.5 hours a week
<b>Jury Duty</b>	<ul style="list-style-type: none"> <li>Paid at employee's daily rate</li> </ul>	All staff
<b>Vacation</b>	<ul style="list-style-type: none"> <li>Paid at daily rate</li> </ul>	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<sup>1</sup>
- Free Commerce Visa<sup>®</sup> Debit Card
- Free Online Banking and Online Bill Pay<sup>2</sup>
- Free Mobile Banking<sup>3</sup> and Alerts
- Free Commerce ATM transactions
- Overdraft protection options
- Low rate credit card with no annual fee<sup>4</sup>
- 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<sup>4</sup>
- Credit toward home loan closing costs<sup>4,5</sup>
- Free checks
- Rewards on your credit card
- Free safe deposit box
- Free financial planning consultation<sup>6</sup>
- Discounts on brokerage services<sup>6</sup>
- 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](mailto:benefitsbanking.kc@commercebank.com) or by contacting one of our Commerce bankers assigned to help you:

<b>Gail Cianciolo</b>	<b>816-234-1984</b>	<b><a href="mailto:gail.cianciolo@commercebank.com">gail.cianciolo@commercebank.com</a></b>	<b>18700 E 39<sup>th</sup> St</b>
<b>Jack Combs</b>	<b>816-234-8856</b>	<b><a href="mailto:jack.combsjr@commercebank.com">jack.combsjr@commercebank.com</a></b>	<b>2915 S Noland Rd</b>

We also invite you to visit the Benefits Banking webpage for **Independence School District** employees at: [commercebank.com/benefitsbanking/independenceschooldistrict.asp](http://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](http://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](http://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@idschools.org](mailto:workcomp@idschools.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. 39<sup>th</sup> 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 only 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 Provider Section 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](mailto: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 and 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 must be reported immediately to your supervisor or as soon as possible but in no more than 24 hours.
3. An **Employee Accident/Injury Report** form must be completed and signed by the employee and the school nurse or supervisor at the time the incident is reported even if no medical treatment is needed. This will be completed in the school nurse office during initial evaluation. If a nurse is not available, the supervisor 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 both 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:

<u>ISD Employee Health Clinic</u>	<u>Clinic Hours:</u>	
1516 W. Maple Ave. Independence, MO 64050 Telephone (866) 959-9355	Monday-Friday,	7:00 am – 12:00 Noon 1:00 pm – 6:00 pm
	Saturday,	8:00 am – Noon

Alternative treatment for the injured employee may be by referral only 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>U. S. Healthworks, Inc.</u>	<u>Hours:</u>	
19000 E. Eastland Center Ct. Independence, MO 64055 Telephone (816) 478-9299	Monday-Friday,	8:00 am – 5:00 pm
<u>Urgent Care of Kansas City</u>	<u>Hours:</u>	
4741 S. Arrowhead Drive, Suite B Independence, MO 64055 Telephone (816) 795-6000	Monday-Friday,	8:30 am – 9:00 pm
	Saturday,	8:30 am – 6:00 pm
	Sunday,	8:30 am – 5:30 pm
	Holidays	8:30 am – 3:30 pm

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

5. Following each treatment, the doctor's release to work, restrictions or emergency room After Care Instructions must be submitted immediately to your supervisor and to the ISD Work Comp Office.
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:	<b>PMA Management Corp. #0839910</b>	
		Phone: 1-888-476-2669	



## Workers' Compensation Treatment Authorization

PMA# 0476127

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

### EMPLOYEE INFORMATION

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

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

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

\_\_\_\_\_ Other Provider Care Clinic Location: \_\_\_\_\_

\_\_\_\_\_ Emergency Care: Truman Medical Center Lakewood or Other: \_\_\_\_\_

Treatment Authorized By: \_\_\_\_\_ (Print Name) \_\_\_\_\_ (Signature)

### PROVIDER SECTION

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

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

Diagnosis: \_\_\_\_\_

Treatment Recommendations: \_\_\_\_\_

Return to Work Status: Modified Duty \_\_\_\_\_ Full Duty \_\_\_\_\_

Detail Modifications below or: No Restrictions \_\_\_\_\_

No Lifting Over: \_\_\_\_\_ lbs. No Pushing/Pulling Over: \_\_\_\_\_ lbs.

Additional Modifications: \_\_\_\_\_

Follow-up Appointment: Date/Time: \_\_\_\_\_ None Needed: \_\_\_\_\_

Provider Signature: \_\_\_\_\_

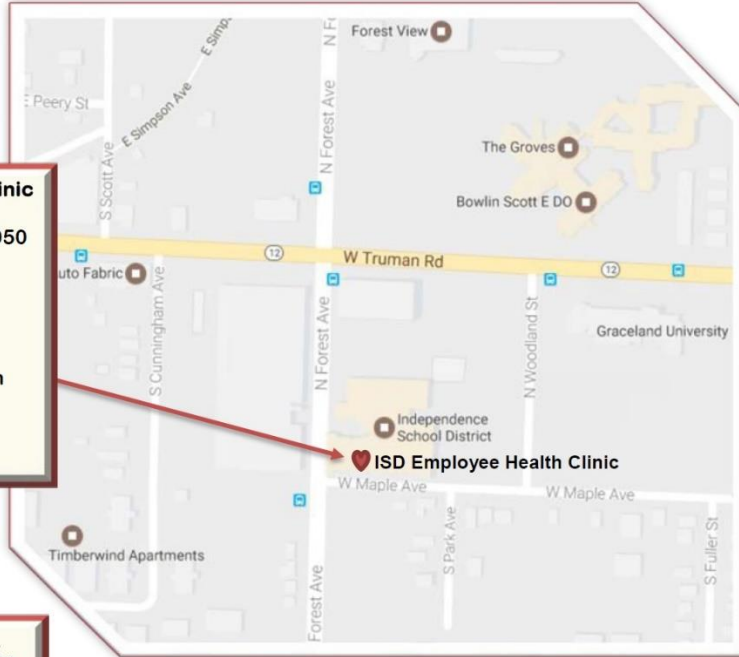
Referrals to Medical Specialists **MUST BE PREAUTHORIZED** by contacting PMA at 1-888-476-2669.

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

**MAPS  
 2018-19**

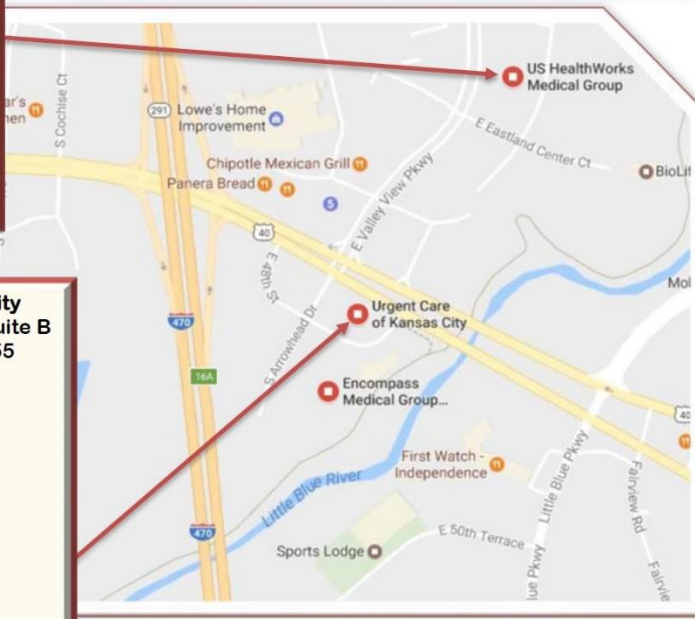
**ISD Employee Health Clinic**  
 1516 W. Maple Ave.  
 Independence, MO 64050  
 (866) 959-9355  
 (816) 521-5316

**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**

#### **Nondiscrimination and Student Rights**

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

#### **Harassment**

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

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

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

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

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

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

**REV. 6/11**

## **STUDENTS**

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

### **Nondiscrimination and Student Rights**

#### **Harassment**

#### **DEFINITIONS AND EXAMPLES**

##### **Sexual Harassment**

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

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

Examples of conduct which may constitute sexual harassment include:

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

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

### **Harassment Because of Race or Color**

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

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

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

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

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

**Harassment Based Upon National Origin or Ethnicity**

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

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

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

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

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

### **Harassment Because of Disability**

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

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

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

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



**Harassment Because of Gender**

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

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

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

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

**Harassment Because of Sexual Orientation or Perceived Sexual Orientation**

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

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

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

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

### **REPORTING PROCEDURES**

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

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

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

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

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

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

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

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

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

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

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

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

### **INVESTIGATION**

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

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

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

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

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

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

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

### **SCHOOL DISTRICT RESPONSE**

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

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

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

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

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

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

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

### **RETALIATION**

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

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

**REV. 6/11**



**Nondiscrimination and Student Rights**  
**Harassment Grievance Form**

Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When and where did the incident occur? \_\_\_\_\_

---

List any witnesses who were present: \_\_\_\_\_

---

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

\_\_\_\_\_  
Complainant's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received By

\_\_\_\_\_  
Date Received

**STUDENTS**

**Nondiscrimination and Student Rights**

**Sexual Harassment Prohibited Notice**

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

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

Sexual harassment includes but is not limited to:

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

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

The District's Title IX Coordinator is:

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

## **STUDENTS**

### **Policy 2670**

#### **Discipline**

##### **Corporal Punishment: Prohibited**

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

**STUDENTS**  
**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:

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

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

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

“**Behavior Intervention Plan (BIP)**” 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

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

“**Seclusion**” means the confinement of a student alone 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.

##### **○ 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:



- The classroom will be cleared of all other students and the student's behavior will be managed in that room, if appropriate;
- The student will be disciplined in accordance with the student discipline code;
- A parent/guardian will be notified of the need to clear the classroom due to the student's behavior and of the discipline imposed;
- 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:

- The student will be taken to the Recovery Room;
- The Recovery Room will be cleared of all other students;
- The student's parent/guardian will be notified of the behavior issue and will be required to pick-up the student from school;
- Law enforcement officials will be notified if an assault or other crime has occurred and charges may be pressed against the student; and
- 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.
- 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:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in 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.

- The space in which the student is placed should be a normal-sized meeting or classroom commonly found in a school setting.
- The space in which the student is placed is comparable in lighting, ventilation, heating, cooling, and ceiling height to those systems that are in use in other places in the school.
- The space in which the student is placed must be free of objects that could cause harm.

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:

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

Physical restraint shall:

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

Any school personnel using physical restraint shall:

- Use only methods of restraint in which the person has received district approved training.
- Conduct restraint with at least one additional adult present and in line of sight, unless other school personnel are not immediately available due to the unforeseeable nature of an emergency situation.

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

- **Mechanical Restraint**

Mechanical restraint shall only be used as specified in a student's IEP, Section 504 plan,

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.

- 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**

## **PERSONNEL SERVICES**

### **Policy 4120**

#### **Employment**

#### **Employment Procedures**

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

## **PERSONNEL SERVICES**

### **Policy 4650**

**(Regulation 4650)**

#### **Performance Evaluation**

##### **Communication with Students by Electronic Media**

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

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

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

REV. 3/15

**Personnel Services**

**Policy 4720**

**Separation**

**Suspension or Termination: Non-Certificated Staff**

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

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

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

### **1. School Discipline Policies**

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

### **2. Reporting requirements**

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

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

### **3. Definition of a weapon**

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

### **4. Penalties for possession of a weapon**

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

### **5. Removal of students**

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



**6. Miscellaneous**

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

July 2008

# **GENERAL DISTRICT INFORMATION**

## School Information 2018-2019

ELEMENTARY SCHOOLS							
SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Benton	Leslie Hochsprung	Karen Wilson	429 S Leslie St	Indep	MO	64050	521.5390
Blackburn	Christine Lamb	Kris McNeill	17302 R.D. Mize Rd	Indep	MO	64057	521.5395
Bryant	Brian Duffie	Heather Nordsieck	827 W College St	Indep	MO	64050	521.5400
Fairmount	Jeff Anger	Darlene McDaniel	120 N Cedar Ave	Indep	MO	64053	521.5405
Glendale	Todd Siebert	Brooke Masters	2611 Lees Summit Rd	Indep	MO	64055	521.5510
Korte	Ron Albutus	Tabitha Mabie	2437-2731 S Hardy Ave	Indep	MO	64052	521.5430
Little Blue	Joe Armin	Jennifer Lane	2020 Quail Drive	Indep	MO	64057	521.5480
Luff	Melissa Carver	Dawn Howe	3700 S Delaware Ave	Indep	MO	64055	521.5415
Mallinson	Sarah Brown	Tina Giammalva	709 N Forest Ave	Sugar Creek	MO	64054	521.5530
Mill Creek	Lindsey Miller	Betty Maday	2601 N Liberty St	Indep	MO	64050	521.5420
Ott	Ronnee Laughlin	Deb Koepke	1525 N Noland Rd	Indep	MO	64050	521.5435
Procter	Amy Hawley	Paula McKinney	1403 W Linden Ave	Indep	MO	64052	521.5440
Randall	Bobby McCutcheon	Debbie Bryant	509 Jennings Rd	Indep	MO	64056	521.5445
Santa Fe Trail	Gib Rito	Angela Ordean	1301 S Windsor St	Indep	MO	64055	521.5450
Southern	Gwenn Tauveli	Michelle Polston	4300 S Phelps Rd	Indep	MO	64055	521.5475
Spring Branch	Aaron Kirchhoff	Sheree Etzenhouser	20404 E Truman Rd	Indep	MO	64056	521.5455
Sugar Creek	Shellie Dumas	Stephanie Spiers	11424 Gill St	Sugar Creek	MO	64054	521.5460
Sycamore Hills	Amber Miller	Connie Daoust	15208 E 39th St	Indep	MO	64055	521.5465
Three Trails	Kevin Lathrom	Angie Zaner	11801 E 32nd St S	Indep	MO	64052	521.5470
Hanthorn	Amy Cox	Susan Hunter	1511 S Kings Hwy	Indep	MO	64055	521.5485
Sunshine Center	Amanda Spight	Wendi Jones	18400 E Salisbury	Indep	MO	64056	521.5526
MIDDLE SCHOOLS							
SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Bingham	Brett Playter	Teresa Roberts	1716 S Speck Rd	Indep	MO	64057	521.5490
Bridger	Jeff Williams	Marla Trahern	18200 E M-78 Highway	Indep	MO	64057	521.5375
Nowlin	Cristin Nowak	Susan Still	2800 Hardy Ave	Indep	MO	64052	521.5380
Pioneer Ridge	Michael Estes	Elaina Baker	1656 S Speck Rd	Indep	MO	64057	521.5385
HIGH SCHOOLS							
SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Chrisman	Michael Becker	Monica Sullivan	1223 N Noland Rd	Indep	MO	64050	521.5355
Indep Academy	Rebecca Bressman	Lisa Coil	606 W Mechanic Ave	Indep	MO	64055	521.5505
Truman	Ronda Scott	April Claphan	3301 S Noland Rd	Indep	MO	64055	521.5350
Van Horn	Justin Woods	Lori Jonas	1109 S Arlington Ave	Indep	MO	64053	521.5360
Technology	Todd Then	Sara Williams	201 N Forest Ave	Indep	MO	64050	521.5320

### School Start/Dismissal Times 2018-2019

	<u>Unload</u>	<u>Starting</u>	<u>Dismissal</u>	<u>Leave</u>
<b><u>Tier 1 Routes</u></b>			<b>Wed</b>	<b>Wed</b>
Truman, Van Horn, William Chrisman	6:50/7:00 AM	7:20 AM	2:23 PM <b>1:50 PM</b>	2:29 PM <b>1:56 PM</b>
Bridger	7:00 AM	7:20 AM	2:23 PM	2:29 PM
Independence Academy HS	7:15 AM	7:20 AM	2:04 PM <b>1:31 PM</b>	2:09 PM <b>1:36 PM</b>

### **Tier 2 Routes**

Bingham, Nowlin, Pioneer, Benton, Procter, Randall, Santa Fe	7:55 AM	8:15 AM	3:18 PM	3:24 PM
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### **Tier 3 Routes**

Blackburn, Bryant, Fairmount, Glendale, Korte, Little Blue, Luff, Mallinson, Mill Creek, Ott, Southern, Spring Branch, Sycamore, Three Trails	8:40 AM	9:00 AM	4:03 PM	4:09 PM
Sugar Creek	8:45 AM	9:05 AM	4:08 PM	4:14 PM

Day Treatment, LTS		7:25 AM	2:00 PM	2:05 PM
Early Ed		7:30 AM 12:30 PM	11:00 AM 4:00 PM	

## 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		
Student Attendance 12					Student Attendance 18					Student Attendance 21									
Teacher Contract 16					Teacher Contract 19					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	7	8	9	10	11					1
5	6	7	8	9	10	11	12	13	14	14	15	16	17	18	4	5	6	7	8
12	13	14	15	16	17	18	19	20	21	21	22	23	24	25	11	12	13	14	15
19	20	21	22	23	24	25	26	27	28	28	29	30	31	18	19	20	21	22	
26	27	28	29	30	31										25	26	27	28	
Student Attendance 19					Student Attendance 15					Student Attendance 19					Student Attendance 18				
Teacher Contract 19					Teacher Contract 15					Teacher Contract 21					Teacher Contract 19				
end of 1st semester Dec 21																			
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					
Student Attendance 15					Student Attendance 20					Student Attendance 16									
Teacher Contract 16					Teacher Contract 21					Teacher Contract 16									
end of 3rd qtr March 8										Anticipated Final Student attend May 22									

- 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

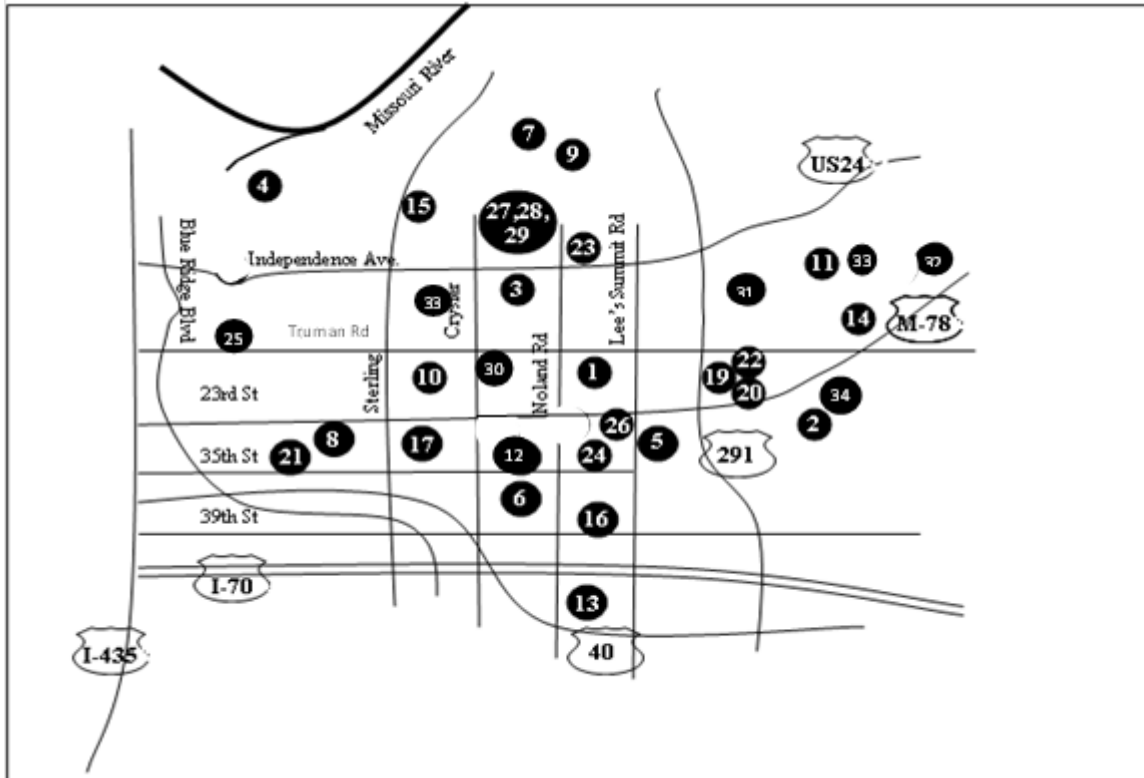
*All Attendance and contract days that are postponed due to inclement weather will be added at the discretion of the Board of Education.*

**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

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

### MIDDLE SCHOOLS

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

### HIGH SCHOOLS

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

### ALTERNATIVE SCHOOLS

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

### SUPPORT SERVICES

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

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

## **Title IX**

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

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

Inquiries regarding compliance with Civil Rights, Title IX, and Section 504 should be directed to the Human Resources 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**