



Handbook for the Family Services



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



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INTRODUCTION

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District Mission

District Vision Statement:

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

District Mission Statement:

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

District Values Statements:

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

District Level Goals

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

Board of Education

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

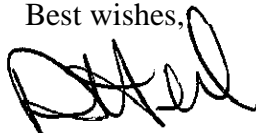
Dear Employee:

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

FAMILY SERVICES INFORMATION

Neighborhood and Family Services Department Overview

Currently, the Independence School District Neighborhood and Family Services Department consists of four major service areas: social services, caring communities, homeless, and attendance. Initiatives include the Van Iten Caring for Kids Project, COMBAT truancy intervention, site councils (Community School Model), Teen Parenting Program with support from the Children’s Trust Fund, and family support services in the areas of health, mental health and crisis intervention aimed at improving student outcomes. Family Services staff members provide a strengths-based, holistic service approach that engages families as partners in the process.

DEPARTMENT PURPOSE STATEMENT

Through a strengths-based partnership, families and schools will ensure the safety, well-being, and educational success of every child.

Philosophical Foundation

The Family Services Department partners with students and families to help them B.E.A.M., to shine the light that is in all of us! What does it take for students and families to B.E.A.M.?

- Staff must **BELIEVE** that all students and families are capable of reaching their full potential. This is accomplished by challenging ourselves, our colleagues, students and families to eradicate stereotypes, misinformed perceptions, and hopeless attitudes which can close the door on the highest potential of students and families. We must work together to become archeologists of human potential – digging down beneath the surface of struggle, social and emotional challenges, and poverty, to uncover the gifts and talents of everyone.
- Staff must **EXPECT** that students and families can meet high expectations regardless of the challenges they face. As Fredrick Douglass said, “Humans are so constituted that they derive their conviction of their own possibilities largely from the estimate formed of them by others. If nothing is expected of a people, that people will find it difficult to contradict that expectation.”
- Staff must **ASSIST** student and families in moving through challenges and struggles by providing comprehensive, coordinated support through ISD departments and buildings, and creating and sustaining strong community partnerships with businesses, faith institutions, nonprofit and civic organizations.
- Staff must support students and families to **MOVE FORWARD** by connecting them to opportunity to realize their full potential and move beyond stability to a process of offering their gifts, talents, and resources for the betterment of the community.

Comprehensive Neighborhood Services

A Summary of the Independence Schools Community School Initiative

Comprehensive Neighborhood Services & Neighborhood Involvement

- Restructuring of the human service delivery system
- Utilizing and leveraging the resources and partnership of social service organizations across the community
- Neighborhoods guiding and assessing the delivery of human services
- Development of communications from grassroots

History

In 1989, four state department directors realized that their departments were dealing with many of the same children and families, usually in very disjointed ways. Thus, the departments of Elementary and Secondary Education, Health, Mental Health, and Social Services decided to pilot new ways of serving children and families by listening to what a community needs, pooling their resources, and integrating their services as defined by the community. This plan was piloted in two school/neighborhood sites in the state, one urban and one rural as an effort known as Caring Communities.

Since that time, Caring Communities has gradually expanded through Schools in Excellence Grants and has become a key feature of the Urban Education Policy supported by the State Board of Education. In 1995, the four state departments and the Department of Labor and Industrial Relations formed a partnership relationship with collaborative decision-making entities called Community Partnerships in six communities in the state. The goal of these partnerships was to achieve better results for children and families through more effective and accessible programs, local decision-making, and more flexible financing. The Local Investment Commission (LINC) was identified as the Community Partnership for Jackson County.

In an effort to achieve more flexible financing for school-linked services, these five state departments pursued and received a joint appropriation from the State Legislature during the 1995 session to expand the concept and work with Community Partnerships to expand school-linked services in the state. Locally, the effort is known as Comprehensive Neighborhood Services. However, some may still describe the effort as Caring Communities, which is the source of the state funds to support the effort.

What is a Community School?

Using public schools as a hub, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities – before, during and after school, seven days a week. These partners work to achieve these results:

- Children are ready to learn when they enter school and every day thereafter.
- All students learn and achieve to high standards.
- Young people are well prepared for adult roles in the workplace, as parents, and as citizens.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.

What Happens in a Community School?

In a community school, youth, families and community residents work as equal partners with schools and other community institutions to develop programs and services in five areas:

Quality education - High-caliber curriculum and instruction enable all children to meet challenging academic standards and use all of the community's assets as resources for learning.

Youth development - Young people develop their assets and talents, form positive relationships with peers and adults, and serve as resources to their communities.

Family support - Family resource centers, early childhood development programs, and coordinated health and social services build on individual strengths and enhance family life.

Family and community engagement - Family members and other residents actively participate in designing, supporting, monitoring and advocating quality activities in the school and community.

Community development - All participants focus on strengthening the social networks, economic viability and physical infrastructure of the surrounding community.

A community school differs from a traditional school because the various partners are not conducting business as usual. They are working together toward common results; changing their funding patterns; transforming the practice of their staffs; and working creatively and respectfully with youth, families and residents to create a different kind of institution.

The Process

The process to develop a community school involves school and neighborhood collaboration for the effective and efficient delivery of multi-disciplinary services through neighborhood linkages with local schools. Since children spend a significant portion of their day in school, it is a logical and convenient site to link children and their families to other needed services. Services provided through Caring Communities are focused on achieving a core set of results including:

- Parents working;
- Young children ready to enter school;
- Children and youth succeeding in school;
- Children safe in their families and families safe in their communities;
- Healthy children and families; and
- Youth prepared to enter productive adulthood.

Although the collaborative process and results focused on may be similar across school/neighborhood sites in Jackson County, the methods for achieving the results may vary for each site. Strategies are developed at the site level by a collaborative network composed of school personnel, neighborhood residents, business/civic representatives, youth, parents, and neighborhood service providers.

This planning process at the site level is guided by the following parameters:

- Develop services and supports for families that are comprehensive, preventive, family-centered and

family-driven, integrated, flexible, culturally sensitive and competent, and results-oriented.

- Build on existing efforts and strengths of the school and community. The intention is not to supplant or duplicate these efforts, but rather, to expand the array of services and supports for families and improve the effectiveness of existing efforts.
- Demonstrate active involvement of the community, parents, and school in designing and implementing the program.
- Focus on measurable results and benchmarks to assure accountability.

The Focus

1. COMPREHENSIVENESS

Provide ready access to a full array of effective services.

2. PREVENTION

Emphasize front-end services that enhance development and prevent problems, rather than back-end crisis intervention.

3. OUTCOMES

Measure system performance by improved outcomes for children and families, not simply by the number and kind of services delivered.

4. INTENSITY

Offer services to the needed degree and in the appropriate time.

5. PARTICIPANT INVOLVEMENT

Use the needs, concerns, and opinions of individuals who use the service delivery system to drive improvements in the operation of the system.

6. NEIGHBORHOODS

Decentralize services to the places where people live, wherever appropriate, and utilize services to strengthen neighborhood capacity.

7. FLEXIBILITY AND RESPONSIVENESS

Create a delivery system, including programs and reimbursement mechanisms, sufficiently flexible and adaptable to respond to the full spectrum of child, family and individual needs.

8. COLLABORATION

Connect public, private and community resources to create an integrated service delivery system.

9. STRONG FAMILIES

Work to strengthen families and to build parents' capacity to support and nurture the development of their children.

10. RESPECT AND DIGNITY

Treat families and the staff who work with them in a respectful and dignified manner.

11. INTERDEPENDENCE/MUTUAL RESPONSIBILITY

Balance the need for individuals to be accountable and responsible with the obligation of community to enhance the welfare of all citizens.

12. CULTURAL COMPETENCY

Demonstrate the belief that diversity in the historical, cultural, religious and spiritual values of different groups is a source of great strength.

13. CREATIVITY

Encourage and allow participants and staff to think and act innovatively, to take risks, and to learn from their experiences and mistakes.

14. COMPASSION

Display an unconditional regard and a caring, non-judgmental attitude toward participants that recognizes their strengths and empowers them to meet their own needs.

15. HONESTY

Encourage and allow honesty among all people in the system.

Changing the Face of Child Welfare to Improve Student Outcomes: Van Iten Caring for Kids Project

A groundbreaking, first in the nation initiative was established in Independence, Missouri, in 2006. This initiative was the first partnership of its kind between a school district and child protective services agency providing strengths-based family support services aimed at prevention of child abuse and neglect with families identified as at-risk or in need. The "Independence Child Welfare Initiative" was renamed "Van Iten Caring for Kids Project" in June, 2008, to recognize the vision and leadership of School Board member Al Van Iten,

The plan was created as the result of increasing numbers of child abuse and neglect cases in Independence. The District and the Board of Education formulated the plan to focus resources in the area of child abuse prevention and early intervention. This initiative provides strength-based services to families who have traditionally been served by the State, thereby taking advantage of some inherent benefits from the relationship the school district has already established with families and within the community.

Bringing key groups together has been the centerpiece of this initiative. The partners in this process deal with the results of child abuse and neglect continually. The District has many children who are not in a position to be ready to learn when they come to school because they are suffering from a variety of conditions directly related to maltreatment. The Missouri Children's Division has ongoing staff and funding shortages that limit their focus on prevention and early intervention strategies with families. With the technical assistance, resource support and community organizing of local social service agencies, the community is taking actions that truly impact children and families.

Independence School District

Family Services Handbook 2018-2019

The Independence Board of Education developed this opportunity through several efforts:

- Increasing public awareness by having a moment of silence prior to the start of every Board meeting
- Charged a committee to assess and review parent involvement throughout the district (that committee made several recommendations including the provision of family support services at all schools)
- Developed the Independence Child Welfare Initiative and approved its implementation
- Initiated development of a "Faith-Based Council" that is working with local churches on child abuse and neglect prevention approaches
- Accessed both private and public groups that could be engaged in efforts to impact child abuse and neglect

This initiative provides strength-based services to families that have traditionally been served by the State, thereby taking advantage of some inherent benefits that the school district has already established with families. Children are at school five days a week for nine months (or longer) allowing for regular personal contact. Parents or guardians are often seen at school for events or meetings that significantly increase the opportunities for relationships to be developed. School systems are less likely to be seen as an enforcement agency and therefore can develop personal relationships with families focused on strengths. This is a goal most state agencies have been trying to accomplish for some time.

The Independence School District has already demonstrated a unique capacity to provide services to families in the area of prevention and early intervention including:

- The provision of services from birth to adulthood including Early Head Start, Early Learning, Parents as Teachers, youth mentoring (Inspire Friends), before- and after-school care, and Caring Communities. Historically, the result is over 80% of kindergartners have had contact with the district prior to entering school.
- For more than twenty years, the district has employed family school liaisons (social service professionals) to provide home visits, resources to families, treatment services, goal planning, and case management for at-risk children and families. This service has been provided in more than half of the district's schools since 2003 and has been expanded to all sites as a result of this initiative in 2006.

For years, communities have ceded responsibility of child maltreatment to State agencies, police departments, and county courts. And despite all of their efforts, the numbers of children being abused or neglected continue to rise at significant rates. This initiative changes the paradigm of who bears responsibility for protecting children. Initial research results pointed to highly positive outcomes for children and families touched by this initiative. Currently, while no formal or contractual relationship exists between the Children's Division and ISD, collaboration and cooperative efforts between CD and ISD staff continues to strengthen families and improve child outcomes in our community.

Family School Liaison Areas of Responsibility

“When parents feel broken and flawed as a result of their interactions with helpers, their children suffer. When parents feel centered, strong, and hopeful as a result of their interactions with helpers, their children have reason to be hopeful as well.”
-- Donna Haig Friedman

All FSL documents and resources referenced herein are accessible to all Family Services staff through the Family Services Buzz Hub team site: <https://sites.google.com/isdschools.org/familyservices>

Primary Family Services and Case Management Tasks

1. Identify students and families who may benefit from strengths-based social service support through referral processes and outreach efforts while strengthening the school and neighborhood community.
 - a) Referrals can be received from building administrator or his/her designee, (including students who receive multiple discipline reports and/or in- or out-of-school suspension, and referrals through building Problem Solving Teams, for example), from the Family Services office (including referrals through the Van Iten Caring for Kids Project, Homeless services, and Residency office, for example), as well as from family members and students themselves.
 - b) Outreach includes contact to families whose students receive special education and/or ELL services, who are newly enrolled in the building (including incoming Kindergarteners and new families to the area), and well-family contacts to foster a sense of community and convey positive information.
2. Through home visits and other contacts, provide short-term and on-going professional social services to families, including crisis intervention, resources and referrals, strengths-oriented case management, and student-focused advocacy for the assigned school(s) throughout the school year; continue to provide social service coverage across the district during summer. FSLs are expected to conduct an average minimum of six to ten (6-10) home visits/hours per week.
3. Follow home visiting safety guidelines and use the safety log, kept in the front office of the school building, or summer safety protocols. (See “Strengths-Based Home Visiting” and “Home Visiting Safety” information in this document; safety log template is located on the Family Services Buzz Hub site: "FSL Documentation & Instructions" tab
4. Provide preventive, proactive services to families addressing developmental information, family life cycle information, topics related to safety, physical/mental health, and family fun.
5. Maintain an active case load of 14 to 21 families each month.
6. Document service and referrals to students and families in a timely and complete manner. The goal is that all services and referrals will be documented within three business days. In all instances documentation will take place within ten business days. FSL will familiarize him/herself with FERPA and will maintain all information related to families in a confidential and FERPA-compliant manner, including electronic records. (See “Case Documentation and Parameters” and other helpful documents located on the G drive – G: Family School Liaisons/File Documentation; Apricot information is located on the G drive – G: Family School Liaisons/File Documentation/Instructions)
7. Function as a liaison between school, family, district programs and community agencies.

8. Provide leadership and professional development for peers in the school/district team aimed at fostering a welcoming and compassionate school environment in which all students and their families are treated with respect and held to high standards of citizenship and academic success.
9. Initiate and join in school- and community-building activities as part of the school staff. Act as a supportive team member of the school staff. Be a presence in the school and neighborhood; make a practice of being visible.
10. Maintain consistently high standards of ethical, professional service to children and families, and staff.

Physical Health and Dental Wellness Tasks

1. FSL will work with the school nurse and adult family members to address identified physical and dental health needs, provide families with access to health services information, and work with families and the community to reduce barriers to needed services. Nurses may request FSL assistance if they are unable to reach parents/guardians, or if the family needs assistance in meeting physical health or dental needs.
2. FSL will facilitate referrals to community and district resources from the school nurse for dental, vision, and hearing services as needs are identified through routine screenings. FSL will document parent contact and progress in the Apricot Data System.
3. As part of the Brief Family Assessment, the FSL will identify uninsured students and work with the family or unaccompanied youth to secure access to health insurance promptly. The FSL will also review any list of uninsured (health and dental) students provided by the school nurse, and make parent contact with each family. The contact should include resources for health and dental services and determination of eligibility for MC+ for Kids. The FSL will document parent contact and progress in the Apricot Data System.

Mental Health Initiative Tasks

1. FSL will provide access to services along a continuum to address mental health needs and concerns. These services include natural supports, mentors, school-based supports, and community resources such as support groups.
2. If indicated, FSL will make a referral to the school Problem Solving Team for consideration of a full range of school-based supports and/or referrals to mental health professionals.
3. When needed, FSLs will work directly with the family to access community services for mental health therapy and psychiatry.
4. FSL will assist in monitoring the impact of mental health services for students/families identified with mental health concerns, as requested.
5. FSLs are key building staff in assisting the school counselor and administrator when students are in crisis. FSLs will familiarize themselves with the guidelines and procedures for assisting a student who may be at risk for harming themselves or others, located on the Family Services Buzz Hub site (See "Program & Work" tab). FSLs will assist parents with securing needed mental health services, including acute hospitalization, to address mental health crises.
6. In the event of a crisis or tragedy which affects the school or district as a whole, FSLs may be asked to assist with the building support plan for staff, students, and families, developed by their building administrator and the ISD Mental Health Crisis Response Team.

Homeless Services Tasks

1. FSL will familiarize him/herself with the legal educational definition of homelessness and will actively seek out and identify students for services and protections who may qualify as being homeless under federal statute.
2. FSL will contact the designated Homeless Case Manager (HCM) in any situation requiring clarification or guidance to determine eligibility for homeless designation.
3. FSL will submit email to HCM with all required information within 1 business day of identification.
4. FSL will make an outreach contact to the family offering services and will provide on-going services as needed, anticipating that homeless families are very likely to need core level services. A designated HCM is available to act as a team member and resource for the FSL in serving homeless families. The FSL is expected to maintain an active service relationship with all homeless families.
5. FSL will log all services and referrals into the Apricot Data System using the customary categories for service and will complete the Students Needs Assessment in the Apricot Data System for each child within 30 days of identification (and update at 90 days, if applicable).
6. FSL will submit information about changes in address and/or circumstances promptly to the HCM.
7. FSL will make appropriate referrals for grant-based services and facilitate access to these services through the designated HCM.

More information and forms available on the Family Services Buzz Hub site.

Residency/Enrollment Tasks

1. FSL will familiarize him/herself with district information related to residency and enrollment.
2. FSL will provide support services as part of the building's enrollment team, trouble-shooting problems with staff and family members to ensure prompt enrollment for each student. Particular interventions might include helping a family access immunization services or notary services.
3. Referrals will be made to the FSL for service to families applying for residency waivers and/or exemptions. The FSL may also receive referrals when a family's residence is in question.
4. FSL will make an outreach contact to the family offering services and will provide on-going services as needed. Multiple friendly contacts will be made throughout the year.
5. FSL will log all services and referrals into the Apricot Data System using the customary categories for service.

More information and forms available on the G drive (G: Family School Liaison/Residency)

Child Abuse/Neglect Reporting Tasks

1. If an FSL has reason to suspect child abuse or neglect, they will gather necessary information listed on the Mandated Reporter Checklist and Mandated Reporter Information sheet located on the Family Services Buzz Hub site (See "Program & Work/Hotlines" tab).
2. The FSL will immediately call the Missouri Child Abuse and Neglect Hotline to make the report and provide the complete Mandatory Reporter checklist to building administrator.
3. FSLs will provide support to building staff as needed to help staff members who suspect child abuse or neglect follow proper procedures to gather information and immediately make a report.
4. As necessary, FSLs will work with Jackson County Children's Division to address needs and concerns with

families involved with the Children's Division. Jackson County Children's Division staffing rosters can be found on the Family Services Buzz Hub site (See "Programs & Work/Contact & Rosters" tab).

Mandatory Reporter Information

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 – (Gather demographic information for hotline)
 - For non-emergency hotlines by Mandated Reporters
 - Online reporting: <https://apps.dss.mo.gov/OnlineCanReporting/default.aspx>
 - For emergency hotlines: Call: 1-800-392-3738
- 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)

Attendance Intervention/Truancy Tasks

1. FSLs will work with building Problem Solving Team to identify and track students who develop attendance issues. The Problem Solving Teams will follow the Student Interventions Benchmarks instructions.
2. FSLs will provide case management to families to remove barriers related to attendance issues when deemed necessary by PSTs and when families are willing to engage in partnership with FSLs.
3. If families/students are not willing to work with FSLs to resolve attendance issues and attendance percentage drops to 80% and below, FSLs will complete Truancy Referral Form and send to District

Truancy Officer.

4. Once a student/family appears on the Truancy Court docket, FSLs will complete a Truancy Court Report form.
5. FSLs will attend court and present Truancy Court report to judge or provide report to district staff to be presented to judge.
6. FSLs will continue to offer supports to families/students in order to partner with the family to resolve attendance issues.

Student Intervention Benchmarks form and all Truancy forms can be found on the Family Services Buzz Hub site (See "Program & Work/Attendance & Truancy Court" tab)

Holiday Helpers Tasks

1. FSLs will identify families throughout the year who might benefit from participation in the Holiday Helpers program as a way to not only provide more resources for the winter holidays, but also as a way to develop connections in the community and pride in their contributions to the school and community organizations where they volunteer.
2. FSLs will help identify and cultivate volunteer opportunities for families, and will help families track and submit logs of participation hours.
3. FSLs will highlight the Holiday Helpers Change Challenge and promote participation in their schools.

Caring for Kids – Emergency /Benevolence Resource Project Tasks

1. FSL will follow District procedures in soliciting, collecting, and handling donations for School and District Benevolence and Emergency Funds.
2. FSL will assist families in accessing available community resources prior to requesting funds.
3. FSL will complete referral documentation and keep appropriate records of service related to Benevolence and Emergency funds.

"Things to Think About" regarding benevolence requests and Caring for Kids Benevolence request forms can be found on the Family Services Buzz Hub site (See "Program & Work/Attendance & Truancy Court" tab).

General Family Services Guidelines and Procedures

Confidentiality

The Independence School District Family Services Department affirms the fundamental importance of the parent- child relationship in preparing students for a healthy and productive future. In all situations, Family School Liaisons will uphold the value of including parents/guardians in services provided to students. Family School Liaisons will inform students and adults regarding the parameters of confidentiality early in the service relationship, in terms they can understand. For example, the FSL may let a young child know their conversations can be just between the two of them "unless someone could get hurt" and may tell an older child that he/she would have to tell others if there was a safety or legal concern.

If a student shares information that a parent could be expected to need or want to know – related to risky

behaviors, for example – the FSL will make every effort to encourage and support the student in making the parent aware of the concern him- or herself. If the student is unwilling or unable to do so, the FSL or building administrator will inform the parent of the concern.

Considerations for youth no longer living with a parent/guardian, who are 17 years or older, or other unusual circumstances warrant individual consideration to form the best plan for a child’s safety and wellbeing. In applicable circumstances, FSLs will make hotline calls according to District policy and state law. Violations of the Safe Schools Act must be reported to the building administrator immediately.

Strengths-Based Home Visiting

“Home visiting is best-practice for families who are struggling.”
-- Jamie Myers, President, Prevention Consultants of Missouri

Providing services to families in their home is recognized as a highly effective method of service delivery. Home visits can offer the Family School Liaison (FSL) a more comprehensive understanding of the strengths and challenges of a family while underscoring where the power lies in the change process: with the family themselves. The services of an FSL are a tool that the family can use to cope with the stressors they face, to identify strengths and goals, and as support in undertaking a change process. Home visits allow the family to feel comfortable and in charge of the process, while providing a powerful visual indicator for children that their parents and FSL are working together toward the family’s goals, which will naturally include their well-being. For families with teens, the FSL can serve as an important bridge for communication and understanding. Offering developmental information and modeling problem-solving techniques can strengthen or repair familial bonds during this period of change and growth. Home visits provide a venue in which relaxed, positive interactions can yield potent results at all developmental stages of family life.

If families indicate that they prefer to have services provided to them in settings other than their home, such as at the school or a neighborhood location, the FSL should respect this preference. The typical approach to FSL services, however, will be through home visiting and the FSL can do many things to help families feel at ease receiving services in their home. It is particularly important for the FSL to use his/her skills to help the family feel comfortable rather than intruded upon when an FSL must make a “cold call” to the home as an initial contact with a family because there is no phone service.

Home Visiting Safety

(Adapted from Home Visiting Safety training materials provided by Prevention Consultants of Missouri)

First premise of home visiting safety: people tend to act out if they don’t feel safe. For instance, they might feel unsafe if they feel they are not in control, if they are afraid of allegations of child abuse, or if they are engaging in illegal behavior. Additional reasons a family member might not feel safe in a home visiting situation:

1. If you surprise them and they feel “on the spot.”
2. If they’ve had previous bad experience with agencies, schools, law enforcement, etc.
3. If they have something to hide (dirty house, stolen property, drugs, etc.)
4. If they are embarrassed or shy.
5. If they are under the influence of mind/mood-altering substances.
6. If there is domestic violence in the home (visit might be feared as a trigger).

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7. If there are differences between the family and the FSL (culture, religion, race, ability).
8. If they don't know who you are and why you've come to the house.
9. If they are experiencing psychosis.

FSLs can reduce the chance that a family member will feel threatened by their presence, but cannot eliminate that possibility -- ALWAYS use your common sense and best judgment, keeping safety in mind. If a situation does not feel safe, the FSL should LEAVE IMMEDIATELY, making any excuse necessary to provide a quick exit. If the FSL knows or suspects there may be factors that pose a safety risk in conducting the home visit, he/she should consider scheduling the visit elsewhere, or consider going on the visit with another member of the school staff or District's family services team. In certain uncommon circumstances, the FSL might request to be accompanied by the school resource officer.

The following suggestions will increase the likelihood that a home visit will be well-received and productive. Further, these suggestions are intended to reduce potential trouble-spots that could jeopardize the FSL's safety in home visiting situations:

1. When possible, call or send written notification in advance of the home visit to schedule a convenient time. Be sure the family understands why you want to meet with them. Let them know how long you expect to visit.
2. **Inform someone in your building or the Family Services office where you are going to visit, your appointment time, and when you should be expected back in the building. Establish a routine for checking in with that person to let them know you have safely completed your visit. MANDATORY SAFETY PRECAUTION! USE THE FSL SAFETY LOG!**
3. If possible, call to remind the family that you will be visiting that day.
4. Park for easy departure - avoid blocking or being blocked into the driveway.
5. Stay in the car for approximately one minute to check for any neighborhood or family dogs who may want to greet you. Be alert for signs of a dog, such as chains, dog houses, etc. If you are visiting a mobile home, be aware of openings under the home where a dog might be asleep.
6. Keep your cell phone visible and turned on (vibrate/silent mode suggested).
7. Knock on the door and avoid entering if you only hear "come in." **Wait until an adult comes to the door** and you have introduced yourself before entering the home. Hesitate just inside the door to briefly survey as much of the home as you can, discretely, entering the home. Ask before sitting down.
8. As you begin the visit, be aware of all available exits from the home.
9. Always express your appreciation for their willingness to meet with you in their home. Use body language, eye contact, appropriate facial expressions, and active listening to help the family members feel at ease visiting with you.
10. Explain in advance any written note taking and with whom it will be shared.
11. Review confidentiality parameters.
12. If applicable, ask the adult for permission to check other areas of the home (ie. for the purposes of a safety assessment). If an area is "off limits," ask if it can be ready next time.
13. End visits in a timely manner, giving 15 minutes notice for closure.
14. Schedule the next home visit before leaving – include on copy of goal plan.
15. **If you sense a problem or threat at any time, calmly make an excuse to leave and thank them for meeting with you.**

GO WITH YOUR GUT!

Mileage and Time Sheets

FSLs may submit mileage monthly for reimbursement along with their monthly time sheet. These items are due no later than the 10th of the following month. Mileage to and from home/family visits and required district business will be paid at the approved district rate. Forms and detailed instructions are on the Family Services Buzz Hub site (See "Programs & Work/Applications & Forms" tab).

Leave Procedures

In the event of an unplanned absence, Family Services personnel will contact their immediate supervisor in the Department prior to the usual start of their work day. Voice mail and e-mail messages cannot be relied upon for this contact unless a reply is received by the employee. The employee should follow building/program protocol as well, if applicable, to alert the appropriate persons regarding their absence. The appropriate leave procedure should be completed upon the employee's return to work.

For planned absences, the employee should first secure the department supervisor's approval via email or Outlook meeting-maker acknowledgement and then follow their building protocol for requesting leave. Vacation (if applicable), personal leave, and authorized leave requests are honored on a first-come, first-served basis through which adequate Family Services coverage is maintained at all times.

Department Meetings and Professional Development

The Family Services Department will conduct mandatory group meetings monthly or as scheduled throughout the year. Required professional development sessions and optional professional development opportunities are provided.

Supervision Groups and Documentation Review

Family School Liaisons will participate in small group supervision bi-monthly. FSLs bring both successes and challenges to share with the supervision group, to both offer and receive best-practice ideas to strengthen the approach to serving each family. Individual supervision is available and will take place at the request of the FSL or the Family Services office.

Periodic reviews of family files and electronic documentation are conducted both by a peer-review by the FSL Quality Assurance Committee and through desk reviews by Family Services administrators/support staff. The file review feedback sheet is available on the G drive (G: Family School Liaison/Family Services File Documentation).

Mentors and Coordinated Services

Newly hired FSLs will have an assigned “veteran” Family School Liaison to rely upon for additional support and information during their first year of service.

FSLs work cooperatively across the district to ensure prompt, coordinated service for families. Continuity when students change schools supports optimal outcomes for families receiving FSL case management.

Electronic Communication Special Instructions

All Family Services Staff are expected to comply with Independence School Board Policy 4650 regarding communication with students by electronic media. For special instructions for Family Services staff providing director service to unaccompanied high school youth, please refer to the Family Services Buzz Hub site (See "Department Information" tab).

Exit Procedures

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

Emergency Preparedness

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

Door Entry Procedures

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

- When a parent or patron approaches the door and pushes the buzzer, welcome them to the building and say, “May I help you?”
- If they are a parent, ask them for their student’s name and ask to see their photo identification.

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

Early Education and Kids' Safari programs:

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

Keep in mind that some visitors will not be aware of these new procedures. Please be professional if visitors voice a concern, take the time to listen to their concern and remind them that we are taking these precautions to provide added security for our students. If you have any questions regarding these procedures, please contact David Lamken / 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.

EMPLOYMENT

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

Family School Liaison

Qualifications:

- Bachelor's Degree in social services, human services or related field.
- Two years of 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: Building Principal and Director of Family Services

Job Goal:

Using a strengths-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
- 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.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Family Services Evaluation Report.

HR 09/30/2015

INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION

Family Services- Check & Connect Intervention Specialist

Qualifications:

- Bachelor's Degree in Human or Social Services, Criminal Justice, Education, or related field
- Two years' experience working with children and adolescents, youth agencies, social services and school systems
- Two years' experience working in a mentoring capacity including triage and communication with youth, crisis intervention, critical thinking and collaborative problem solving with a school-based team preferred
- Experience doing home visits, parenting education and case management using a strengths-based model
- Advocacy skills, including good communication skills and the ability to negotiate, compromise and confront conflict
- Persistence. A belief that all youth have the ability to learn and thrive
- Experience with Microsoft Windows or similar operating system, including use of Microsoft Office Suite, including Word, and versatility with Excel

Fair Labor Standards Act Status: Exempt

Reports To: Building Principal and Family Services Director

Job Goal:

This position supports the Check & Connect Program by providing positive behavior interventions and maintains a caseload of students. The Intervention Specialist will work with individual students and their families, school staff, ISD Family School Liaisons (FSLs) and community partners and service providers to implement strategies that address school success and school completion for students in need of support to graduate.

Performance Responsibilities:

- Tracks identified students' level of engagement, documents results, and completes monthly forms and a contact log as analytical tools to assess absences, trancies, suspensions, and grades/credits earned.
- Uses data from systematic monitoring to design personalized interventions for the student
- Works as a liaison to facilitate communication and promote problem solving both at the individual level and between home and school.
- Attends staff meetings and school-based activities related to student support and intervention services
- Facilitates student/family access to resources and services for truancy and dropout prevention and the completion of school-related activities, and

- Maintains a rhythmic and routine practice of communication, triage and engagement with the student and students' families as necessary, including regular home visits
- Develop, coordinate, and maintain effective implementation of the Check & Connect Program ensuring all related activities and strategies align with the guidance and expectations of the Check and Connect Fidelity Rubric.
- Data collection in building including regular checks on students' attendance, grades, and behavior.
- Provide feedback to students, communicate regularly with families, and initiate efforts to keep student engaged in school
- Provide students a persistent source of academic motivation, is familiar with the youth and family, and conveys the message that "education is important for your future".
- Develop timely, personalized, data-based interventions designed to provide support tailored to individual student needs, based on the student's level of engagement with school ("check" data), associated influences of home and school, and leveraging of local resources.
- Ensure expectations are taught, reinforced, and monitored at the school-wide level
- Consult and collaboratively work with teachers, parents, and building administrators to develop intervention strategies to reduce barriers to school success.
- Work with caseloads of students and families, functioning as liaisons between home and school and striving to build constructive family-school relationships.
- Create meaningful relationships that are based in mutual trust and open communication and nurtured through a long-term commitment focused on promoting a student's educational success.
- Facilitate building-level Check & Connect meetings as warranted in order to keep key student support staff apprised of specific student and program developments
- Collect and analyze Check & Connect specific data (e.g. implementation checklists and school data forms.) in order to understand and communicate trends in program implementation, effectiveness, needs, etc.
- Collaborate with other district support staff including but not limited to: school psychologists, school counselors, FSLs, At-Risk coordinators, and/or behavioral and mental health experts to ensure consistency and cohesion in delivery of supports for identified students
- Provide individual and group counseling to students
- Consult with building teaching teams (including Avid team) regarding students as necessary
- Uses cognitive-behavioral and strength-based approaches to promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, foster productive coping skills, and ultimately 'sunset' dependency on the Intervention Specialist.
- Other duties as assigned.

Terms of Employment:

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

Evaluation:

Performance of this job will be evaluated by the immediate supervisor using the Family Services Evaluation Report.

INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION

Director of Family Services

Qualifications:

- Master's in Social Work or related field preferred
- Bachelor's Degree in Social Work, Social Services or related field required
- In-district residency required

Background and Experience:

- Two years of experience in program development and management, fiscal management, and/or staff supervision required
- Five years in social services or related field preferred. Experience doing home visiting and parenting education, and demonstration of skills including case management, problem solving, crisis intervention, and team building preferred.

Fair Labor Standards Act Status: Exempt

Reports to:

Superintendent of Schools

Job Goal:

Direct the improvement of the quality of life of families that directly supports the educational success of children through the following: (1) develop support services for families, a safety net, which enables families to set and achieve goals aimed at self-sufficiency and stability, and (2) link families to comprehensive services in the school, neighborhood, and community.

Performance Responsibilities:

- Direct, develop, and maintain family support programming including the following: family services, homeless services, residency services, teen parenting services, truancy services, and community site councils
- Direct, develop, and maintain safety nets for families that promote the academic success of children
- Develop and maintain partnerships with community organizations that provide support and services to students and families to include but no limited to: social services, emergency assistance, mental health, housing, child welfare, and physical/dental health
- Manage and direct budgeting and purchasing processes for Children's Trust Fund, Combat, Missouri Social Service Worker Grant, and other funding sources
- Plan, organize, and implement community events focused on empowering families to be successful
- Engage the community in activities that promote citizenship and advocacy for the children and families

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- Identify outcomes of programming and initiatives and report as needed on initiatives
- Manage and direct the Family Services Department in the areas of finance, data, and personnel, including the development and maintenance of a Department handbook
- Coordinate District support programs and procedures to include but not limited to: Mental Health Response Team, Trauma Sensitive Schools training program, and Missouri Children's Division Out of Home Investigations
- Develop presentations for local, state and national conferences/events on the services provided by the Department
- Develop and participate in ongoing professional growth opportunities and follow ethical and legal standards and guidelines
- Assist in the coordination of district-wide goals and outcomes as assigned
- Perform other job-related duties as assigned

Terms of Employment:

Salary and work year to be established by the Board of Education

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Administrator Performance Based Summative Appraisal.

HR 11/11/2015

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

Enrollment Coordinator (Residency)

Qualifications:

- Bachelor's Degree in Human or Social Services, Health, Education, or Related Field
- Two years in social services or related field, experience doing home visiting and parenting education, and demonstration of skills including case management, problem solving, crisis intervention, and team building is preferred

Fair Labor Standards Act Status: Exempt

Reports to:

Director of Family Services

Job Goal:

Using a strengths-based approach that improves the quality of life of families and impacts the educational success of children, assist and support families in setting and attaining goals aimed at self-sufficiency, and stability and provide and connect families to comprehensive services in the school, neighborhood, and community by resolving issues of enrollment.

Performance Responsibilities:

- Manage and implement services related to residency including eligibility, waivers, tuition, residence checks, enrollment terminations, in-district transfers, home schooling, immigration and emancipation
- Prepare documentation for presentation of situations required by law to be reviewed and approved by the local school board
- Develop services that are inclusive of family diversity and based in a strengths-perspective model
- 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
- Other duties as assigned

Terms of Employment:

The Enrollment Coordinator (Residency) will be employed for a period of twelve (12) months. The salary and work year will be established by the Board of Education.

Evaluation:

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

HR 09/10

INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION

Family School Liaison- Teen Parent Specialist

Qualifications:

- Bachelor's Degree in social services, human services or related field.
- Two years experience in social services or related field
- Experience providing home visits and parenting education is preferred
- Experience with case management, problem solving, crisis intervention, and team building is preferred
- Experience serving teens and/or teen parents is preferred

Fair Labor Standards Act Status: Exempt

Reports To:

Building Principal

Director of Neighborhood Family Services

Job Goal:

Using a strengths-based approach that improves the quality of life of families and impacts the educational success of students, (1) assist and support teen parents in accessing and succeeding in educational pursuits, (2) assist and support families in setting and attaining goals aimed at self-sufficiency and stability, and (3) 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 and provide services that are inclusive of family diversity and based in a strengths-perspective model
- Assist in the coordination of program- and 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
- Conduct strengths-based assessments of teen parents to be used in developing action plans to enhance family health and educational success
- Provide regular support to teen parents through individual meetings, home visits, and in group settings develop rapport, assess needs, and build on strengths
- Inform school staff of changes in family situations that might reflect on student 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

- 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.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Family Services Evaluation Report.

HR 9/30/15

INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION

Homeless Services Shelter-Based Tutor

Qualifications:

- Bachelor's Degree or higher with current certification to teach in Missouri required
- Experience providing instruction to students in small groups and to multiple age levels is preferred
- Experience providing early literacy instruction is preferred
- Experience serving homeless students is preferred

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Assistant Director of Family Services
Homeless Coordinator

Job Goal:

To provide supplemental learning opportunities for homeless school-aged and early education students temporarily housed at area emergency shelters, outside of school hours, with an emphasis on improving literacy.

Performance Responsibilities:

- Develop and maintain procedures to identify and engage school aged and early education students temporarily residing at area shelters who may benefit from supplemental instruction
- Conduct regular tutoring sessions (small group and/or individual) to address student needs
- Prepare for and conduct tutoring sessions outside regular school hours during the school year and summer session (2 to 10 hours per week), as funding allows
- Whenever possible, coordinate services provided with the child's classroom teacher(s)
- Create and maintain records of services provided, including student identifiers
- Maintain a record keeping system and provide service delivery in a way which protects confidentiality
- Prepare monthly reports for District use as necessary
- Participate in ongoing professional growth opportunities to follow ethical and legal standards and guidelines
- Other duties as assigned

Terms of Employment:

The Homeless Services Shelter-Based Tutor will be employed on an as-needed basis. The salary and work year will be established by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Independence School District Homeless Services Shelter-Based Tutor Performance Based Evaluation.

**INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION**

Social Services Program Manager

Qualifications:

- Bachelor's Degree in Social Services or Education, or related field
- Two years experience in social services or related field

Fair Labor Standards Act Status: Exempt

Reports To:

Executive Director of Drumm Farm
Director of Family Services

Job Goal:

Coordinate and manage program services for children and families at Drumm Farm using a strengths-based approach that improves the quality of life of children placed at Drumm Farm.

Performance Responsibilities:

- Implement resource development and case management services for children and families including, but not limited to, interactions with the state system, family court system, counselors, teachers, and other providers as deemed necessary for each individual child
- Assist and train Drum Farm staff in navigating the child welfare system and ensure that children receive the highest level of advocacy as well as a clear focus on permanency
- Develop and implement resources for children aimed at increasing and improving life skills, educational attainment, resiliency, and emotional and physical health
- Develop and implement after care planning and services that includes the creation of a career path plan for both children entering adulthood and alumni of the program
- Coordinate efforts to meet all licensure requirements set by state and local authorities regarding the care and treatment of children
- Develop referral systems, action steps and procedures that create higher quality care for children and efficiency in the process
- Maintain record keeping systems that adequately illustrate accomplishment of all responsibilities
- Participate in ongoing professional growth opportunities and follow all ethical and legal standards
- Maintain professional decorum and confidentiality at all times and participate in campus activities and events when possible

Terms of Employment:

The Social Services Program Manager will be employed for a period of ten (10) months. The salary and work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Drumm Farm Performance Evaluation Report.

HR 09/09/11

INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION

Youthworks Career Specialist

Qualifications:

- Bachelor's Degree in Human or Social Services, Health, Education, or Related Field
- Two years in social services or related field, experience doing home visiting, and demonstration of skills including case management, problem solving, and crisis intervention is preferred. Experience serving youth from a strengths-based perspective preferred.

Fair Labor Standards Act Status: Exempt

Reports to:

YouthWorks Coordinator

Job Goal:

Implement district-wide services using a strengths-based approach that improves the quality of life of youth by engaging them in growing their capacity for work by improving their educational and individual skills including job preparation experiences and job practice activities that result in the placement of youth in work settings that are engaging, challenging, and suitable to each individual participating in the program.

Performance Responsibilities:

YouthWorks will engage youth in growing their capacity for work by improving their educational and individual skills. Job preparation experiences and job practice activities will result in the placement of youth in work settings that are engaging, challenging, and suitable to each individual participating in the program. YouthWorks will recruit, place and support youth through the process.

- Recruit, enroll, and place youth in work related programming
- Support through case management activities the successful job related experiences of youth and problem solve with youth that are experiencing challenges
- Ensure workforce investment activities for youth both in school and out of school
- Develop Individual Employment Plans for youth including regular reviews and follow-ups
- Disseminate notice of workforce investment programs for in school youth and related opportunities available to them
- Disseminate notice of workforce investment programs for out of school youth and related opportunities available to them
- Meet all program objectives outlined in the workforce investment plan
- Make outreach to school districts and community partners that engage in school and out of school youth to engage in the program
- Other duties as determined

Terms of Employment:

The Youthworks Career Specialist will be employed for a period of eleven (11) months. The salary and work year will be established by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Family Services Evaluation Report.

INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION

Youthworks Coordinator

Qualifications:

- Bachelor's Degree in Human or Social Services, Health, Education, or related field
- Four years in social services or related field, experience doing home visiting, and demonstration of skills including program management, case management, problem solving, and crisis intervention is preferred. Experience serving youth from a strengths-based perspective preferred.

Fair Labor Standards Act Status: Exempt

Reports to:

Assistant Director of Family Services

Supervises:

YouthWorks Career Specialist

Job Goal:

Coordinate district-wide services using a strengths-based approach that improves the quality of life of youth by engaging them in growing their capacity for work by improving their educational and individual skills including job preparation experiences and job practice activities that result in the placement of youth in work settings that are engaging, challenging, and suitable to each individual participating in the program.

Performance Responsibilities:

YouthWorks will engage youth in growing their capacity for work by improving their educational and individual skills. Job preparation experiences and job practice activities will result in the placement of youth in work settings that are engaging, challenging, and suitable to each individual participating in the program. YouthWorks will recruit, place and support youth through the process.

- Recruit, enroll, and place youth in work related programming
- Support through case management activities the successful job related experiences of youth and problem solve with youth that are experiencing challenges
- Ensure workforce investment activities for youth both in school and out of school
- Develop Individual Employment Plans for youth including regular reviews and follow-ups
- Disseminate notice of workforce investment programs for in school youth and related opportunities available to them
- Disseminate notice of workforce investment programs for out of school youth and related opportunities available to them
- Supervise YouthWorks Career Specialist to meet the program objectives
- Make outreach to school districts and community partners that engage in school and our of school youth to engage in the program
- Manage all aspects of YouthWorks including finance, data, personnel, and program development

- Other duties as determined

Terms of Employment:

The YouthWorks Coordinator will be employed for a period of twelve (12) months. The salary and work year will be established by the Board of Education.

Evaluation:

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

**INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION**

McKinney-Vento Liaison / Family Service Coordinator

Qualifications:

- Master's in Social Work or related field preferred
- Bachelor's Degree in Human or Social Services or related field required
- Five years in social services or related field is required including experience with home visiting and parenting education, case management, problem solving, crisis intervention, and team building
- Two years program development and management, fiscal management, and McKinney-Vento service provision is preferred

Fair Labor Standards Act Status: Exempt

Reports To:

Director of Family Services

Job Goal:

Coordinate district-wide professional social services using a strengths-based approach that improves the quality of life of families and directly supports the educational success of children through the following: (1) support services and case management focused on assisting and supporting families in setting and attaining goals aimed at self-sufficiency and stability, (2) link families to comprehensive services in the school, neighborhood, and community, and (3) coordinate all duties related to identification, enrollment, and provision of comprehensive services designed to support school success for homeless children and youth in compliance with the McKinney-Vento Act and the Missouri State Homeless Plan.

Performance Responsibilities:

- Coordinate services of Family School Liaisons throughout the district to establish and maintain excellence and consistency in social service to families
- Monitor social service caseloads for Family School Liaisons from a variety of referral sources including, but not limited to, Residency, Early Childhood and Homeless Services; coordinate the use of a record keeping system that fully documents service and adequately protects confidentiality; provide support and consultation for Family School Liaisons and Homeless Services staff

Independence School District
Family Services Handbook 2018-2019

- Identify and designate homeless status for children and youth in applicable circumstances. Establish “school of best interest” for each student. Make school placement decisions based on the best interest of the child and wishes of the parent, guardian, or unaccompanied youth
- Handle disputes related to homeless students regarding enrollment, school placement, and transportation and facilitate timely dispute resolution process, assist with immediate enrollment of homeless children and youth and provide assistance with obtaining academic and medical records, coordinate transportation services, and develop and coordinate wrap-around services for homeless students
- Create professional development opportunities for district staff related to homelessness and education, disseminate public notice of the educational rights of homeless children, and inform parents, guardians, or unaccompanied homeless youth of the educational and related opportunities available to them
- Manage all aspects of the District’s Federal Discretionary Grant for the Education of Homeless Children and Youth, including finance, data, personnel, and program development
- Assist in the coordination of district-wide goals and outcomes as assigned, participate in ongoing professional growth opportunities and follow ethical and legal standards and guidelines
- Other duties as assigned by the Director of Family Services

Terms of Employment:

McKinney-Vento Liaison/Family Services Coordinator will be employed for twelve (12) month position. The salary and work year will be established annually by the Board of Education.

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Family Services Performance-Based Evaluation.

INDEPENDENCE SCHOOL DISTRICT
JOB DESCRIPTION

Homeless Case Manager / Family School Liaison

Qualifications:

- Bachelor's Degree in Human or Social Services, or related field with two years of experience in social services or related field
- Experience doing home visits and parenting education, case management, problem solving, and crisis intervention is preferred
- Experience serving homeless children and families from a strength-based perspective is preferred
- Current employment as a Family School Liaison (FSL) in the Independence School District is preferred

Fair Labor Standards Act Status: Exempt

Reports to:

Director of Family Services and Building Principal

Job Goal:

Using a strengths-based approach that improves the quality of life for families, impacts the educational success of children, and reduces the negative impact of homelessness and other barriers on child development and student achievement, (1) assist and support families in setting and attaining goals aimed at self-sufficiency and stability either directly or in cooperation with an FSL, and (2) provide and connect families to comprehensive services in the school, neighborhood, and community, including services available through the District's homeless grant.

Performance Responsibilities:

- Act as a liaison among school district programs, community agencies, homeless shelters, teachers, and families and coordinate services with FSL(s) and homeless services team
- Inform school staff of changes in family situations that might reflect on child behavior or attendance
- Identify homeless children and youth ages birth through 12th Grade/GED/drop-out who are ISD students/program participants or who temporarily reside within District boundaries
- Actively engage, either directly or in cooperation with the FSL(s), each family in identifying and accessing services that may enhance the developmental, social, and academic growth of all of the children/youth in the family and provide strengths-based case management that honors family

diversity and includes, but is not limited to, personal visits, resource referrals, strengths-assessment, and goal planning as needed

- Develop referral systems and procedures that ensure prompt access to needed programs and services for children and youth, including homeless students, and monitor program participation and progress toward identified goals
- Develop and maintain records related to grant-funded services for homeless children and youth for grant reporting purposes and ensure timeliness, quality of service, and a record keeping system that documents service delivery completely and adequately protects confidentiality
- Prepare monthly reports for District use as necessary and assist in project evaluation
- Participate in ongoing professional growth opportunities and follow ethical and legal standards and guidelines
- Provide direct support to school building team with coordination of case management and crisis response
- Assist in the coordination of school-wide goals and outcomes
- Support department and district wide initiatives
- Other duties as assigned

Terms of Employment:

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

Evaluation:

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

Salary Schedule 2018-2019

Family Services Coordinator 11 Month

STEP	BS	BS + 16	MS/MA
1	45,122	46,463	47,805
2	46,137	47,498	48,878
3	47,153	48,552	49,950
4	48,208	49,643	51,081
5	49,280	50,756	52,211
6	50,372	51,885	53,380
7	51,503	53,035	54,566
8	52,651	54,222	55,793
9	53,819	55,430	57,040
10	55,027	56,674	58,304
11	56,253	57,940	59,606
12	57,518	59,222	60,929
13	58,801	60,545	62,289
14	60,104	61,906	63,688
15		63,285	65,104
16			66,561
17			68,055

New employees may enter the scale from Step 1 to 6 based on previous experience.

HR 6/12/2018

Salary Schedule 2018-2019

Family Services Coordinator 12 Month

STEP	BS	BS + 16	MS/MA
1	49,415	50,884	52,353
2	50,517	52,018	53,521
3	51,644	53,180	54,716
4	52,795	54,367	55,937
5	53,973	55,580	57,186
6	55,178	56,820	58,463
7	56,409	58,088	59,768
8	57,669	59,385	61,102
9	58,956	60,710	62,467
10	60,273	62,067	63,862
11	61,619	63,454	65,288
12	62,995	64,872	66,747
13	64,404	66,321	68,240
14	65,842	67,803	69,765
15		69,319	71,325
16			72,919
17			74,550

New employees may enter the scale from Step 1 to 6 based on previous experience.

HR 06/12/2018

Salary Schedule 2018-2019

Family Services Coordinator McKinney Vento Liaison 12 Month

STEP	BS	BS + 16	MS/MA
1	52,115	53,664	55,213
2	53,278	54,861	56,446
3	54,464	56,085	57,705
4	55,680	57,337	58,993
5	56,922	58,616	60,310
6	58,192	59,925	61,657
7	59,492	61,262	63,034
8	60,821	62,630	64,441
9	62,177	64,029	65,880
10	63,565	65,460	67,351
11	64,985	66,921	68,856
12	66,436	68,417	70,394
13	67,921	69,945	71,968
14	69,439	71,507	73,578
15		73,107	75,222
16			76,902
17			78,623

New employees may enter the scale from Step 1 to 6 based on previous experience.

HR 6/12/2018

Salary Schedule 2018-2019

Family School Liaison 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

Salary Schedule 2018-2019

Family School Liaison 11 Month

STEP	BS	BS + 16	MS/MA
1	35,532	37,309	40,862
2	36,936	38,712	42,265
3	38,339	40,116	43,669
4	39,743	41,519	45,072
5	41,146	42,923	46,476
6	42,550	44,326	47,879
7	43,953	45,730	49,283
8	45,357	47,133	50,686
9	46,760	48,537	52,090
10	48,164	49,940	53,493
11	49,567	51,344	54,897
12	50,971	52,747	56,300
13	52,374	54,151	57,704
14	53,778	55,554	59,107
15		56,958	60,511
16			61,915
17			63,318

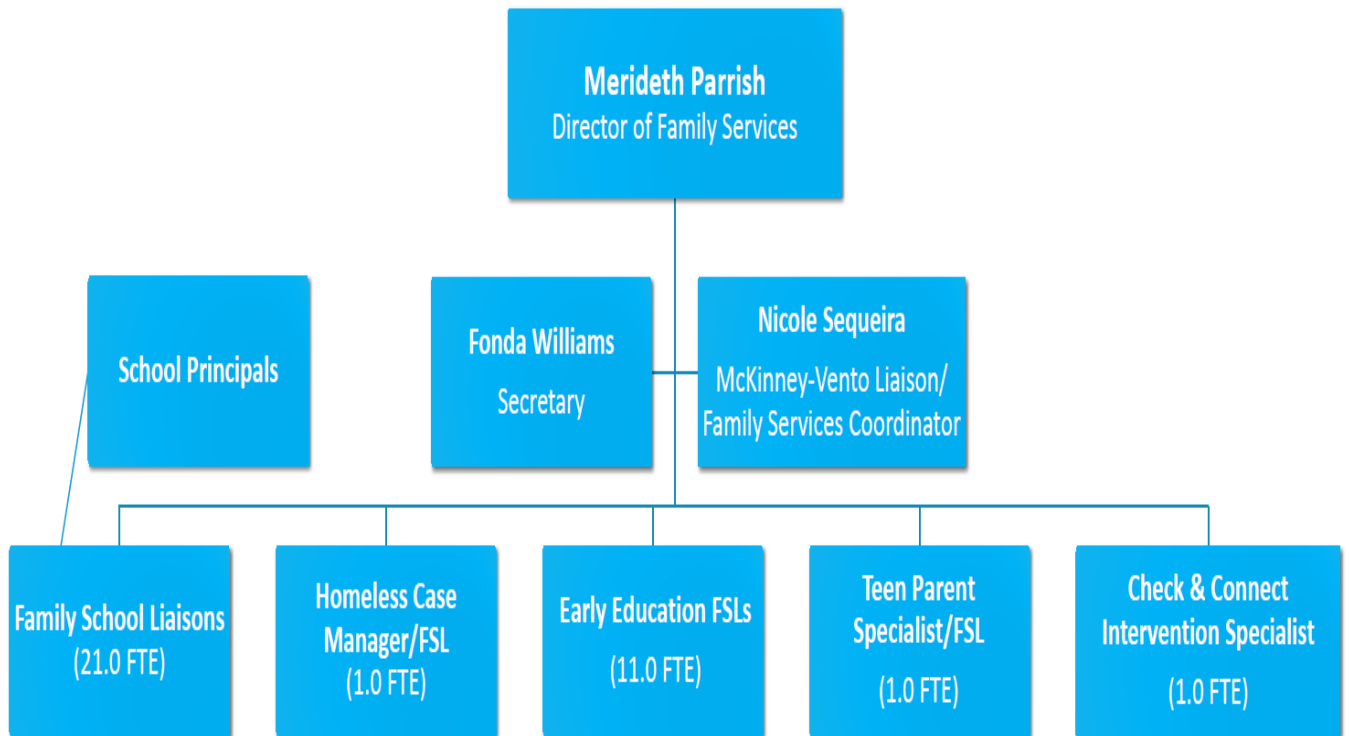
New employees will be placed on the scale as follows:

BS placed on Step 6 and frozen until experience matches step.

BS + 16 placed on Step 5 and frozen until experience matches step.

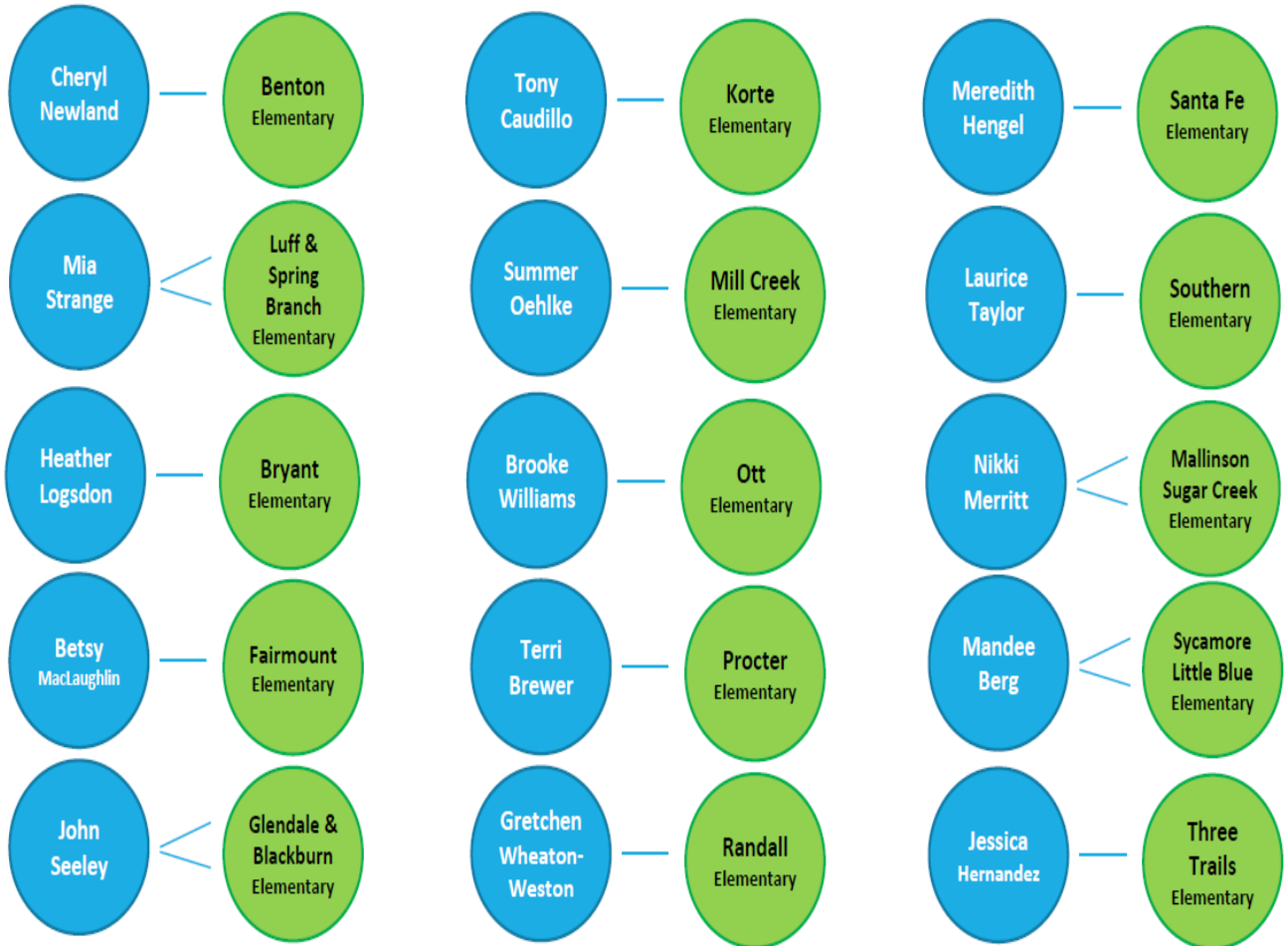
MS/MA placed from Step 2 to Step 6 based on experience and frozen until experience matches step.

Family Services Department Organizational Chart
2018-2019

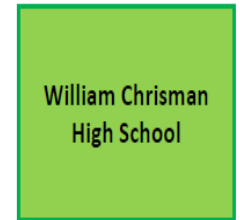
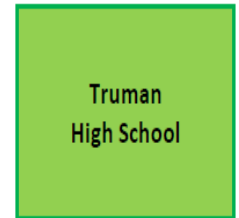
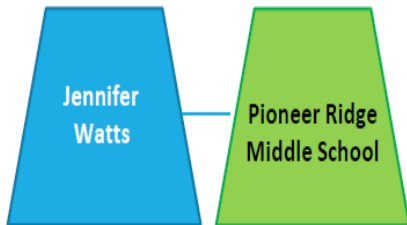
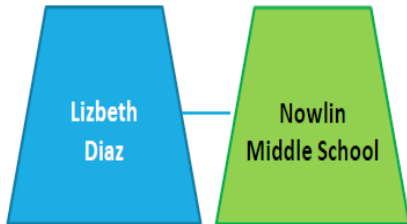
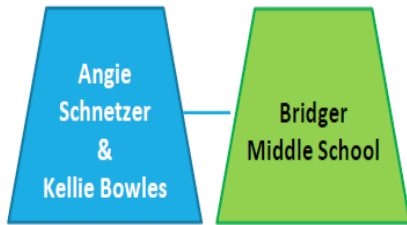
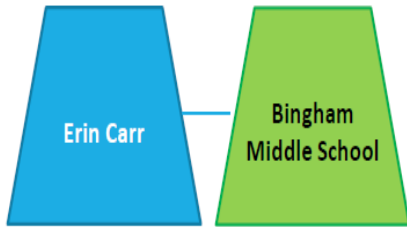


Updated 6/12/2018

Family School Liaisons Elementary Schools 2018-2019



Family School Liaisons Middle & High Schools
2018-2019



Performance Based Evaluation Family Services

FAMILY SERVICES PROVIDER:

DATE:

FAMILY SERVICES DIRECTOR:

SCHOOL/DEPT:

PRINCIPAL:

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

- | | |
|---|--|
| <p>1. Demonstrates creativity and adaptability in developing and implementing school wide services which positively impact students, families and the community.</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> | <p>d. Addresses concerns cooperatively including Family Support Teams, Student Action Teams and consultation.</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> |
| <p>2. Provides service delivery/support to students and families.</p> <p>a. Interacts with students and families in a nonjudgmental manner to promote feelings of trust, safety and respect.</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> | <p>e. Establishes attainable goals and documents outcomes.</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> |
| <p>b. Establishes and maintains active preventive service relationships with families (14-21 Core/Assoc.).</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> | <p>f. Develops and implements plans to achieve goals.</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> |
| <p>c. Employs an outreach model of service including a minimum of 6-10 home visits/hours per week.</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> | <p>g. Maintains appropriate privacy and confidentiality; secures signed releases of information as appropriate.</p> <p><input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> Meets Standards
<input type="checkbox"/> Below Standards</p> <p>Comments:</p> |

Independence School District
Family Services Handbook 2018-2019

a. Documents service in a timely, complete and professional manner.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

2. Makes referrals to and collaborates with the service delivery system within the school district and community.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

3. Provides support for other school and district programs and is an effective team member.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

4. Develops and maintains positive relationships, connections and rapport with students, families, school and district staff, community members and agency staff.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

5. Demonstrates a commitment to ongoing professional growth.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

6. Possesses professional and responsible work habits.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

7. Manages information and data effectively.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

8. Demonstrates sound professional judgment and follows the profession's ethical and legal standards and guidelines.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

9. Advocates for, and demonstrates knowledge of and sensitivity to, a wide range of perspectives in relation to human diversity (including, but not limited to, cultural, racial, ethnic and socioeconomic diversity) in his/her job functions and interpersonal relationships.

- Exceeds Standards
- Meets Standards
- Below Standards

Comments:

If needed, attach an additional page for summary, strength, and areas for growth.

SUMMARY:

STRENGTHS:

AREAS FOR GROWTH:

Provider's Signature:

_____ Date

Principal's Signature:

_____ Date

Director's Signature:

_____ Date

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

HR 08/28/2013

Employment Calendars

FSL A 10 Month (204 Days)

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	6	7	8	9	10	3	4	5	6	7	1	2	3	4	5
9	10	11	12	13	13	14	15	16	17	10	11	12	13	14	8	9	10	11	12
16	17	18	19	20	20	21	22	23	24	17	18	19	20	21	15	16	17	18	19
23	24	25	26	27	27	28	29	30	31	24	25	26	27	28	22	23	24	25	26
30	31														29	30	31		
Work days 0					Work days 20					Work days 18					Work days 22				
Non-work days 22					Non-work days 3					Non-work days 2					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				
Holidays 1					Holidays 1										Holidays 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 16					Work days 21					Work days 21					Work Days 11				
Non-work days 5					Non-work days 1					Non-work days 2					Non-work days 9				

A. Workdays

July	0	Jan	20
Aug	20	Feb	18
Sept	18	March	16
Oct	22	April	21
Nov	19	May	21
Dec	15	June	11
201			

C. Other Observations

Labor Day	1
Thanksgiving	2
Winter Recess	6
Martin L King	1
Spring Break	5
Memorial Day	1
	16

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

B. Holidays

Thanksgiving	1
Dec. 25	1
Presidents Day	1
	3

D. Appointment Days

Workdays	201
Holidays	3
	204

	First/Last Day of School		Holidays		Parent Conference Week
	FSL Working PD Day		Non-Work days		Non-Student Attendance/Work Day

FSL B 10 Month (204 Days)
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	11				Work days	23				Work days	18				Work days	22			
Non-work days	11				Non-work days	0				Non-work days	2				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			
Holidays	1				Holidays	1				Holidays	0				Holidays	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	16				Work days	21				Work days	18				Work Days	0			
Non-work days	5				Non-work days	1				Non-work days	5				Non-work days	20			

A. Workdays

July	11	Jan	20
Aug	23	Feb	18
Sept	18	March	16
Oct	22	April	21
Nov	19	May	18
Dec	15	June	0
		201	

C. Other Observations

Labor Day	1
Thanksgiving	2
Winter Recess	6
Martin L King	1
Spring Break	5
Memorial Day	1
	16

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

B. Holidays

Thanksgiving	1
Dec. 25	1
Presidents Day	1
	3

D. Appointment Days

Workdays	201
Holidays	3
	204

 First/Last Day of School	 Holidays	 Parent Conference Week
 FSL Working PD Day	 Non-Workdays	 Non-Student Attendance/Work Day

Homeless Case Manager/FSL 11 Month (229 Days)

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 14					Work days 23					Work days 19					Work days 23							
Non-work days 8					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							
Holidays 1					Holidays 1					Holidays 1					Holidays 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 16					Work days 21					Work days 22					Work Days 14							
Non-work days 5					Non-work days 1					Non-work days 1					Non-work days 6							

A. Workdays

July	14	Jan	21
Aug	23	Feb	19
Sept	19	March	16
Oct	23	April	21
Nov	19	May	22
Dec	15	June	14

226

C. Other Observations

Labor Day	1
Thanksgiving	2
Winter Recess	6
Martin L King	1
Spring Break	5
Memorial Day	1
	16

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

B. Holidays

Thanksgiving	1
Dec. 25	1
Presidents Day	1
	3

D. Appointment Days

Workdays	226
Holidays	3
	229

	First/Last Day of School		Holidays		Parent Conference Week
	PD Day		Non-Workdays		Non-Student Attendance/Work Day

HR 4.23.18

BENEFITS

Employee Benefits & Benefits Banking

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

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

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

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

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<i>BENEFIT</i>	<i>NOTES</i>	<i>EMPLOYEES AFFECTED</i>
Family Medical Leave	<ul style="list-style-type: none"> • Federally mandated by the Family Medical Leave Act • Up to 12 weeks of unpaid leave allowed for birth/adoption of a child, serious health condition of employee, or serious health condition of member of immediate family who requires care of employee • BOE paid insurance and other benefits continued during leave • Employees required to use any available leave days during leave • No loss of seniority 	<ul style="list-style-type: none"> ○ Employees who have worked 12 months previous to the leave and who have worked at least 1250 hours during the 12 months before the leave ○ Contact Human Resources to see if you qualify for FML ○ Employees must request FML in writing through the Human Resources Office 521-5300
Sick Leave	<ul style="list-style-type: none"> • 10 days per school year for illness as outlined in Board of Education Policy/Regulation 4320 • Plus one (1) day for each additional full contract month beyond the nine (9) month calendar • Paid at daily rate 	All staff who work 37.5 hours per week
Personal Leave	<ul style="list-style-type: none"> • 3 days annually for personal use as outlined in Policy/Regulation 4320 • Deducted from sick leave • Paid at daily rate 	All staff who work 37.5 hours per week
Emergency Leave	<ul style="list-style-type: none"> • Up to 10 days leave for purposes outlined in Policy/Regulation 4320 • Deducted from sick leave • Paid at daily rate 	All staff who work 37.5 hours per week
Bereavement Leave	<ul style="list-style-type: none"> • 3 days for death in the immediate family as outline in Policy/Regulation 4320 • Paid at daily rate 	All staff
Part-Time Sick Leave	<ul style="list-style-type: none"> • 5 days per school year for illness • Plus one (1) day for each additional full contract month beyond the nine (9) month calendar • Paid at daily rate 	All staff who work at least 25 hours a week and less than 37.5 hours a week
Part-Time Personal Leave	<ul style="list-style-type: none"> • 2 days annually for personal use • Deducted from sick leave • Paid at daily rate 	All staff who work at least 25 hours a week and less than 37.5 hours a week
Jury Duty	<ul style="list-style-type: none"> • Paid at employee's daily rate 	All staff
Vacation	<ul style="list-style-type: none"> • Paid at daily rate 	11 and 12 month full-time employees

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



Benefits Banking



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 checks¹
- Free Commerce Visa[®] Debit Card
- Free Online Banking and Online Bill Pay²
- Free Mobile Banking³ and Alerts
- Free Commerce ATM transactions
- Overdraft protection options
- Low rate credit card with no annual fee⁴
- 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 credit⁴
- Credit toward home loan closing costs^{4,5}
- Free checks
- Rewards on your credit card
- Free safe deposit box
- Free financial planning consultation⁶
- Discounts on brokerage services⁶
- Plus more!

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

You may also receive information about Benefits Banking by visiting any of the Commerce Bank locations in your area, by e-mailing benefitsbanking.kc@commercebank.com or by contacting one of our Commerce bankers assigned to help you:

Gail Cianciolo
Jack Combs

816-234-1984
816-234-8856

gail.cianciolo@commercebank.com
jack.combsjr@commercebank.com

18700 E 39th St
2915 S Noland Rd

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

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

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

We ask, listen and solve.



Commerce Bank
Member FDIC



MK1044-2 8/16

commercebank.com

New Directions Employee Assistance Program

EAP Call Center Intake Line: 800-624-5544

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

Some important points to remember:

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

Other services available through the EAP:

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

WORKERS' COMPENSATION

Principal/Supervisor/Nurse Procedure for Employee Accident/Injury

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

1. Instruct the employee to go to the school nurse office at the injury site for an initial evaluation, first aid and treatment referral. The nurse (principal or supervisor if nurse is not available) will assist the employee in completing and signing an **Employee Accident/Injury Report**. This must be completely filled out including level of medical care given and signed by the employee and nurse/supervisor. **These forms are located on the My Benefits page of the District website and can be found in either the Business Office Resources near the top of the page or under the General Plans listed as Workers Compensation near the lower right side of the page.**
2. Give the employee a copy of the **Employee Accident/Injury Procedure** for his/her information and assistance. This form explains the process and answers many of the questions the employee may have at a later time.
3. The nurse (principal or supervisor) will fax the completed **Employee Accident/Injury Report** form along with the **Treatment Authorization Form** (instructions listed below), and notify the **ISD Work Comp Office** via **Phone: (816) 521-5424 Fax: (816) 521-5677 Email: workcomp@isdschools.org** in order to meet the Missouri statutory guidelines for filing claims.
4. If first aid treatment is not sufficient or additional medical attention is needed, do the following:
 - 1) If this is a life threatening emergency, call 911 and/or send the employee directly to the **Truman Medical Center Lakewood**, 7900 Lee's Summit Rd., Kansas City, MO 64139 (816) 404-7000 or **Centerpoint Medical Center**, 19600 E. 39th St., Independence, MO 64057 (816) 698-7000 for emergency treatment.
 - 2) For non-emergency medical evaluation and/or treatment, the following options should be utilized in the order listed as feasible due to either medical necessity or hours of operation available. *Note: If treatment is sought on the day of injury, it is mandatory that a notification call be placed to the treating agency prior to the injured worker's arrival. If treatment is sought after the day of injury, an appointment must be obtained for treatment.*
 - 1) **ISD Employee Health Clinic at (866) 959-9355 (preferably) or (816) 521-5316** (to leave message for a return call) for notification of a Workers' Compensation employee injury. The **Employee Accident/Injury Report** and the signed **Treatment Authorization Form** must accompany the employee for treatment.

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

Alternatives Treatment Locations – To be used by referral 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.*

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

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

7. *All employee health records are considered confidential and should be handled in that manner. All employee health records will be maintained separately in a locked file and not in supervisor files. After each medical visit, the employee is to give the doctor's release/restriction note to their supervisor 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:

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

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.	Monday-Friday,	8:00 am – 5:00 pm
Independence, MO 64055		
Telephone (816) 478-9299		
<u>Urgent Care of Kansas City</u>	<u>Hours:</u>	
4741 S. Arrowhead Drive, Suite B	Monday-Friday,	8:30 am – 9:00 pm
Independence, MO 64055	Saturday,	8:30 am – 6:00 pm
Telephone (816) 795-6000	Sunday,	8:30 am – 5:30 pm
	Holidays	8:30 am – 3:30 pm

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

5. 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:	PMA Management Corp. #0839910	
		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: _____

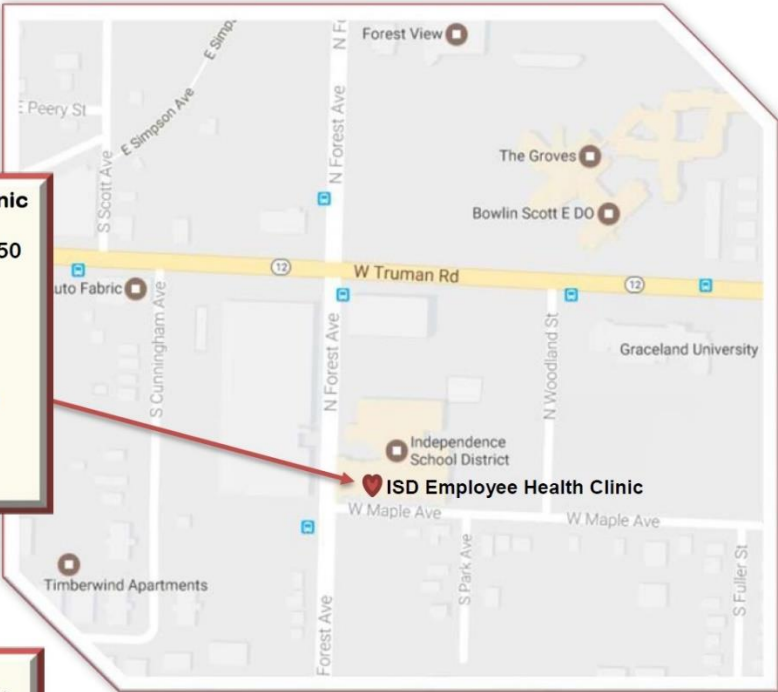
Referrals to Medical Specialists **MUST BE PREAUTHORIZED** by contacting PMA at 1-888-476-2669.

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

**MAPS
2018-19**

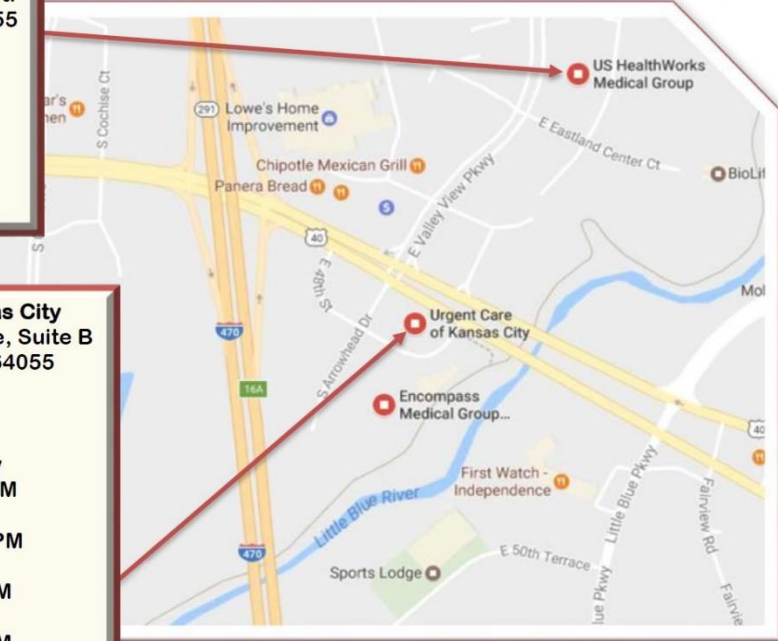
ISD Employee Health Clinic
1516 W. Maple Ave.
Independence, MO 64050
(866) 959-9355
(816) 521-5316

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 AM – 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,

Regulation 2130
Page 11

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 Alburus	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 Theen	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>
<u>Tier 1 Routes</u>			Wed	Wed
Truman, Van Horn, William Chrisman	6:50/7:00 AM	7:20 AM	2:23 PM 1:50 PM	2:29 PM 1:56 PM
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 1:31 PM	2:09 PM 1:36 PM

<u>Tier 2 Routes</u>				
Bingham, Nowlin, Pioneer, Benton, Procter, Randall, Santa Fe	7:55 AM	8:15 AM	3:18 PM	3:24 PM

<u>Tier 3 Routes</u>				
Blackburn, Bryant, Fairmount, Glendale, Korte, Little Blue, Luff, Mallinson, Mill Creek, Ott, Southern, Spring Branch, Sycamore, Three Trails	8:40 AM	9:00 AM	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		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	
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/Professional Development
- Parent Conference Week
- First/Last Day of School
- Non-Student Attendance/Contract Day

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

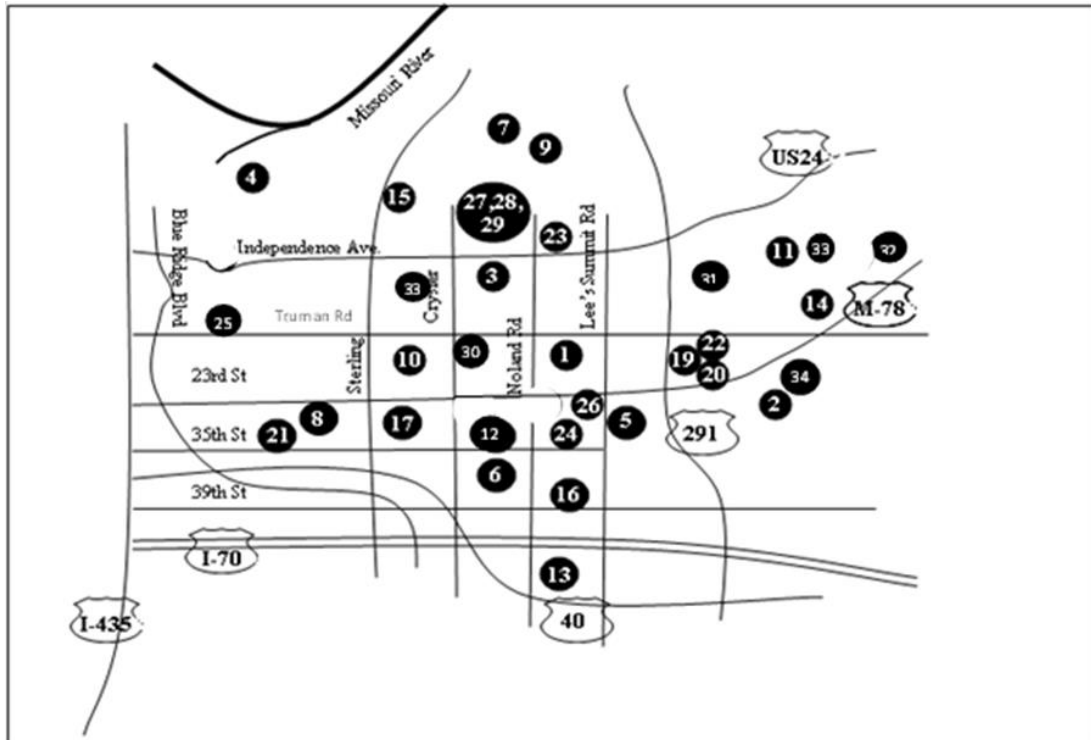
All Attendance and contract days that are postponed due to inclement weather will be added at the discretion of the Board of Education.

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