



# Handbook for Youth Development



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**Board of Education Building  
201 N Forest Avenue  
Independence, Missouri 64055  
(816) 521-5300**

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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**

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

## **Central Office Administration**

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



*Dr. Dale Herl, Superintendent  
201 North Forest Avenue  
Independence, MO 64055  
(816) 521-5300*

Dear Employee:

On behalf of the Board of Education and the Independence School District, we welcome you to the 2018-2019 school year.

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

We hope that you enjoy working with the teachers, students, parents, and administrators. We appreciate you sharing part of your life with our School District and look forward to working with you during the 2018-2019 school year.

Best wishes,

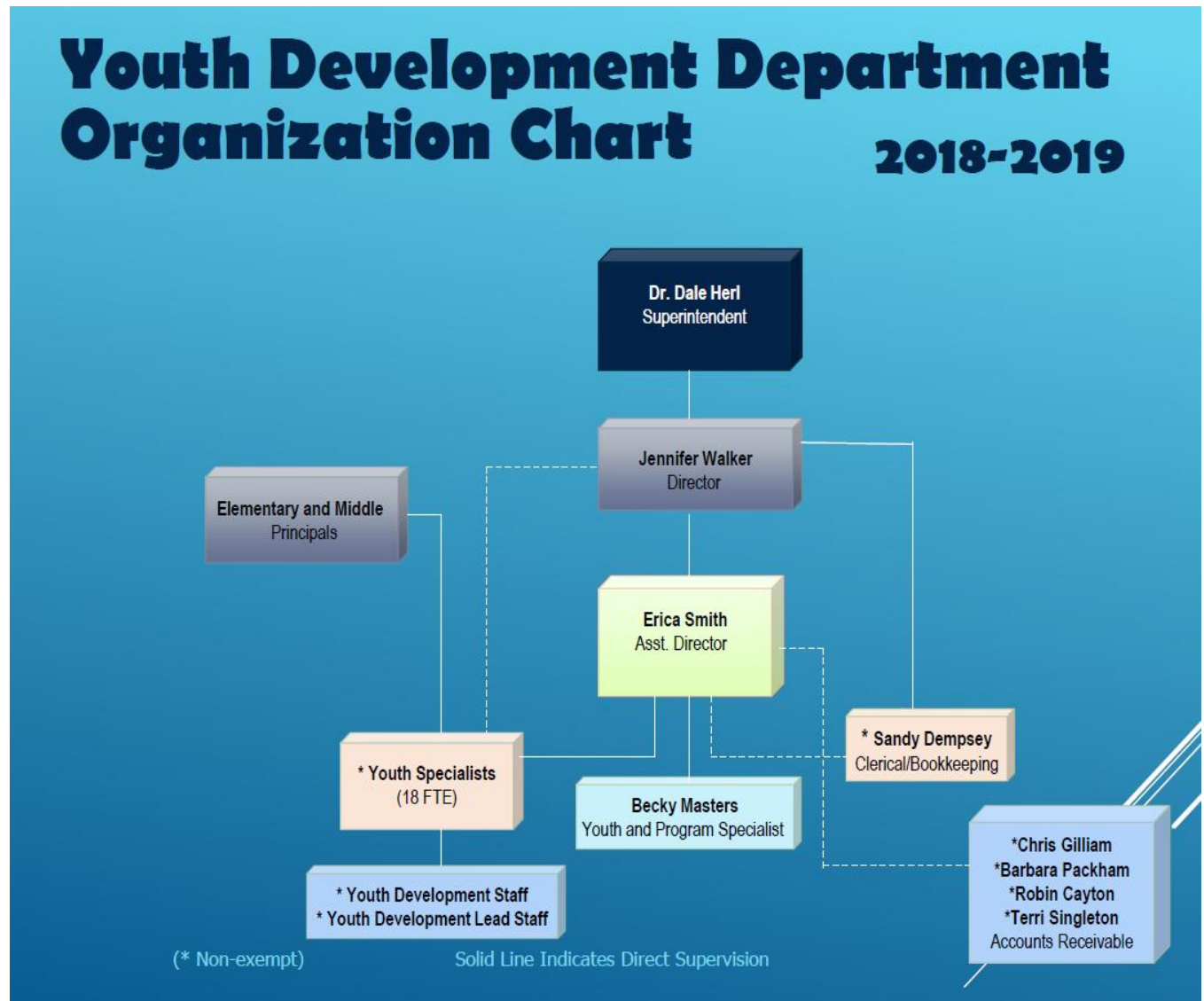
Dale Herl  
Superintendent of Schools

An Equal Opportunity Employer



# **YOUTH DEVELOPMENT INFORMATION**

## Youth Development Department Organizational Chart



## **Youth Development Department Mission**

### **Vision**

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

### **Mission**

Provide before and after school experiences that ensure that student's will achieve the skills and self-confidence to be successful in an ever-changing world.

### **Values**

- 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.

### **Goals**

- Strengthening relationships between schools, families and community.
- Offering a balance of enrichment activities that develop student's physical, cognitive, emotional, creative and social skills.
- Providing a safe, healthy and caring environment.
- Support student success by linking before and after school learning experiences to the school day.

## **KIDS' SAFARI** **BEFORE AND AFTER SCHOOL SERVICES**



### **CORE BELIEFS**

- **Students and Families First**
- **Treat Everyone as You want to be Treated**
- **Be Better than Good**
- **Enrich, Engage, Explore**
- **Open Minds by having an Open Mind**
- **Be Positive, Smile and have Fun**





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## CORE BELIEFS

- **Students and Families First**
- **Treat Everyone as You Want to Be Treated**
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- **Be Positive, Smile and have Fun**



## **Youth Development**

### **Standards of Conduct and Code of Ethics**

Independence School District Youth Development Policies and Procedures require that employees must abide by program's standards for conduct. As a district employee, I will adopt and uphold the following standards of conduct and adopt the code of ethics as my personal code. I understand failure to uphold this code of conduct and ethics is cause for dismissal.

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

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

I understand no child should be left alone or unsupervised.

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

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

I am committed to providing high quality child care in accordance with Independence School Age Care and Education philosophy, goals, and objectives.

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

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

I promise to conserve and protect the property and resources of the Kids' Safari and Latitude program entrusted to my care.

I will continue to improve my personal growth and skills as related to my position.

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

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

I will at all times present and conduct myself in a professional manner.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

*Revised 5/20/11 ES*

## **Work Place Guidelines**

### **Notification of New Employees**

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

### **District Employee Handbook**

Each staff member will receive annually an employee handbook prepared by the District. The employee will be asked to sign a receipt indicating that he/she received a copy of the handbook. The receipt will be filed in the employee personal file. The information in the handbook is to be understood, and the employee is held accountable for such information

### **Initial Health Requirements**

Physicals, TB tests, and food handler's permits are required for all staff to meet licensing requirements. CPR and First Aid certification is also required for all staff.

### **New Staff Orientation**

New staff will receive training on responsibilities and expectations through scheduled appointment with the following personnel;

- School District Human Resources: criminal record screening, FBI screening, insurance information, sexual harassment training, child abuse and neglect, personal forms, and employee photo identification.
- Assistant Director of Youth Development/Youth Specialist: Program philosophy and goals, policies and procedures, including job descriptions and evaluation process, and staff orientation.

## **General Personal Guidelines and Procedures**

### **Duties**

All job description duties are to be strictly adhered to.

### **Job Descriptions**

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

## **Performance Evaluations**

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

## **Time Clocks**

Youth Development Staff should record their working hours using the districts electronic time keeping system. The Youth Specialist will review your time sheet by verifying the information recorded in the system. The Assistant Director of Youth Development will approve the timesheet at the end of the week.

## **Breaks**

Breaks are used to refresh staff. Breaks may not be used to leave early. Staff who work more than six (6) hours are required to have a 30 minute duty-free lunch. Please make sure that staff clock in and out for their 30 minute break.

## **Absence from Duty**

Proper notification of absence from duty is expected from all staff. Absence or intent to be late must be reported at least **2 hours prior to the shift** to the Youth Specialist, principal, and/or Youth Development office. Employees must notify their supervisor themselves. It is not appropriate to leave a message or text message.

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

## **Dress Code**

Dress and personal grooming set expectations and provide a role model to children families and volunteers. All Youth Development staff is to adhere to the building dress code.

## **Policy 4720**

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

## **Leave Days**

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



## Exit Procedures

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

## Emergency Preparedness

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

## Door Entry Procedures

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

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

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- (Volunteer) Present volunteer with an appropriate pass and direct them to appropriate location.
- (Vendor) Present vendor with a visitor pass and contact the person with whom they are wishing to speak.
- (Other) Present visitor with an appropriate pass and direct them to the location that they are seeking.

Early Education and Kids' Safari programs:

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

Keep in mind that some visitors will not be aware of these new procedures. Please be professional if visitors voice a concern, take the time to listen to their concern and remind them that we are taking these precautions to provide added security for our students. If you have any questions regarding these procedures, please contact Dennis Green at ext. 10035 or 816-286-3995.

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

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

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

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

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

## **Technology**

### **Philosophy**

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

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

### **Technology Acceptable Use Guidelines for Staff**

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

### **Access**

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

### **Equipment Use**

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

### **Internet Use**

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

### **Security**

In addition to regularly changing passwords and keeping usernames and passwords confidential, additional security measures should be taken. Once logged in, a user should not leave the computer unattended without locking the computer. PC's can be locked by pressing Ctrl-Alt-Delete and then clicking "Lock Computer". Once locked, only the person currently logged in can unlock the computer

by pressing Ctrl-Alt-Delete and then entering his/her password. This will then return the user to the application he/she had been using prior to locking the computer. For security of data, teacher and staff computers are “automatically locked” after 15 consecutive minutes of non-use; the staff member will be required to enter his/her password to reactivate the computer.

### **File Sharing**

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

### **Software Licensing**

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

### **Supervision**

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

### **Printing**

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

### **Technology Support**

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

## **Student Related Staff Responsibilities**

### **Food/Beverages**

Staff are role models to children and therefore should eat and drink only what is available to students. There should be NO food or drink brought into the program from outside during program hours. If you bring in food to consume during your break (during full days or snows days), it must be done in designated staff areas and should not be in student's view.

### **Telephone Policy**

Personal cell phones are not to be answered or used to place calls or text messaging while the employee is on the job supervising children. Cell phone ringers/pagers are to be turned off or set to vibrate during program hours and all meetings and trainings.

### **Combined Sites Days and Snow Days**

During combined site days staff hours will depend on the number of students signed up for care that day. Appropriate ratios will be maintained and hours are not guaranteed. Staff will be called in as needed during snow days.

### **Personal Property**

The district is not responsible for damage or loss of personal property. Handbags and car keys should be locked up in a safe place. All personal items posing potential harm or choking hazard to others MUST be locked away at ALL time (medication, nail file, candy, etc.).

### **Changes in Staff Information**

It is the staff member's responsibility to maintain correct, updated information on the employee emergency card. Changes in address and/or telephone numbers should be recorded with the building secretary, Youth Specialist and reported to the Business Office on the Employee Information Change form or through My Benefits on the Employee Portal.

### **Maintaining Ratios**

Students are to be supervised at ALL times. Kids' Safari maintains a 1:16 ratio and Latitude maintains a 1:12 ratio. **AT NO TIME SHOULD A CHILD BE LEFT UNATTENDED.**

## **Student Behavior**

The goal of the Independence Kids' Safari and Latitude programs are to help children function as caring community of learners. Our goal is to help each child learn to make good choices, and to take responsibility for his/her actions. All programs adhere to the philosophy and rules of their elementary or middle school. Please refer to your school's student handbook for additional information.

Behavior expectations are the same as the school day. Students who do not make successful choices will be dealt with in a respectful and caring manner utilizing PBIS (Positive Behavior Interventions and Support Team) model. We understand that sometimes children act in ways that may prevent them from learning and/or alienate others. When this occurs, students receive more structure and interaction with adults who can help them find ways to be more successful. This is done by working through a process for students to realize their poor choices and plan to prevent it from happening again. All Kids Safari and Latitude staff are expected to participate in PBIS training at their individual school meetings.

## Youth Development Leave Clarifications

Youth Development Staff	Youth Specialists
<p><b>Complete leave form in general?</b>            Yes, selecting sick, personal, bereavement, jury, emergency, authorized, vacation, or military.</p> <p style="text-align: center;">No documentation on exception log.</p>	<p><b>Complete leave form in general?</b>            Yes, selecting sick, personal, bereavement, jury, emergency, authorized, vacation, or military.</p> <p style="text-align: center;">No documentation on exception log.</p>
<p><b>Complete leave form for combined site/calendar day?</b>            Yes, if scheduled by Youth Specialist to work and employee needs to take leave, selecting sick, personal, bereavement, jury, emergency, authorized, vacation, or military.</p> <p style="text-align: center;">No, if Youth Specialist states employee not needed for combined site/calendar day.            Documentation on exception log should state, "not scheduled."</p>	<p><b>Complete leave form for combined site/calendar day?</b>            Yes, selecting sick, personal, bereavement, jury, emergency, authorized, vacation, or military.</p> <p style="text-align: center;">No documentation on exception log.</p>
<p><b>Complete leave form for non-calendar work days?</b>            No.</p> <p style="text-align: center;">No documentation on exception log.</p>	<p><b>Complete leave form for non-calendar work days?</b>            No.</p> <p style="text-align: center;">No documentation on exception log.</p>
<p><b>Hourly absences will not be used for Kids' Safari or Latitude employees.</b></p>	
<p><b>½ or whole day increments for leave. If 8 hour employee ½ day = 4 hours, if 5 hour employee ½ = 2.5 hours.</b></p> <p><b>If less than ½ day then no leave form - no exception log.</b></p>	

## Health and Safety Services

### INCIDENT/ACCIDENT PROCEDURE FOR CHILD

In the event of an injury, incident and/or accident forms must be completed by the staff member that attended to the injured student. All forms must be reviewed by the Youth Specialist.

#### Incident Notice:

An Incident Notice should be used to notify parents of incidents, general minor injuries or behavior concerns. The original copy is kept at the site and a carbon copy is sent home with the parent/guardian. Parent/guardian must sign the Incident Notice verifying they have been notified about the incident.

#### Accident Report:

Accident Reports are used for more serious injuries such as broken bones, sprained ankle, or injuries that require the student to be sent home. An Accident Report must be accompanied with an Incident Notice for school documentation. The parent/guardian does not receive a copy of the Accident Report.

In the event of a serious injury, always contact the parent and/or emergency services.

In the event of non-serious head or face injuries, place a call to parents to inform them of what happened. This eliminates any surprise and gives parents the option of picking their child up early.

### MEDICINE

Medicine will be administered only by trained personnel at the site. The required consent form must be on file. **Medicine cannot be administered unless a medication form is completed by the parent.**



## **Youth Development Supervision Guidelines**

Revised 5/30/18 ES

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Supervision is a significant role of Youth Development staff and requires staff to attend to students at all times. Missouri licensing regulations requires 1 adult for every 16 students in elementary programs and the Independence School District (ISD) has adopted this guideline for our Kids' Safari Before and/or After School programs. In addition, ISD has adopted a 1:12 ratio for our middle school Latitude programs. No students will be left unsupervised, at any time, by any staff in our Youth Development programs in the Independence School District. Below are supervision guidelines to assist staff in implementing effective Supervision.

- No students will be left unsupervised, at any time, by any staff.
- When you are pulled away from active supervision another staff member must replace you to keep established ratios.
- Be aware of students and the programming environment at all times.
- Always position yourself to allow that the maximum programming area be visually observed at all times
  - Continuously move around to ensure the best view of the programming area and avoid standing with your backs to students.
  - Always choose the appropriate level of supervision for specific activities.
  - Always assess each activity or situation and supervise according to the development of each child. (i.e. younger children will require close monitoring at all times, however older students might need a balance of close supervisions with respect for their age and developing independence.)
  - Avoid carrying out activities that will distract from supervision, such as administrative tasks or speaking on the phone.
  - You are responsible for establishing a friendly, personal, supportive relationship with children. Listening closely and respond to their feelings, moods and ideas.
  - Communicate effectively with individual children, small groups and large groups. Adjust tone, volume, eye level, etc. accordingly.
  - Be aware of sensitive topics and handle with honesty and understanding.
  - Always help children and youth resolve their conflicts by positive, non-punitive methods in order to preserve the positive self-esteem of each child.

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- Staff are responsible for helping each child learn to make good choices and to take responsibility for his/her actions.
- Be aware of each child's needs and help children make choices. Always be sensitive to children's thinking, opinions, and humor. As well as encourage curiosity, inventiveness, discoveries.
- Always facilitate friendships between children.
- You should look for patterns of problem behavior and identify the cause of the problem.
- Staff are role models for students and should model appropriate behavior, language and appearance at all times.
- Staff will ensure the availability, good condition, and cleanliness of equipment and materials.
- All Kids' Safari / Latitude programs adhere to the philosophy and rules of their elementary school.

### **Playground Safety Guidelines**

The following playground guidelines should be enforced when going outside.

- Always check play area for safety concerns: broken glass, trash, open gates, broken equipment, etc.
- Do NOT take children outside if lawn mowers are within the area of the playground.
- Take the first aid kit, walkie talkie, building access key and current class list when supervising children on the playground.
- NEVER prop exterior doors open or leave building access keys by door so students may enter without an adult.
- Staff should position themselves to supervise the play area. They should position themselves to see children and be able to move quickly to assist when needed.
- Staff should monitor play equipment to ensure students are using it properly and are being safe at all times. It's the staff's responsibility to stop unsafe practices on equipment immediately.
- Staff should be up interacting with students at all times. It is not appropriate for staff to sit on the playground or visit with other co-workers.
- Use walkie talkies with professionalism
- Always use confidentiality when on the walkie talkies, being mindful of others who may hear your conversation.

### **Resources:**

National Childcare Accreditation Council. (2005). *Outside School Hours Care Quality Assurance Quality Practices, Effective Supervision Fact Sheet*. Sydney, New South Wales; National Childcare Accreditation Council.

Bender, J., Flatter, CH., and Sorrentino, JM. (2000). *Half A Childhood. Quality Programs for Out-of-School Hours*. Nashville, Tennessee: School-Age NOTES.

California Department of Education. (1994). *Kids' Time*. Nashville, Tennessee: School-Age NOTES.

## Legal

### CHILD ABUSE AND NEGLECT PROCEDURES

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

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

#### PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

1. When a staff member has a reason to believe a child is being abuse or neglected, the staff member should report the case to the building administrator and Early Education Coordinator **immediately**. If the administrator is out of the building, then it should be reported to the person in charge designated by the administrator. **The reporting staff member must provide written documentation to the building administrator upon notification of concerns.**
2. The administrator will take necessary steps to report to the appropriate authority or the Child Abuse and Neglect Hotline.
3. If the administrator determines that a suspected case should not be reported to the authorities, the staff member has the right to disagree and report the case to the Child Abuse and Neglect Hotline. The reporting staff member will contact their Principal and Early Education Coordinator.
4. Documentation of report and follow up shall be recorded on **Child Abuse & Neglect Hotline Report** form and filed immediately in the child's file.
5. All Early Education Hot Lines must be reported to the Early Education Coordinator for Head Start reporting requirements.

#### PROCEDURES FOR REPORTING STAFF MEMBERS SUSPECTED OF CHILD ABUSE

1. District personnel in public schools responsible for the care, supervision, and discipline of school children shall not be civilly liable when acting in conformity with the established policy of discipline developed by the Board of Education.
2. Corporal punishment shall be governed by Section 171.011 of the Public School Laws of Missouri and interpreted by the Attorney General.
3. Upon receipt of any reports of child abuse by the Children's Division which allegedly involves personnel of a school district, the Children's Division shall notify the Superintendent of Schools.
4. If, after an initial investigation, the Superintendent of Schools finds that the report involves an alleged incident of child abuse, the Superintendent of Schools shall immediately refer the matter back to the Children's Division and take no further action.
5. If the report pertains to an alleged incident, notification of the reported child abuse (hot line referral) shall be made by the Superintendent of Schools to the Juvenile Officer.
6. A report shall be jointly investigated by the Juvenile Officer and the Superintendent of Schools, with investigation beginning no later than forty-eight (48) hours after notification from the Children's Division.
  - a. The investigation shall consist of interviewing and recording the statement of the children and his or her parents or guardian, school district personnel allegedly involved in the report, and any of the witnesses to the alleged incident.
  - b. The Juvenile Officer and the investigating school district personnel shall issue separate reports of their findings and recommendations to the Board of Education.
  - c. The report shall contain a statement of conclusion as to whether the report of alleged child abuse is substantiated or is unsubstantiated.

7. The Board of Education shall consider the separate reports and shall issue its finding and conclusions within seven (7) days after receiving the last of the two reports.
  - a. Findings and conclusions shall be made in the following form:
    - (1) The report of the alleged child abuse is unsubstantiated. The Juvenile Officer and the investigating school district personnel agree that the evidence shows that no abuse occurred.
    - (2) The report of the alleged child abuse is substantiated. The Juvenile Officer and the investigating school district personnel agree that the evidence is sufficient to support a finding that the alleged incident of child abuse did occur.
    - (3) The issue involved in the alleged incident of child abuse is unresolved. The Juvenile Officer and the investigating school district personnel are unable to agree on their findings and conclusion on the alleged incident.
8. The findings and conclusions of the Board of Education shall be sent to the Missouri Children's Division.
  - a. If the findings and conclusions of the Board of Education are that the report of the alleged child abuse is unsubstantiated, the investigation shall be terminated, the case closed, and no record shall be entered in the Missouri Children's Division Central Registry.
  - b. If the findings and conclusions of the Board of Education are that the report of the alleged child abuse is substantiated, the Children's Division shall report the incident to the Jackson County Prosecuting Attorney along with the findings and conclusions of the Board of Education and shall include the information in the division's Central Registry.
  - c. If the findings and conclusions of the Board of Education are that the issue involved in the alleged incident of child abuse is unresolved, the Children's Division shall report the incident to the Jackson County Prosecuting Attorney along with the findings and conclusions of the Board of Education, however, the incident and the names of the parties allegedly involved shall not be entered in the Central Registry of the Children's Division until the alleged child abuse is substantiated by a court of competent jurisdiction.
9. Any individual knowingly falsifying reported information or knowingly withholding information relative to the investigation is guilty of a Class A Misdemeanor.
10. Independence School District Early Education Program is responsible for notifying the Administration for Children and Families (ACF) of any misconduct and/or allegation against HS/EHS staff. The Early Education Assistant Director / Head Start Director will complete the **Head Start Incident/Allegation/Misconduct Report** form and submit to the Grantee immediately (within 24 hours) following the occurrence of allegation.

# EMPLOYEE INFORMATION

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Director Of Youth Development And Education

#### **Qualifications:**

- Minimum of a Master's degree in youth development, curriculum and instruction, recreation, education, or related field.
- Must be able to work autonomously, and have a commitment to success of children, families, and community, and results-oriented approach to work.

**Fair Labor Standards Act Status:** Exempt

#### **Reports to:**

Superintendent

#### **Responsibilities:**

- Directs Before and After School Services (Kids' Safari) in all 13 elementary schools
- Co-directs all Child and Family Learning Center programs for families with the Directors of Early Education and Family Services
- Supervises and evaluates Youth Development and Education office and Kids' Safari site staff
- Coordinates with Classified HR the hiring and placement of staff in the Kids' Safari programs
- Coordinates with the Business office the Kids' Safari weekly parent fee report analysis and terminations / reinstatements of families in all elementary schools
- Directs and plans all Before and After School services, curriculum, and activities including tutoring, clubs, homework assistance, and dinner programs in elementary schools
- Plans and implements a yearly professional development system for all Kids' Safari staff in the elementary buildings
- Research and writes all grants in the Youth Development and Education office for all services within the department
- Administers and coordinates with the building Principal all grants that have been award to the Youth Development and Education department
- Administers a long-term Yale, Schools of the 21<sup>st</sup> Century (21C), evaluation of before and after school services as a part of grant funding
- Directs the long-term Yale / Griffin Research and Prevention Center (PRC) wellness program implementation and clinical research study in all elementary schools
- Coordinates the implementation of Nutrition Detectives and ABC for Fitness wellness programs in elementary schools
- Coordinates all data collection and surveying for both the Yale Schools of the 21<sup>st</sup> Century and the Yale/Griffin PRC evaluations in elementary schools
- Provides administrative support to the district's Youth Friends program district wide
- District 21C Liaison and National Trainer coordinating all national demonstration sites activities in the district with the Zigler center at Yale University

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- Maintains adequate records of all department activities, personnel, evaluation, research, and budgets
- Manages all Youth Development and Education department budgets
- Administers appropriate policies, procedures, and regulations as they apply to Youth Development and Education services
- Coordinates central office Emergency Preparedness Committee
- Represents the District on local, state, and national level through committee membership and conference presentations
- Supports and confers with principals and other district administrators on all services that are in the Youth Development and Education department

**Terms of Employment:**

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

**Evaluation:**

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

## INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

### Assistant Director Of Youth Development

#### **Qualifications:**

- Minimum of a bachelor's degree in youth development, recreation, education, or related field. Master's Degree preferred.
- Must be able to work autonomously, and have a commitment to success of children, families, and community, and results-oriented approach to work.

#### **Experience:**

- Two years of experience in supervising and one year in youth development programs in a school setting preferred.

#### **Reports to:**

Director of Youth Development and Education

#### **Job Goal:**

Assists in the management and direction of Before and After School Learning Center system for multiple schools in the Independence School District.

#### **Performance Responsibilities:**

- Assists with the direction and supervision of all programs within the youth development department.
- Assists with the management and oversight of all budgets, grants and program evaluations.
- Supervises and maintains all data bases, data collection activities and reporting.
- Manages department human resource systems.
- Monitors program implementation and on-going evaluation to assure quality of services and support for children and families.
- Coordinates professional development system for youth development staff to support the development of quality programming.
- Conducts regular meetings of department personnel to coordinate services, curriculum, evaluation, data, and monitor the progress of quality programming.
- Collaborates with Youth Specialists and their staff through regular classroom visits to monitor appropriate instructional practices.
- Monitors and provides feedback of club and/or lesson plans to promote a balanced before and after school experience for children.
- Collaborates effectively with school principal, administrators, and district staff to assure quality services are fiscally responsible.
- Assures compliance with local, state and national laws and best practices to insure quality programming and to safeguard the health/safety of children in the program.
- Maintains client confidentiality according to established policy.
- Attends all required meetings including designated evening meetings.
- Understands and follow District policies and procedures.
- Perform other administrative duties as assigned.



**Terms of Employment:**

The Assistant Director of Youth Development will be employed for twelve month position. The salary and work year will be established annually by the Board of Education.

**Evaluation:**

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

**INDEPENDENCE SCHOOL DISTRICT  
JOB DESCRIPTION**

**Youth Specialist**

**Qualifications:**

- Bachelor's Degree in Childhood Development, Youth Development or Elementary Education
- Lift, carry, and/or hold children up to 70 pounds
- Two years of experience in teaching or managing school-age children in a before and after school-age care environment preferred

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

**Reports to:**

Principal and Director of Youth Development or Designee

**Job Goal:**

To effectively supervise, plan, coordinate, and direct a balanced before and after school program that supports each student's development and achievement.

**Performance Responsibilities:**

- Provide a nurturing and appropriate learning environment for students in a before and after school setting
- Facilitate the hiring process, interviewing process, and ongoing supervision and evaluation of youth development staff
- Manage youth development staff to ensure appropriate supervision of students at all times and in compliance of adult to child ratios
- Actively recruit and market program to families and in neighborhoods
- Demonstrate and utilize appropriate positive guidance and discipline techniques in accordance to district standers
- Maintain an orderly physical environment conducive to optimal growth and development of students
- Acquire a thorough knowledge of quality standards for before and after school programming and integrate into all areas of the ISD program

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- Monitor overall program implementation and perform on-going evaluation to assure quality of services and support for children and families
- Organize, facilitate, and monitor the program's daily schedule and curriculum
- Organize and implement ongoing student assessments to ensure the program is meeting the needs of each student enrolled
- Provide developmentally appropriate experiences that encourage diversity and recognize individual student differences, regardless of special abilities, talents, ethnic heritage, culture or language
- Establish rapport and communicate with parents regarding their child's progress and enrichment education
- Participate in school advisory council/committee to represent the youth development program
- Provide quarterly family development activities in tandem with scheduled building activities
- Maintain relationship and facilitate duties with Central Office Youth Development and Business Office to assist with tracking family accounts, DSS paperwork, site expenditures, and site budgets
- Develop and maintain positive working relationship with key building personnel
- Collaborate with district administrators, building teaching staff, and other Youth Specialists to promote the sharing of activities, teaching techniques, and appropriate instructional practices
- Cooperate with support staff and building personnel to assist with meeting program requirements
- Maintain relationships with students, parents, and neighborhood community to ensure neighborhood school model of programming
- Maintain current Food Handler's permit
- Maintain current CPR and First Aid Certification
- Comply with state of Missouri licensing regulations, YPQI standards and procedures to safeguard the health and safety of children in the program
- Participate in YPQA and creating/implement a quality improvement plan to be updated annually
- Maintain student data base, including enrollment, weekly attendance, health, behavior, activities/events and other relevant student data

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- Attend all required department and school meetings including designated evening or Saturday times
- Participate in required professional development on a department, district, local, state, and/or national level
- Submit physical examination to include tuberculin screening
- Responsible for reading and complying with Child & Family Learning Center Family Handbook, Youth Specialist Handbook and Administrative Guide, Independence School District Policy and Procedures, as well as State and Federal guidelines specific to programming
- Maintain client confidentiality according to established policy
- Complete other duties as defined and assigned

**Terms of Employment:**

Youth Specialists will be employed for twelve month positions. The salary and work year will be established annually by the Board of Education.

**Evaluation:**

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

HR 8/2016

**INDEPENDENCE SCHOOL DISTRICT  
JOB DESCRIPTION**

**Youth Development Staff**

**Qualifications:**

- High School Diploma or GED required
- Six credit hours that includes child and youth development and other course work related to school-age care programming
- AA Degree preferred
- Lift, carry, and/or hold children up to 70 pounds
- Minimum of eighteen months working with children in a school-age care or youth development setting

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

**Reports to:**

Principal and Youth Specialist or Designee

**Job Goal:**

Supervision and guidance of school-age children and the facilitation of age appropriate activities under the supervision of a Youth Specialist.

**Performance Responsibilities:**

- Youth Development Staff
  - a. actively participates in program delivery
  - b. facilitates age appropriate activities
  - c. participates in planning of student activities
  - d. assembles materials for program activities
  - e. assists in record keeping and documentation
  - f. maintains program routines and schedules
  - g. cooperates with all Youth Development to assist with maintaining program requirements
  - h. models positive dispositions
  - i. communicates in a n effective manner
- Provides a safe, nurturing and appropriate learning environment
- Maintains a positive relationship with students, families and co-workers

- Delivers developmentally appropriate experiences that encourage diversity and recognize individual differences regardless of special abilities, talents, ethnic heritage, culture and language
- Engages in frequent and meaningful conversations with children:
  - a. asks students relevant open-ended questions
  - b. provides students with specific, descriptive feedback
  - c. communicates with students at eye level
  - d. facilitates and stimulates conversation among students
- Participates in communication and establishing rapport with families
- Maintains visual and auditory awareness of students at all times to ensure their safety
- Appropriately supervises students in both inside and outside activities
- Assumes and thoroughly completes all duties and responsibilities in a timely, willing and appropriate manner
- Is reliable and timely in performing job responsibilities
- Follow district Confidentiality Policies and uses discretion at all times
- Follows state of Missouri licensing, YPQI standards, and procedures to safeguard the health and safety of children in the program
- Professional image is consistent with department and building expectations
- Maintains current Food Handler's permit
- Maintains current CPR and First Aid Certification
- Actively participates in all district and department professional development
- Submits physical examination to include a tuberculin screening
- Responsible for reading and complying with Child & Family Learning Center Family Handbook, Youth Development Handbook, District Policy & Procedures, District Employee Handbook as well as State and Federal guidelines specific to program
- Complete other duties as defined and assigned

**Terms of Employment:**

Youth Development staff will be employed for nine (9) month positions. The salary and work year will be established annually by the Board of Education.

**Evaluation:**

Performance of this job will be evaluated by the immediate supervisor, using the Independence Youth Development Staff Performance Based Evaluation.

HR 2.18.16

**INDEPENDENCE SCHOOL DISTRICT  
JOB DESCRIPTION**

**Lead Youth Development Staff**

**Qualifications:**

- High School Diploma or GED required
- Six credit hours that includes child and youth development and other course work related to school-age care programming
- AA Degree preferred
- Lift, carry, and/or hold children up to 70 pounds
- Minimum of eighteen months working with children in a school-age care or youth development setting
- Previous experience in Independence School District before and after school program.

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

**Reports to:**

Principal and Youth Specialist or Designee

**Job Goal:**

Supervision and guidance of school-age children and the facilitation of age appropriate activities under the supervision and collaboration of a Youth Specialist.

**Performance Responsibilities:**

- Youth Development Staff
  - j. actively participates in program delivery
  - k. facilitates age appropriate activities
  - l. participates in planning of student activities
  - m. assembles materials for program activities
  - n. assists in record keeping and documentation
  - o. maintains program routines and schedules
  - p. cooperates with all Youth Development to assist with maintaining program requirements
  - q. models positive dispositions
  - r. communicates in an effective manner
- Provides a safe, nurturing and appropriate learning environment
- Maintains a positive relationship with students, families and co-workers



- Delivers developmentally appropriate experiences that encourage diversity and recognize individual differences regardless of special abilities, talents, ethnic heritage, culture and language
- Engages in frequent and meaningful conversations with children:
  - e. asks students relevant open-ended questions
  - f. provides students with specific, descriptive feedback
  - g. communicates with students at eye level
  - h. facilitates and stimulates conversation among students
- Participates in communication and establishing rapport with families
- Maintains visual and auditory awareness of students at all times to ensure their safety
- Appropriately supervises students in both inside and outside activities
- Manage youth development staff to ensure appropriate supervision of students at all times, and in compliance with adult to child ratios.
- Demonstrate and utilize appropriate positive guidance and discipline techniques in accordance to district standards.
- Maintain an orderly physical environment conducive to optimal growth and development of students.
- Organize, facilitate, and monitor the program’s daily schedule and curriculum.
- Establish rapport and communicate with parents regarding their child’s progress and enrichment education.
- Develop and maintain positive working relationships with key building personnel.
- Assumes and thoroughly completes all duties and responsibilities in a timely, willing and appropriate manner
- Is reliable and timely in performing job responsibilities
- Follow district Confidentiality Policies and uses discretion at all times
- Follows state of Missouri licensing, YPQI standards, and procedures to safeguard the health and safety of children in the program
- Professional image is consistent with department and building expectations

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- Maintains current Food Handler's permit
- Maintains current CPR and First Aid Certification
- Actively participates in all district and department professional development
- Submits physical examination to include a tuberculin screening
- Responsible for reading and complying with Child & Family Learning Center Family Handbook, Youth Development Handbook, District Policy & Procedures, District Employee Handbook as well as State and Federal guidelines specific to program
- Complete other duties as defined and assigned

**Terms of Employment:**

Lead Youth Development staff will be employed for nine (9) month positions. The salary and work year will be established annually by the Board of Education.

**Evaluation:**

Performance of this job will be evaluated by the immediate supervisor, using the Independence Youth Development Staff Performance Based Evaluation.

HR 2.18.16

**INDEPENDENCE SCHOOL DISTRICT  
JOB DESCRIPTION**

**Youth and Program Specialist**

**Qualifications:**

- Bachelor's Degree in Childhood Development, Youth Development or Elementary Education
- Lift, carry, and/or hold children up to 70 pounds
- Two years of experience in teaching or managing school-age children in a before and after school-age care environment preferred
- Previous experience in Independence School District before and after school program.

**Fair Labor Standards Act Status:** Exempt

**Reports to:**

Principal and Director of Youth Development or Designee

**Job Goal:**

To effectively supervise, plan, coordinate, and direct a balanced before and after school program that supports each student's development and achievement. Coordinate professional development activities for YD staff to support quality programming.

**Performance Responsibilities:**

- Provide a nurturing and appropriate learning environment for students in a before and after school setting
- Facilitate the hiring process, interviewing process, and ongoing supervision and evaluation of youth development staff
- Manage youth development staff to ensure appropriate supervision of students at all times and in compliance of adult to child ratios
- Actively recruit and market program to families and in neighborhoods
- Demonstrate and utilize appropriate positive guidance and discipline techniques in accordance to district standers
- Maintain an orderly physical environment conducive to optimal growth and development of students
- Acquire a thorough knowledge of quality standards for before and after school programming and integrate into all areas of the ISD program

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- Monitor overall program implementation and perform on-going evaluation to assure quality of services and support for children and families
- Organize, facilitate, and monitor the program's daily schedule and curriculum
- Organize and implement ongoing student assessments to ensure the program is meeting the needs of each student enrolled
- Provide developmentally appropriate experiences that encourage diversity and recognize individual student differences, regardless of special abilities, talents, ethnic heritage, culture or language
- Establish rapport and communicate with parents regarding their child's progress and enrichment education
- Participate in school advisory council/committee to represent the youth development program
- Provide quarterly family development activities in tandem with scheduled building activities
- Maintain relationship and facilitate duties with Central Office Youth Development and Business Office to assist with tracking family accounts, DSS paperwork, site expenditures, and site budgets
- Develop and maintain positive working relationship with key building personnel
- Collaborate with district administrators, building teaching staff, and other Youth Specialists to promote the sharing of activities, teaching techniques, and appropriate instructional practices
- Cooperate with support staff and building personnel to assist with meeting program requirements
- Maintain relationships with students, parents, and neighborhood community to ensure neighborhood school model of programming
- Maintain current Food Handler's permit
- Maintain current CPR and First Aid Certification
- Comply with state of Missouri licensing regulations, YPQI standards and procedures to safeguard the health and safety of children in the program
- Participate in YPQA and creating/implement a quality improvement plan to be updated annually
- Maintain student data base, including enrollment, weekly attendance, health, behavior, activities/events and other relevant student data

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- Monitor program implementation and perform on-going evaluation to assure quality of services and support for children and families.
- Coordinate professional development efforts for school-age staff and Youth Specialists to support the development of quality programming.
- Collaborate with Youth Specialist and Youth Development staff through regular program visits to monitor appropriate practices.
- Provide regular reports of the Youth Development staff to coordinate services, data and monitor the progress of quality programming.
- Coordinate efforts and comply with state of Missouri licensing and YPQI standards to insure quality programming and to safeguard health/safety of children in the program.
- Attend all required department and school meetings including designated evening or Saturday times
- Participate in required professional development on a department, district, local, state, and/or national level
- Submit physical examination to include tuberculin screening
- Responsible for reading and complying with Child & Family Learning Center Family Handbook, Youth Specialist Handbook and Administrative Guide, Independence School District Policy and Procedures, as well as State and Federal guidelines specific to programming
- Maintain client confidentiality according to established policy
- Complete other duties as defined and assigned

**Terms of Employment:**

Youth and Program Specialists will be employed for twelve (12) month positions. The salary and work year will be established annually by the Board of Education.

**Evaluation:**

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

HR 04.20.18

## Salary Schedule 2018-2019

### Before and After School Age Teacher Assistant

Step	Diploma/ GED	60 + College Hours, A.A., or A.S. Degree
1	9.99	11.38
2	10.09	11.49
3	10.18	11.60
4	10.29	11.71
5	10.39	11.83
6	10.49	11.96
7	10.60	12.08
8	10.71	12.20
9	10.81	12.31
10	10.92	12.43
11	11.02	12.56
12	11.14	12.70

New employees may enter the scale from Step 1-3 based on previous related experience.

Substitute Rate:           \$9.99 Diploma/GED  
                                  \$11.38 60 + College Hours, A.A., or A.S. Degree

Lead Youth Development Staff Stipend:           \$1.50 per hour

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

HR 06/12/2018

**Youth Development Youth Specialist 2018-2019**

<b>STEP</b>	<b>A.A. or 60 hours</b>	<b>B.A. in Related Field</b>	<b>M.A. in Related Field</b>
1	13.85	15.67	17.59
2	14.08	15.91	17.81
3	14.31	16.14	18.04
4	14.54	16.37	18.27
5	14.77	16.60	18.49
6	14.99	16.83	18.72
7	15.22	17.05	18.96
8	15.45	17.29	19.18
9		17.52	19.41
10		17.74	19.64
11			19.87
12			20.10

New employees may enter the scale from Step 1-3 based on previous related experience.

Youth Specialist Substitute Rate:   \$13.85 per hour   AA or 60+ hours  
  \$15.67 per hour   BA in related field

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

HR 6/12/2018

**INDEPENDENCE SCHOOL DISTRICT**  
**PERFORMANCE BASED EVALUATION**  
**Youth Development Youth Specialist**

YOUTH SPECIALIST:

DATE:

EVALUATED BY:

SCHOOL/DEPT:

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

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**EVALUATION CRITERIA**

**I. Program Leadership**

1. Encourages family involvement in the program and facilitates quarterly family activities.

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

2. Meets with Principal on a minimum of a monthly bases to keep principal informed and closer link program to school day.

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

**II. Program Implementation**

3. Utilizes a variety of positive guidance methods that follow district behavior practices.

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

4. Actively and appropriately supports student homework assistance before and after school.

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

**III. Human Relations and Communication**

5. Maintains privacy and confidentiality of students and families.

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

6. Establishes trust and commands respect in relationships with students.

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:



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7. Is proactive and communicates with teachers on a regular basis.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

13. The emotional climate of the program is predominately positive (e.g., mutually respectful relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, and absence of negative behaviors).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**IV. Program Implementation**

8. The program space is free of health and safety hazards.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

14. Youth Specialists model for staff and greet students and families as they arrive/depart or at the start/end of each session using students' individual names.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

9. The program space is clean and sanitary.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

15. Youth Specialist models for staff and uses a warm tone of voice and respectful, age appropriate language with students and makes eye contact at the student level.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

10. Written emergency procedures are posted and visible in program space.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

11. Organizes a developmentally appropriate environment in response to students' interest and needs.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

12. Regularly plans with students and incorporates their interests into program schedules and activities.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**II. Program Leadership**

16. Proactively recruits new families and students for program.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

17. Creates and maintains weekly activity plans and posts and is visible in program space.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**Independence School District  
Youth Development Handbook 2018-2019**

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18. Demonstrates an understanding of developmental learning theory by implementing a balance of academics and enrichment.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

19. Consistently implements a variety of effective learning activities that are linked to the school day.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

20. Adequate supplies and materials are prepared for all students to begin activities.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

21. Effectively supervises staff and maintains an effective team.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

22. Demonstrates effective problem solving and decision making skills.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**III. Human Relations and Communication**

23. Is a productive and active team member and interacts with others in a manner reflecting respect (co-worker, supervisor).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

24. Effectively problem solves with staff that are experiencing conflicts or challenges.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

25. Demonstrates positive communication, relationships, and respect for families.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**IV. Professional Responsibilities**

26. Demonstrates effective communication skills.

a. Written.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

b. Oral.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**Independence School District  
Youth Development Handbook 2018-2019**

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27. Meets deadlines and submits required reports on time by the requested deadline.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

32. Demonstrates effective organizational skills and maintains data, records and reports.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

28. Demonstrates awareness of program policies and procedures and abides by the same.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

33. Provides staff development through regular staff meetings.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

29. Demonstrates a commitment to professional development and shows growth in job delivery.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

34. Supports district and department initiatives.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

30. Continually assesses program quality and makes adjustments and improvements based on data.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

35. Demonstrates professional work habits (dependable, punctual).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

31. Represents the role of a supervisor with a professional appearance and models appropriate professional image for staff.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

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

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

**Comments and/or Recommendations by Youth Specialist:**

**Independence School District  
Youth Development Handbook 2018-2019**

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Youth Specialist Signature:

\_\_\_\_\_ Date

Director of Youth Development or Designee Signature:

\_\_\_\_\_ Date

Principal's Signature:

\_\_\_\_\_ Date

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

HR 08/08/2013

**INDEPENDENCE SCHOOL DISTRICT**  
**PERFORMANCE BASED EVALUATION**

**Youth Development Staff**

NAME:

DATE:

EVALUATED BY:

SCHOOL/DEPT:

---

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

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**Evaluation Standards**

**I. Program Instruction and Planning**

1. Staff encourages students to make a connection between the current activity and their prior knowledge or experience (e.g., students are asked what they learned in a related experiment and/or are asked to make comparisons to prior experiences).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

2. Staff asks relevant, open-ended questions that are clearly linked to the activity or skill-building focus (e.g., staff asks open-ended questions throughout the activity and questions are related to the context; most students have opportunities to answer questions that seek opinions or require thoughtful answers).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

3. Staff breaks difficult task(s) into smaller, simpler steps for all students (e.g., steps are explained in sequence; instructions are provided for specific steps; examples of completed steps are shared).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

4. When students struggle (with errors, imperfect results or failure), staff provides learning supports and encouragement (e.g. students are taught to problem solve, encouraged to try another approach, told why an error was made, encouraged to keep trying, given guidance or explanation when needed).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

5. Staff starts and ends sessions with students on time.

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

**Independence School District  
Youth Development Handbook 2018-2019**

---

6. Staff explains all activities clearly (e.g., students appear to understand directions; sequence of events and purpose is clear).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

7. Staff is consistently prepared with all materials and supplies ready to begin all activities (e.g., materials are gathered, set-up).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

8. During activities staff provide students a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others (e.g., each student has the opportunity to explain the reasoning behind his or her design; students are assigned to small groups to work on a shared task).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

9. Staff uses two or more strategies to support student's planning (e.g., webbing; small group or pair planning; journals, forms; props).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

**II. Program Organization and Management**

10. Staff consistently interacts with students in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows student's lead).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

11. Staff creates an opportunity for all students (individual or group) to make plans (e.g., students plan how to spend their time, how to do something, or who to do it with).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

12. Staff engages all students in an intentional process of reflecting on what they have done during the program session (e.g., writing in journals; reviewing minutes; sharing progress, accomplishment, or feelings about the experience).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

13. Staff provide opportunities for all students to make authentic choices within activities (e.g., all students choose what to build; all students can choose whether to paint, draw, or use markers; all students get to act out an animal of their choice).

- Below Standard  
 Meets Standard  
 Exceeds Standard

Comments:

**Independence School District  
Youth Development Handbook 2018-2019**

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14. Staff maintains a safe and healthy learning environment.

a. Positions self so all students can be safely supervised at all times.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

b. Maintains supervision and control during overlapping activities.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

c. Implements activity transitions without students sitting or standing in lines.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

15. Staff establishes, with assistance from students, activity rules and limits for student behavior.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

16. Staff helps student(s) respond appropriately (e.g. encourages students to make a list of solutions, take times out to “cool off,” find an appropriate physical outlet).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**III. Human Relations and Communication**

17. Staff greets students as they arrive/depart or at the start/end of each session using students individual names.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

18. Staff uses a warm tone of voice and respectful, age appropriate language with students.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

19. Staff smiles, uses friendly gestures and makes eye contact with students at the student level.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

20. Staff demonstrates positive communication, relationships, and respect for families.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

21. Staff is a productive and active team member and interacts with others in a manner reflecting respect (co-worker, supervisor).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**Independence School District  
Youth Development Handbook 2018-2019**

---

22. Staff supports at least some contributions or accomplishments of students by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the community project you suggested is a way to give back to our community," It looks like you put a lot of time into choosing the colors of your painting").

- Needs Standard
- Meets Standard
- Exceeds Standard

Comments:

**IV. Professional Responsibilities**

23. Staff complies with Board and program policies and licensing.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

24. Staff assumes and thoroughly completes all duties and responsibilities in a timely, willing and appropriate manner.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

25. Staff uses discretion in discussing work related problems; follows District Confidentiality Policy.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

26. Staff seeks out knowledge to improve practices and participates in all professional development activities.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

27. Staff dress is appropriate to work with students and a professional image is consistent with building expectations.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

28. Staff demonstrates professional work habits (dependable, punctual, proactive problem solving).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

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

**Comments and/or Recommendations:**

**(Professional Development) by Evaluator:**

**Comments and/or Recommendations by Youth Development Staff:**

**Youth Specialist Signature:**

\_\_\_\_\_ Date

**Principal or Designee Signature:**

\_\_\_\_\_ Date

**Youth Development Staff Signature:**

\_\_\_\_\_ Date

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

HR 08/08/2013



INDEPENDENCE SCHOOL DISTRICT  
PERFORMANCE BASED EVALUATION

Youth Development Lead Staff

NAME:

DATE:

EVALUATED BY:

SCHOOL/DEPT:

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

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**Evaluation Standards**

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**1. Staff encourages students to make a connection between the current activity and their prior knowledge or experience (e.g., students are asked what they learned in a related experiment and/or are asked to make comparisons to prior experiences).**

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

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Comments:

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Comments:

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- Exceeds Standard

Comments:

9. Staff uses two or more strategies to support student's planning (e.g., webbing; small group or pair planning; journals, forms; props).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

## II. Program Organization and Management

10. Staff consistently interacts with students in positive ways (e.g., discusses or explains rules and limits, models positive affect, follows student's lead).

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

11. Staff creates an opportunity for all students (individual or group) to make plans (e.g., students plan how to spend their time, how to do something, or who to do it with).

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Comments:

**Independence School District  
Youth Development Handbook 2018-2019**

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**14. Staff maintains a safe and healthy learning environment.**

**a. Positions self so all students can be safely supervised at all times.**

- Below Standard
- Meets Standard
- Exceeds Standard

**Comments:**

**b. Maintains supervision and control during overlapping activities.**

- Below Standard
- Meets Standard
- Exceeds Standard

**Comments:**

**c. Implements activity transitions without students sitting or standing in lines.**

- Below Standard
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- Exceeds Standard

**Comments:**

**15. Staff establishes, with assistance from students, activity rules and limits for student behavior.**

- Below Standard
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**Comments:**

**16. Staff helps student(s) respond appropriately (e.g. encourages students to make a list of solutions, take times out to “cool off,” find an appropriate physical outlet).**

- Below Standard
- Meets Standard
- Exceeds Standard

**Comments:**

**17. Effectively supervises staff and maintains an effective team.**

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**Comments:**

**18. Demonstrates effective problem solving and decision making skills.**

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- Meets Standard
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**Comments:**

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**Comments:**

**Independence School District  
Youth Development Handbook 2018-2019**

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III. Human Relations and Communication

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- Meets Standard
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Comments:

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Comments:

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25. Staff supports at least some contributions or accomplishments of students by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the community project you suggested is a way to give back to our community," "It looks like you put a lot of time into choosing the colors of your painting").

- Below Standard
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Comments:

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Comments:

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Comments:

29. Staff seeks out knowledge to improve practices and participates in all professional development activities.

- Below Standard
- Meets Standard
- Exceeds Standard

Comments:

**Independence School District  
Youth Development Handbook 2018-2019**

---

**30. Demonstrates awareness of program policies and procedures and abides by the same.**

- Below Standard
- Meets Standard
- Exceeds Standard

**Comments:**

**31. Staff dress is appropriate to work with students and a professional image is consistent with building expectations.**

- Below Standard
- Meets Standard
- Exceeds Standard

**Comments:**

**32. Staff demonstrates professional work habits (dependable, punctual, proactive problem solving).**

- Below Standard
- Meets Standard
- Exceeds Standard

**Comments:**

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

Comments and/or Recommendations:

(Professional Development) by Evaluator:

Comments and/or Recommendations by Youth Development Staff:

Youth Specialist Signature:

\_\_\_\_\_ **Date**

Principal or Designee Signature:

\_\_\_\_\_ **Date**

Youth Development Staff Signature:

\_\_\_\_\_ **Date**

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

HR 5/5/16

# **BENEFITS**

## Employee Benefits & Benefits Banking

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

**Independence School District  
Youth Development Handbook 2018-2019**

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



**Independence School District  
Youth Development Handbook 2018-2019**

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

**Independence School District  
Youth Development Handbook 2018-2019**

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

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

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



## Benefits Banking



It's how employees save time and money!

Commerce Bank is pleased to offer you a special banking benefit that is designed to help you save time and money! Benefits Banking is a preferred banking program for all **Independence School District** employees that gives you access to the best personal banking services that Commerce Bank offers. Because everyone has different financial needs, Benefits Banking offers you three account options: Select, Plus and Premium. You choose the level that's right for you!

### All Benefits Banking checking accounts include:

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

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

- Special deposit rates
- Rate discounts on personal loans and home equity lines of credit<sup>4</sup>
- Credit toward home loan closing costs<sup>4,5</sup>
- Free checks
- Rewards on your credit card
- Free safe deposit box
- Free financial planning consultation<sup>6</sup>
- Discounts on brokerage services<sup>6</sup>
- Plus more!

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

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

Gail Cianciolo  
Jack Combs

816-234-1984  
816-234-8856

[gail.cianciolo@commercebank.com](mailto:gail.cianciolo@commercebank.com)  
[jack.combsjr@commercebank.com](mailto:jack.combsjr@commercebank.com)

18700 E 39<sup>th</sup> 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](http://commercebank.com/benefitsbanking/independenceschooldistrict.asp)

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

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

We ask, listen and solve.



**Commerce Bank**  
Member FDIC



MK1044-2 8/16

[commercebank.com](http://commercebank.com)

## New Directions Employee Assistance Program

EAP Call Center Intake Line: 800-624-5544

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

Some important points to remember:

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

Other services available through the EAP:

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

# **WORKERS' COMPENSATION**



## Principal/Supervisor/Nurse Procedure for Employee Accident/Injury

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

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

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

**Alternatives Treatment Locations** – To be used by referral only from ISD Employee Health Clinic, ISD Medical staff, after hours Supervisor or the ISD Work Comp Office. The signed Treatment Authorization Form must accompany the employee for treatment at these locations.
    - 2) **U. S. Healthworks, Inc. at (816) 478-9299** and notify that the injured employee is coming.

**Location** – 19000 E. Eastland Center Ct., Independence, MO 64055  
**Hours** – 8:00 AM-5:00 PM Monday–Friday (only)
    - 3) **Urgent Care of Kansas City at (816) 795-6000** and notify that the employee is coming.

**Location** – 4741 S. Arrowhead Drive, Suite B, Independence, Missouri 64055.  
**Hours** – 8:30 AM-9:00 PM Monday-Friday; 8:30-6:00 PM Saturday; 8:30 AM-5:30 PM Sunday;  
8:30 AM-3:30 PM Holidays
5. Complete and give the employee a **Treatment Authorization Form** (referral). Encourage the employee to go as soon as possible that same day. They may go later in the day if condition worsens. Inform them they must present the Treatment Authorization Form at the care location designated on the Treatment Authorization Form to receive treatment. *Note: If treating at Urgent Care of Kansas City, the lower portion of the Treatment Authorization is to be completed by the treating physician and must be returned to the Nurse as well as the ISD Work Comp Office after treatment. This Provider Section contains release information and the employee's Return to Work Status.*

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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](mailto:workcomp@isdschools.org)

7. *All employee health records are considered confidential and should be handled in that manner. All employee health records will be maintained separately in a locked file and not in supervisor files.* After each medical visit, the employee is to give the doctor's release/restriction note to their supervisor and to the **ISD Work Comp Office**; the nurse will also receive all forms given to the employee concerning his/her treatment. The nurse will fax the forms to, as well as, notify the **ISD Work Comp Office** by phone to confirm receipt and confer regarding restrictions, etc. If the employee was treated and released from a Hospital Emergency Room, the employee must give a copy to the nurse, principal or supervisor of the **After Care Instructions** given to the employee upon release. **Note: A copy of this document must also be given to the ISD Work Comp Office as this is the only proof that the employee can or cannot return to work following treatment.**
8. If an employee is released to work with **restricted duties** given by the treating physician, notify via phone and send a copy of the written restrictions to the **ISD Work Comp Office** as the restrictions may or may not have been sent to the **ISD Work Comp Office** from the treating physician. The **ISD Work Comp Office** will then prepare Modified Duty paperwork according to these restrictions and will forward this paperwork to the Principal/Supervisor/School Nurse/HR for the purpose of official notification of the injured worker's status and to request a formal approval signature that the work restrictions can (or cannot) be accommodated for the injured employee. The Modified Duty approval (or denial) paperwork will then be faxed to (816) 521-5677 by the school nurse, principal or supervisor. The objective of Modified Duty is to keep the employee on an assignment without loss of pay. The duties will be determined by the restrictions applicable. It is preferred that duties be related to the normal assignment. However, to accommodate the restrictions, duties may be assigned in a different area, at a different location, or on a different time schedule. Payroll/Timekeeping will monitor all stages of Workers' Compensation time.
9. **Workers' Compensation is not responsible for medical needs occurring at work unless work related.** If an employee becomes ill/injured while at work and it is not the result of an accident or injury that is work related, remind and/or assist the employee to contact his/her own health care provider.



## **Employee Information and Accident/Injury Procedures**

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

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

1. Report to the school nurse's office at the injury site for an initial medical evaluation, first aid treatment and referral for treatment with the completion of the **Workers' Compensation Treatment Authorization** form. Outside of the nurse hours or if employed in an area without nursing staff, the supervisor will complete the referral. Building administrator's may also complete the **Workers' Compensation Treatment Authorization** and sign the **Employee Accident/Injury Report**.
2. Work related injuries must be reported immediately to your supervisor or as soon as possible but in no more than 24 hours.
3. An **Employee Accident/Injury Report** form must be completed and signed by the employee and the school nurse or supervisor at the time the incident is reported even if no medical treatment is needed. This will be completed in the school nurse office during initial evaluation. If a nurse is not available, the supervisor or building administrator will assist.
4. All work related injuries must be treated by **ISD Employee Health Clinic** and be referred by the school nurse or supervisor. The Employee must be given a signed copy of the completed **Employee Accident/Injury Report** form as well as a signed copy of the **Workers' Compensation Treatment Authorization** form. The Employee must present both forms for treatment at the Clinic. The Clinic can triage, treat or refer most care levels of injuries. The ISD Employee Health Clinic location and hours are as follows:

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

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

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

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

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

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

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

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

## Employee Accident/Injury Report/Internal Form

OFFICE USE ONLY	
	ID#
	Dept #
	Months
	Calendar
	Building #

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

**Outside medical attention:** Immediately fax this completed form to (816) 521-5677 and call the ISD Employee Work Comp Office at (816) 521-5424. Send this form and the Treatment Authorization form with the Employee to ISD Employee Health Clinic (or Treatment Authorization form only to Urgent Care of Kansas City, Truman Medical Center ER or Centerpoint ER).

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

**EMPLOYEE INFORMATION**

Employee ID#: \_\_\_\_\_ Full Name: \_\_\_\_\_  
 Phone: (Home #) \_\_\_\_\_ (Work #) \_\_\_\_\_ Primary Work/Building Site: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Marital Status: M / S / Sep / D / W Gender (M/F) \_\_\_\_\_  
 Job Title: \_\_\_\_\_ Work Status: (Full/Part Time/Sub) \_\_\_\_\_

**ACCIDENT/INJURY INFORMATION**

Time Employee Began Work: \_\_\_\_\_ AM/PM Date of Injury: \_\_\_\_\_  
 Time of Injury: \_\_\_\_\_ Check If Time Cannot Be Determined \_\_\_\_\_  
 Date Employer Notified: \_\_\_\_\_ Time Notified: \_\_\_\_\_ Who Was Notified \_\_\_\_\_  
 Description of What Happened: \_\_\_\_\_  
 \_\_\_\_\_  
 Cause of Injury: \_\_\_\_\_  
 Body Part(s) Injured: (Left/Right) \_\_\_\_\_ Type of Injury: \_\_\_\_\_  
 Witnesses: \_\_\_\_\_  
 Did Injury Occur on Employer Premises: Y/N \_\_\_\_\_ Inside \_\_\_\_\_ Outside \_\_\_\_\_ Vehicle \_\_\_\_\_  
 Injury Location Site: \_\_\_\_\_ Location at Site: \_\_\_\_\_

**TREATMENT INFORMATION**

Is Employee Going to Receive Medical Attention: Y/N \_\_\_\_\_ On-Site First Aid: Y/N \_\_\_\_\_  
**ISD Employee Health Clinic:** \_\_\_\_\_ (7AM – 12:00 Noon & 1PM – 6 PM, M-F; 8AM – 12 Noon, Sat)  
 U S Healthworks, Inc.: \_\_\_\_\_ (8 AM – 5 PM, M-F only)  
 Urgent Care of Kansas City: \_\_\_\_\_ (8:30 AM – 9 PM, M-F; 8:30 AM – 6 PM Sat; 8:30 AM – 5:30 PM, Sun;  
 8:30 AM – 3:30 PM, Holidays)  
 \_\_\_\_\_ Other Provider Care Site \_\_\_\_\_  
 Emergency Care: \_\_\_\_\_ Truman Medical Center Lakewood; \_\_\_\_\_ Centerpoint; \_\_\_\_\_ Other \_\_\_\_\_  
**Employee Signature:** \_\_\_\_\_ Date: \_\_\_\_\_  
**Supervisor/Nurse Signature:** \_\_\_\_\_ Date: \_\_\_\_\_

OFFICE USE ONLY			
Report #:	SSN#:	Wage:	
Hire Date:	Entered:	<b>PMA Management Corp. #0839910</b>	
		Phone: 1-888-476-2669	

## Workers' Compensation Treatment Authorization

PMA# 0476127

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

### EMPLOYEE INFORMATION

Employee Name: \_\_\_\_\_  
Employee Address: \_\_\_\_\_  
Employee Phone Number: Home \_\_\_\_\_ Work \_\_\_\_\_  
Employee SSN: \_\_\_\_\_ Employee DOB: \_\_\_\_\_  
Date of Injury: \_\_\_\_\_ Injured Body Part: \_\_\_\_\_  
How Did Injury Occur? \_\_\_\_\_  
Sent to Location (below): \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_ ISD Employee Health Clinic: (7:00 AM – 12:00 Noon and 1:00 PM – 6:00 PM, Monday – Friday;  
8:00 AM – Noon, Saturday)  
\_\_\_\_\_ Urgent Care of Kansas City (Independence): (6:00 PM – 9:00 PM, Monday – Friday;  
12:00 Noon – 1:00 PM, Monday – Friday;  
12 Noon – 6:00 PM, Saturday;  
8:30 AM – 5:30 PM, Sunday;  
8:30 – 3:30 PM, Holidays)  
\_\_\_\_\_ Other Provider Care Clinic Location: \_\_\_\_\_  
\_\_\_\_\_ Emergency Care: Truman Medical Center Lakewood or Other: \_\_\_\_\_  
Treatment Authorized By: \_\_\_\_\_  
(Print Name) (Signature)

### PROVIDER SECTION

Please complete information below and fax to PMA at 1-800-432-9762 and the district contact listed above.  
*(Note: The medical provider's standard injury status report reflecting the injured worker's return to work status can be substituted to fax the information requested below to both PMA and the district contact listed above.)*

Diagnosis: \_\_\_\_\_  
Treatment Recommendations: \_\_\_\_\_  
Return to Work Status: Modified Duty \_\_\_\_\_ Full Duty \_\_\_\_\_  
Detail Modifications below or: No Restrictions \_\_\_\_\_  
No Lifting Over: \_\_\_\_\_ lbs. No Pushing/Pulling Over: \_\_\_\_\_ lbs.  
Additional Modifications: \_\_\_\_\_  
Follow-up Appointment: Date/Time: \_\_\_\_\_ None Needed: \_\_\_\_\_  
Provider Signature: \_\_\_\_\_

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

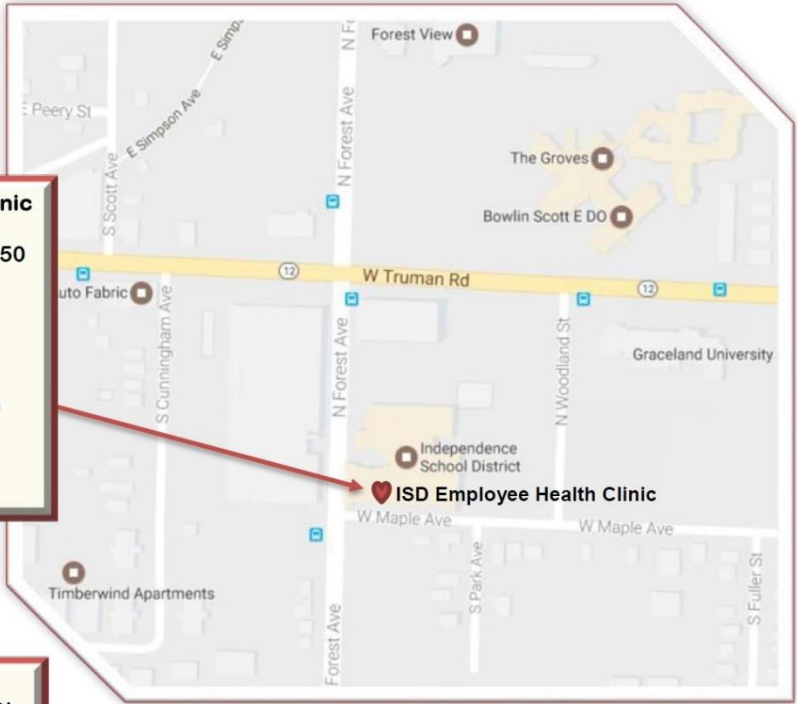
Send medical bills to: PMA Customer Service Center  
P. O. Box 5231  
Janesville, WI 53547-5231

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**MAPS  
2018-19**

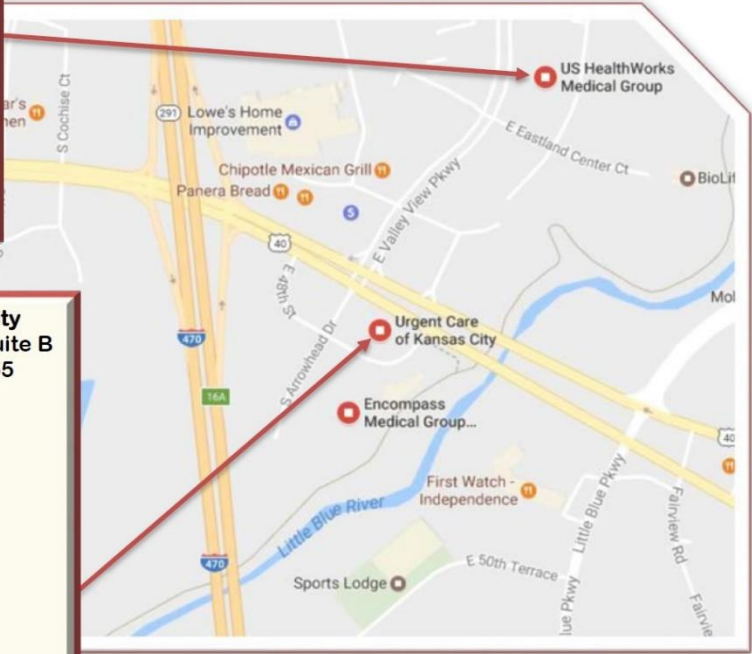
**ISD Employee Health Clinic**  
1516 W. Maple Ave.  
Independence, MO 64050  
(866) 959-9355  
(816) 521-5316

**Hours:**  
Monday – Friday  
7:00 AM – 12:00 Noon  
1:00 PM – 6:00 PM  
Saturday  
8:00 AM - Noon



**U S Healthworks, Inc.**  
19000 E. Eastland Ctr. Ct.  
Independence, MO 64055  
(816) 478-9299

**Hours:**  
Monday – Friday  
8:00 PM – 5:00 PM  
Saturday and Sunday  
Closed



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

**Hours:**  
Monday – Friday  
8:30 AM – 9:00 PM  
Saturday  
8:30 Noon – 6:00 PM  
Sunday  
8:30 AM – 5:30 PM  
Holiday Hours  
8:30 AM – 3:30 PM

**Emergency or After Hours**

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

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

# **POLICIES AND PROCEDURES**

**STUDENTS**

**Policy 2130**

**Nondiscrimination and Student Rights**

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

**Harassment**

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

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

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

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

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

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

**REV. 6/11**

**STUDENTS**

**Regulation 2130  
(Form 2130)**

**Nondiscrimination and Student Rights**

**Harassment**

**DEFINITIONS AND EXAMPLES**

**Sexual Harassment**

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

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

Examples of conduct which may constitute sexual harassment include:

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

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

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

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

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

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

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



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

**Harassment Based Upon National Origin or Ethnicity**

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

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

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

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

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

### **Harassment Because of Disability**

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

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

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

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

**Harassment Because of Gender**

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

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

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

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

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

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

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

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

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

### **REPORTING PROCEDURES**

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

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

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

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

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

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

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

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

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

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

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

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

### **INVESTIGATION**

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

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

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

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

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

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

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

### **SCHOOL DISTRICT RESPONSE**

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



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

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

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

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

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

### **RETALIATION**

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

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

**REV. 6/11**

**Nondiscrimination and Student Rights  
Harassment Grievance Form**

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

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

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

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

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

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

\_\_\_\_\_  
Date

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

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

**STUDENTS**

**Nondiscrimination and Student Rights**

**Sexual Harassment Prohibited Notice**

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

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

Sexual harassment includes but is not limited to:

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

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

The District's Title IX Coordinator is:

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.

##### **o Safe Room Placement**

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

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

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

- 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.

**Personnel Services**

**Policy 4850**

(Regulation 4850)

**Staff Welfare**

**Staff Dispute Resolution**

A. Board Grievance Policy

1. The Board of Education recognizes that in any workplace misunderstandings and disputes arise. If left unresolved, these disputes could undermine staff morale and can interfere with the educational mission of the District.
2. The Board has adopted a formal process for dispute resolution that encourages employees to resolve concerns quickly and at the most immediate administrative level.
3. This policy does not limit the right of any employee to file grievances under Policy and Regulation 4810 – Sexual Harassment, or Policy and Regulation 1310 – Civil Rights, Title IX, Section 504.

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

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

<b><u>Tier 3 Routes</u></b>				
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	23	24	25	26	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
- Non-Student Attendance/Contract Day
- Parent Conference Week
- First/Last Day of School

**ELEMENTARY/SECONDARY**

First Quarter	40
Second Quarter	45
Third Quarter	43
Fourth Quarter	45
	173

**TEACHER CONTRACT DAYS**

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

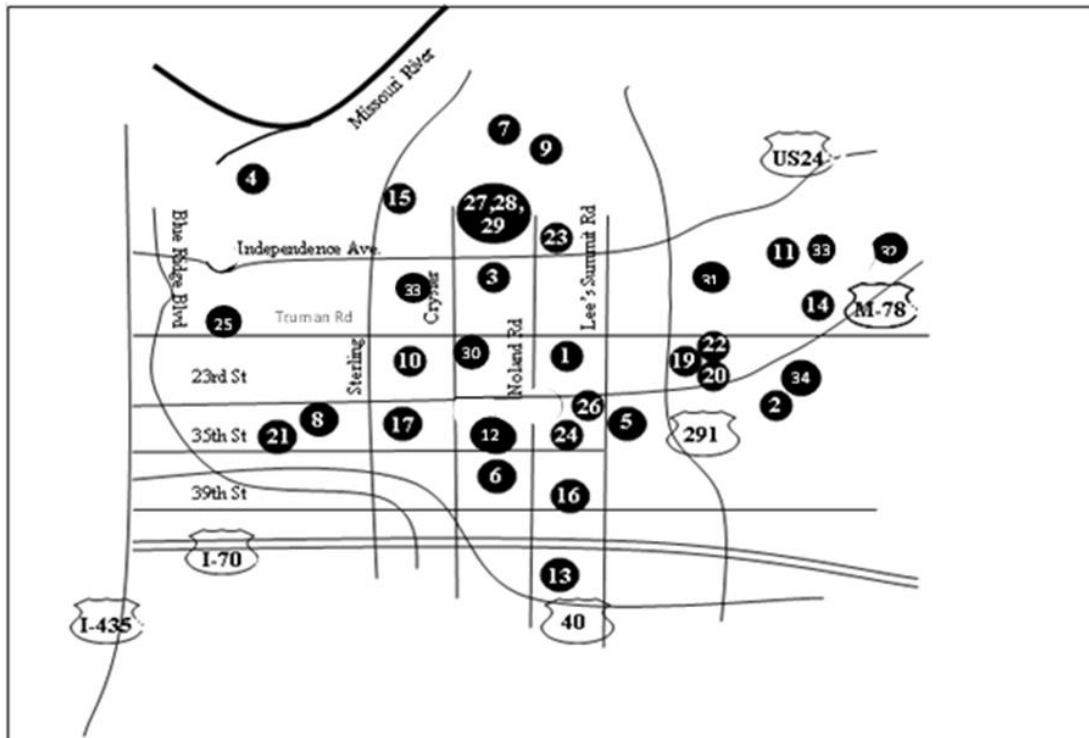
*All Attendance and contract days that are postponed due to inclement weather will be added at the discretion of the Board of Education.*

**Student Evaluation Schedule**

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

HR 04/23/2018

## Map of the School District of Independence



### ELEMENTARY SCHOOLS

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

### MIDDLE SCHOOLS

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

### HIGH SCHOOLS

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

### ALTERNATIVE SCHOOLS

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

### SUPPORT SERVICES

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

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

## **Title IX**

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

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

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

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

**- John Dewey**