



Handbook for Substitutes

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201 N. Forest Avenue
Independence, Missouri 64050
(816) 521-5300
Substitute Services Office (816) 521-5555**



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**Substitute Services Office (816) 521-5555
Substitute Services Fax (816) 521-5619**

Aesop: To call Aesop, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Aesop Web Access: To log in to Aesop, type <http://app.frontlineeducation.com>

INTRODUCTION

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Poetry for the Substitute Teacher



SUBSTITUTE TEACHERS

Substitute Teachers
Paint their minds
and guide their thoughts
Share their achievements
and advise their faults

Inspire a Love
of knowledge and truth
As you light the path
Which leads our youth

For our future brightens
with each lesson you teach
Each smile you lengthen
Each goal you help reach

For the dawn of each poet
each philosopher and king
Begins with a Substitute Teacher
And the wisdom they bring

Adapted from a Poem by Kevin William Huff

District Mission

District Vision Statement:

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

District Mission Statement:

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

District Values Statements:

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

District Level Goals

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

Board of Education

President
Vice President
Treasurer
Director
Director
Director
Director

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

Central Office Administration

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

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



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

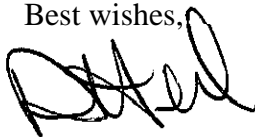
Dear Employee:

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

SUBSTITUTE INFORMATION

General Information

SUBSTITUTE SERVICES OFFICE

The Substitute Services Office proudly welcomes you as an employee of the Independence School District! The services you provide are crucial to the education and well-being of our students, and we want you to have enjoyable and successful experiences in your role as a substitute.

Dr. Cindy Grant and Mr. Dean Katt, Directors of Human Resources, are the administrators for Substitute Services, Mr. Gilliam is the Substitute Services Manager, and Mrs. Gulotta is the Substitute Services Secretary.

Your assignments will be made through Aesop, but you may occasionally have a question for our staff. Please feel free to e-mail kari_gulotta@idschools.org or call **521-5555**. If the staff should be on the phone or away from the desk, you will be connected to voice mail to leave a brief message.

ACCEPTING ASSIGNMENTS

Take care that you DO NOT accept an assignment from a friend, a regular employee, or anyone other than a call from Aesop or the Substitute Services Office. We are the only ones who can officially authorize your being placed on the payroll.

To help us keep in contact with you, please notify the Substitute Services Office of any change of address, telephone number, or availability for work.

JOB DESCRIPTIONS

Substitute Teachers are responsible for the same legal and procedural responsibilities as regular classroom teachers. Substitute nurses work within the guidelines of their professional certification, as well as the legal and procedural responsibilities of the school district. Substitute secretaries fulfill the responsibilities of regular district secretaries. Job descriptions for substitute teachers, school nurses, and school secretaries are included in the “Employment” section of this handbook.

PROFESSIONAL PRESENTATION OF SELF

Much of your success as a substitute depends upon appearing prepared and professional. Your appearance will make the first impression, and professional dress, speech, and manners will help you gain the respect of administrators, students, and staff. While clothing need not be expensive, you should arrive at school looking neat, clean, and well groomed. Jeans, t-shirts, and tennis shoes are not appropriate dress for substitutes.

Substitute Hours

Substitute teachers shall be on duty not less than 30 minutes before classes begin. High school and middle school teachers may leave the building 30 minutes after classes are dismissed at the close of the school day. Elementary teachers may leave the building 15 minutes after classes are dismissed at the close of the school day. Building schedules are listed in the “General District Information” section of this handbook.

Substitute secretaries and nurses will be informed of their working hours when they receive assignments.

The School Day

WEAR YOUR ID BADGE

The first step in identifying yourself to staff and students as a district employee is to wear your photo ID badge at all times. This is also important for the security of our students. If you forget your badge, please inform the office so they can provide you with an alternate form of identification. You will be issued a new photo ID badge each year you work in the district. If you decide to become inactive during the year, it is necessary for you to return your badge to the Substitute Services Office.


UPON ARRIVAL AT SCHOOL

It is suggested that you familiarize yourself with the district before taking your first assignment. A drive through the area will save a lot of early morning confusion on the day you go to work.

Upon arrival at the school, always check in with the principal’s secretary, even if you have been retained by the building or the Substitute Services Office. The principal and secretary must be notified that you are in the building.

You will be provided a **Substitute Notebook** that includes the daily schedule, extra duties, a class list and/or a seating chart, lesson plans, classroom rules and discipline procedures, health concerns for students, emergency procedures, and a building map. Read it very carefully and keep it for handy reference throughout the day. If you have any questions, the principal and school secretary will be pleased to help. Their names are listed in the “General District Information” section of this handbook. You will find that your teaching duties in the classroom will go more smoothly if you review these materials before the class arrives. If there is no seating chart, you should make one. This enables you to call students by name and helps maintain classroom control.

Substitutes who follow lesson plans and directions left by the permanent staff are those who will be requested for return assignments.

When the class arrives, introduce yourself, write your name on the board and **Smile** 
Your day with the students has begun!

As a professional replacing a permanent staff member who is absent, you should fulfill your obligation to make the school day of value to the students. Once again, the substitutes who fulfill this obligation are requested for return assignments.

Rapport with students should be established quickly. A pleasant, sincere, but firm approach and adherence to the established routine of the classroom will help ensure a relationship of mutual respect with the pupils. **Students should be under your supervision at all times.** The Independence School District expects all students to do the work assigned and to observe all the requirements of good conduct. You must accept no other standard.

You are responsible for upholding school rules and regulations and maintaining daily records of attendance, lunch payments, etc. If you are in doubt about the method of keeping these records, information may be secured from the school secretary, the nearest classroom teacher, or the principal.

In most cases, there will be a lesson plan you will be expected to follow; however, it is not always possible for adequate plans to have been made by the regular teacher ahead of time. In these instances, please contact the principal or office personnel for alternate plans.

CREATE A SUPER SUB PACK

Your work with students can be improved if you take the time to create a Super Sub Pack. This “bag of tricks” can be a backpack, satchel, plastic storage box, or any other roomy container to hold supplies and materials for you and the students. Personal items such as a water bottle, a whistle for recess duty, breath mints, etc. can be stored there. You may also want to assemble some school supplies for your personal use. Substitutes often say it is easier to find and use their own supplies when they are in the classroom. It is also suggested that you collect newspaper clippings, magazine articles, pictures, educational activities, puzzles, books, etc. on various grade levels that can help you extend lessons or provide a needed transition activity.

THE END OF THE DAY

At the end of the day, leave a note concerning what you have accomplished, including comments on subjects and students. Be fair in your evaluation. **Correct any papers** you

have assigned during the day.

All money that is collected for any purpose should be turned over to the school secretary at the end of the day, along with an accurate report of the students who paid and activities for which they paid. To help deter vandalism, NO money is left in the classrooms overnight in our schools.

Letting Effective Instruction Work for You

Students will be more likely to perform as you expect if you incorporate motivation and reinforcement principles into your daily routine. This involves building interest, success, feedback, and accountability into your lessons. Positive reinforcement involves encouraging students to maintain appropriate behavior. When students are on task as expected, make sure they are positively reinforced so that this behavior will continue. Appropriate behavior, as well as inappropriate behavior that is positively reinforced, will continue or increase in frequency.

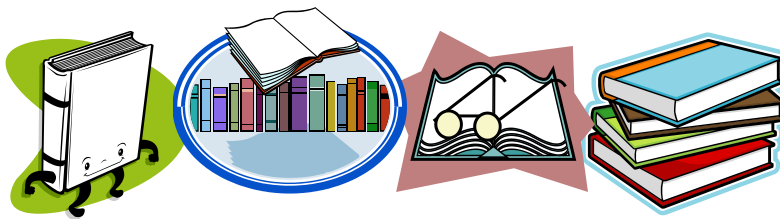
The Substitute Teacher Institute provides the following principles of human behavior in their *Substitute Teacher Handbook*:

- *Behavior is largely a product of its immediate environment.* If students misbehave, act out, are easily distracted, and so on, it is very likely that this is in response to something in the immediate classroom environment. Your actions as a teacher determine this environment. Control your actions and you control the environment.
- *Behavior is strengthened or weakened by its consequences.* The persistent behavior of students who are disruptive or non-attentive can invariably be explained by the classroom consequences of this behavior.
- *Behavior ultimately responds better to positive than to negative consequences.* By genuinely reinforcing appropriate behavior through positive consequences, many undesirable behaviors will become extinct and appropriate behavior among all students will increase.
- *Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future.* The only way you can tell if a response to a behavior is punishing or reinforcing is to watch what happens to the behavior after the response. What is a punishment to one student may reinforce and perpetuate a behavior in another.

A complete discussion of classroom management can be found in chapter 1 of the *Substitute Teacher Handbook*. This book is available for check out in the Substitute Services Office.

Ways to Make Your Day Easier

- Make a point to locate schools as you drive in the community.
- Place a notepad and pencil by the phone.
- Lay out your clothes the night before so you will be ready at a moment's notice.
- Answer the phone personally to accept the teaching assignment. This enables you to get pertinent details for the assignment.
- As you drive to the school be thinking about your plan for the day, "First, I will..."
- Read the plan book thoroughly. Note if the teacher has any special obligations for the day, such as lunchroom duty.
- Locate all necessary supplies before your day begins.
- Greet students at the door with a smile. Remember that they are "sizing you up," so a cool, calm, first impression is desirable. This time will also help you gather impressions of the students.
- Carry out the lessons plans left by the permanent teacher.
- Use students' names. Learn names if possible, and refer to a seating chart or class list as needed.
- Be positive and respectful throughout the day.
- Before the end of the day write the permanent teacher a note. Teachers enjoy hearing how things went, rather than having a list of things to do when they return.
- Have students straighten the classroom before leaving (i.e. chairs pushed in, papers off the floor, books returned to shelves, etc.).
- Check out in the office before leaving the building.
- Ask if you will be needed for the next day.



Substitutes for Early Education

From time to time you may be offered a position as a teacher or teacher assistant in a child care setting in one of the district elementary schools. Please be aware that you need to be able to lift, carry, and/or hold children up to 50 pounds if you accept one of these assignments. Substitutes are paid according to the Early Childhood pay scale.

Substitutes should not open or close an early childhood site by themselves. Please contact Substitute Services if you find yourself in this situation.

Releasing a Student

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

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

Discipline

If you follow the three F's – Friendly, Fair, and Firm, there should be little problem with discipline. If the students are engaged in meaningful learning activities, discipline problems usually will not develop. If you know the subject being taught and present it in an appropriate manner, students will be more likely to be attentive.

Naturally, exceptions and problems occasionally arise. If a discipline problem occurs that you are unable to handle, consult the principal or the person in charge.

At No Time Are You to Administer Corporal Punishment

Discipline problems generally occur for one of three reasons. From the student's viewpoint, these reasons include:

- The student can't do it – so why even try?
- The student can already do it – so why bother?
- It won't make any difference if I do it or not – so why bother?

To help students stay on task, make sure that what you are asking of them is not too easy. If they are bored you are more likely to get misbehavior. At the other end of the spectrum, if students feel there is no way they can do what is being asked, you are also likely to get misbehavior. Many students would prefer to be known as troublemakers than to be seen as “dumb” by their peers.

Make sure that students are held accountable for what they are being asked to do. Several strategies can be used and may include:

- Direct your questions and activities to all students, not just those who raise their hands. We know that when students are actively involved in the learning process, they are less likely to engage in inappropriate behavior.
- Move around the classroom and position yourself near students who could benefit from your presence and assistance.
- Relate the content you are teaching to the students' personal lives.
- Provide feedback that tells the students what it is they are doing right, what needs to be improved, and how to improve. This sends the message that you expect them to get it right and that you will help them to be right.
- By following the regular teacher's lesson plans, the students will feel that the day fits into the general structure of the class and is not a “day off” because their regular teacher is not there. This provides more continuity in the instructional program and is more likely to encourage students to continue behaving in the manner expected when their regular teacher is there.

Use of Planning Time at Secondary Schools

- A planning time (conference hour) is usually a part of the daily schedule at the secondary schools.
- Substitutes should be available to the school during their planning time. They should not go home or leave the building to take care of personal business during this hour.
- Substitute teachers hired for a one-day assignment at the high schools (who do not have a specific task to complete for the teacher, such as grading papers) are allowed a 48-minute break during the conference hour. On “block days,” they may be asked to supervise students, assist in learning labs, or help in other ways the building administrator deems necessary. A substitute teacher who will be in the same assignment for two or more days will probably need their conference hour to prepare for the next day’s lessons.

Payroll Information

Teachers who substitute intermittently on a day-to-day basis shall be paid at the rate of \$95.00 per day, or \$47.50 per half day.

Starting 07/01/2016, a substitute will receive \$85.00 a day if substituting in a para educator position, or \$42.50 per half day.

The work day is the same as that of the classroom teacher. Planning periods that occur at the beginning or end of the day do not permit the substitute’s late arrival or early departure. **(If you choose to leave early when the planning period is at the end of the day, you will not be paid for those hours.)**

Substitutes are automatically enrolled for direct deposit of funds into their personal bank accounts. Please contact the Substitute Services Office should you need to update your information.

For information regarding payroll periods and pay dates, please refer to the Payroll Cut-Off Dates page in the Employment section of this handbook or the Payroll button on the Substitute page of the district website. As of July, 2011, all Substitutes will access payroll check information via My Benefits on the district website. Please refer to the Technology button on the Substitute page of the website for information regarding My Benefits.

Professional Ethics

CONFIDENTIALITY

All school records and reports should be handled with care. Many records are of a confidential nature. They are maintained in order to provide information on a child's development for the professional staff.

It is essential that, as a guest teacher, you are careful not to divulge any confidential information that has been received from contact with children and other people in the profession.

RESPONSIBILITIES

Certificated substitutes are responsible for knowing the principles of child development, accepted teaching techniques, the educational program, and the rules and regulations of the Independence School District.

The two latter responsibilities can be fulfilled by familiarizing yourself with the information in this handbook and any other materials that are given to you by the Human Resources Office and the individual schools.

UNDERSTANDING

As a substitute traveling from school to school, you will observe many situations and modes of operation. Rather than disparage the teachers for whom you substitute, we hope you will keep in mind that teachers do not all work in the same way.

Understanding, not criticizing, will go far to make your teaching assignment more pleasant for you and others around you. Instead of expressing comparisons among classrooms, teachers, and schools, you should make every effort to carry on the program of the regular teacher and to fit in with the existing schedule.

Professional Development

Sharpen Your Skills

The Independence School District is committed to providing professional development for its employees. As a substitute teacher, you need specific training in district policies and procedures, effective instructional practices, and classroom management. To this end, several tracks of professional development are offered to our substitutes based on their past experience and level of expertise. Much of this training is based on materials developed by the Substitute Teaching Institute of Utah State University. Information on these trainings is available in the Substitute Services Office.

Substitutes are also welcome to attend district trainings and workshops. A professional development calendar is published periodically and is available in all schools. It lists classes, trainings, and workshops, as well as sources to contact in order to take advantage of these opportunities. As an employee of the District, there is no charge for these courses.

A Valuable Resource – STEDI

The Independence School District has a strong connection with the Substitute Teaching Division (STEDI) Licensed by Utah State University. You are welcomed and encouraged to contact them at: www.stedi.org. Here you will find links to educational resources, as well as other valuable material targeted specifically at your professional needs.

Reserve Teacher Assignments

Reserve teachers are appointed to fill a temporary vacancy and will assume the total responsibility of a regular staff member. Reserve teachers are permitted two (2) days of observation and instruction with the regular staff member before beginning the assignment.

Reserve teachers will be allowed one (1) sick leave day per month (20 days) of assignment, cumulative during and applicable to each specific appointment.

Technology Use

Access to technology will be provided to all district substitutes to enhance the classroom experience. For information on how to use your district email account, please refer to the Technology button on the Substitute page of the district website. From the district home page, go to Careers, then Substitute, and then click on Technology.

Cell Phone Use

Substitute teachers must not make or accept cell phone calls when they are on duty with students. Substitutes may make personal telephone calls on break times when they are not supervising students. Cell phones should be placed on a silent or vibrating tone in the schools so as not to disturb the learning environment.

Evaluation Procedures

Each substitute is required to complete a “Report Form” and leave it with the secretary at the end of each assignment. The regular employee and a building administrator will complete an “Evaluation Form” after each assignment. A copy of this evaluation will be sent to the Substitute Services Office and kept in the substitute’s personnel file. Copies of these evaluation forms are included in the “Employment” section of this handbook.

Dr. Smith and Mrs. Grant (administrators for Substitute Services) or Mr. Gilliam (Substitute Services Manager) will contact you in the event that an evaluation requires a discussion.

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

Door Entry Procedures

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

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

- Once a visitor has reported to the office, please follow the building sign in/sign out procedures:
- (Parent) Verify parent is on the student check-out list if they wish to check their student out of school.
- (Parent) Present parent with a visitor pass labeled with their name, and direct them to the appropriate destination.
- (Volunteer) Present volunteer with an appropriate pass and direct them to appropriate location.
- (Vendor) Present vendor with a visitor pass and contact the person with whom they are wishing to speak.
- (Other) Present visitor with an appropriate pass and direct them to the location that they are seeking.

Early Education and Kids' Safari programs:

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

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

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

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

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

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

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

Substitute Teacher Certificates

State law provides that no teacher shall enter a public school classroom to teach, govern, and discipline, unless the person is certificated as a Missouri teacher. Designating a person as a substitute teacher, and/or paying him out of the incidental fund, does not relieve the legal necessity for the person being properly certificated.

(A sample of the Substitute Teaching Certificate is included on the following page.)

As outlined by the Department of Elementary and Secondary Education:

- The district will employ individuals to substitute teach who hold either a current Missouri Teacher Certification or a Missouri Substitute Certificate.
- To obtain a Missouri Substitute Certificate an individual has successfully completed sixty (60) semester hours or more of credit from an academic degree granting institution which is contained within the United States Department of Education's *Directory of Post-Secondary Institutions*, or approved by the Commissioner of Education and possesses good moral character. Second, the individual must submit fingerprints for processing by the FBI. Third, applicants must complete the online application process (<http://dese.mo.gov>) and mail an original transcript to DESE, Attn: Certification, P.O. Box 480, Jefferson City, MO 65102-0480. Upon successful completion of this process you are required to submit a copy of your Missouri Substitute Certificate to the district's Substitute Services office.
- Persons drawing retirement from the Public School Retirement System of Missouri (PSRS) or the Public Education Employee Retirement System (PEERS) are limited to 550 hours of substitute teaching per fiscal year (July to June).



Missouri Department of Elementary & Secondary Education

Substitute Certificate of License to Teach

CONTINENT SUBSTITUTED Effective, December 12, 2010

This substitute certificate of license to teach is issued to the individual named above. This certificate may be presented to the appropriate school official prior to any teaching assignment. This certificate is valid for substitute teaching, based on education and/or experience. The certificate holder is required to be fingerprinted when newly hired by a school district.

This certificate is not intended for use in replacing a full-time teaching position in a school district. Substitute teaching experience cannot be used for regular/contracted teaching purposes. For more information visit www.doe.mo.gov.

Chris Licastro

Commissioner of Education

Emergency Procedures

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

Emergency Preparedness at a Glance

Where is...

- The classroom “Emergency Preparedness Plan of the Independence School District?”
- The nearest exit?
- The intercom button?

If the fire alarm sounds...

Move students out of the building in an orderly fashion following the fire exit evacuation plan which should be posted near the door. Take the attendance book or list with you so that you can assure that all students are safe.

If a tornado warning is announced...

Move students to the shelter area as shown on the room exit plan in an orderly fashion. This movement could be into the hall, to a lower level, into a restroom, etc. Students should sit down with hands over their heads for protection. Take the attendance book or list with you so that you can assure that all students are safe.

You Are Accountable

As a part-time employee, you are accountable for the job you do!

- Personal appearance and attitude should be professional.
- Be on time.
- Be a good role model for students.
- DO NOT put your feet on the desk.
- DO NOT read the newspaper.
- DO NOT take unscheduled breaks; students must always be supervised.
- DO NOT eat or drink in front of the class.
- DO NOT take your children, pet, or parent with you to work.
- Show videos only if the lesson plans indicate.
- DO NOT leave the building to attend to personal business.

TWO IMPORTANT POLICIES

It is essential that you understand and follow two policies when you substitute in the Independence School District. These are:

1. The Board of Education's policy on sexual harassment
2. The State mandated Safe Schools Act

Copies of these are included in the "Policies" section of this handbook. Please read these policies carefully, and address any questions to the Substitute Services Office or the building administrator.

EMPLOYMENT

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTIONS

SUBSTITUTE TEACHER

Qualifications:

- Hold a current Missouri Teacher's Certificate or Substitute Certification
- Have successfully completed sixty (60) semester hours or more of credit from an academic degree granting institution which is contained within the United States Department of Education's Directory of Post-Secondary Institutions, or approved by the Commissioner of Education and possesses good moral character.

Reports to:

Building Principal

Job Goal:

In the absence of permanent classroom teachers, a substitute's role is to maintain the educational integrity of the classroom.

Performance Responsibilities for District Substitute:

- Use correct procedures to accept assignments through Sub Finder or with district personnel
- Maintain a professional presentation of self
- Follow lesson plans/instructions provided
- Follow time schedule provided
- Leave necessary explanation of work
- Maintain positive rapport with students, teachers, and administrators
- Practice effective classroom management
- Leave classroom clean and orderly for the next day
- Check necessary student work
- Maintain confidentiality at all times
- Follow district policies and procedures
- Lead students in necessary emergency procedures

Evaluation:

Substitutes will be evaluated by the returning classroom teacher and by the building administrator using the Substitute Teacher Evaluation Form. This evaluation will be reviewed by the Substitute Services Office and will become a part of the substitute's personnel file.

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

SUBSTITUTE LICENSED PRACTICAL NURSE

Qualifications:

- Currently licensed to practice in Missouri as an LPN
- CPR certified
- Hepatitis B Vaccine series
- Demonstrates ability to work effectively under the direction of an RN
- Demonstrates ability to work and communicate cooperatively with others
- Displays the ability to multi task
- Is physically capable of assisting student with health care needs that may require lifting, positioning, transferring, restraining or transporting within the school environment and during school events
- Able to comfortably lift twenty (20) pounds and reposition weight up to one hundred and fifty (150) pounds

Fair Labor Standards Act Status: Non-Exempt

Reports To:

Director of Health Services
Building Principal

Job Goal:

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

Performance Responsibilities:

1. Direct Nursing Care Activities as delegated by Director of Health Services or RN:
 - Promotes and protects the optimal health status of children
 - Provides health assessments and documents appropriately
 - Develops and implements Individualized Health Plans (IHP)
 - Develops and implements Emergency Action Plans (EAP)
 - Collects, maintains, evaluates and interprets health data of children
 - Participates as the health team specialist on the child education evaluation team to develop the Individual Education Plan and 504 Plans
 - Promotes and assists in the control of communicable diseases
 - Administers medications according to district guidelines
 - Maintains confidentiality under HIPAA and FERPA guidelines
 - Recommends provisions for a safe school environment

- Provides health education
 - Maintains data/reports outlined in Health Services Manual and State contract
 - Coordinates school and community health activities
 - Acts as a resource person in promoting health careers
 - Provides health counseling for staff and support employee wellness programs
 - Supports and follows district policies, procedures and guidelines
 - Screens students according to screening guidelines, enters data and follows referral/case management protocols
 - Performs other duties as assigned by Director of Health Services
2. Direct Educational and Assistive Activities:
- Participates in educational programs/presentations/screenings
 - Provides escorts and assistance to students as necessary
 - Alerts teachers/staff to special needs of individual students
 - Collaborates with FSL's and counselors to identify and solve problems
 - Collaborates with Nutrition Services for special nutritional needs of students

Evaluation:

Performance of this job will be evaluated by the supervisor using the Substitute Nurse Evaluation form.

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

SUBSTITUTE REGISTERED NURSE

Qualifications:

- Registered Professional Nurse, licensed in Missouri
- CPR certified (instructor certification preferred)
- Hepatitis B Vaccine series
- Three to five years of experience working with children/adolescents preferred
- Individual who can provide leadership and supervision to staff
- Understands and respects confidentiality of information
- Displays the ability to multi-task
- Is physically capable of assisting student with health care needs that may require lifting, positioning, transferring, restraining or transporting within the school environment and during school events
- Able to comfortably lift twenty (20) to thirty (30) pounds and reposition weight up to one hundred and fifty (150) pounds

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Director of Health Services
Building Principal

Job Goal:

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

Performance Responsibilities:

- A. Functions of the school nurse include but are not limited to:
- Promotes and protects the optimal health status of children
 - Provides health assessments and documents appropriately
 - Develops and implements Individualized Health Plan(s)
 - Develops and implements Emergency Action Plan(s) as directed
 - Collects, maintains, evaluates, and interprets health data of children
 - Participates as the health team specialist on the child education evaluation team to develop the Individual Education Plan and 504 Plans
 - Promotes and assists in the control of communicable diseases
 - Administers medications according to district guidelines
 - Maintains confidentiality under HIPAA and FERPA guidelines

- Recommends provisions for a safe school environment
- Provides health education
- Maintains data/reports outlined in the Health Services Manual and State Contract
- Coordinates school and community health activities
- Acts as a resource person in promoting health careers
- Provides health counseling for staff and support employee wellness programs
- Supports and follows district policies, procedures, and guidelines
- Screens students according to screening guidelines, enters data and follows referral/case management protocols
- Performs other duties as assigned by Director of Health Services

B. Direct Education and Assistive Activities:

- Participates in educational health programs/presentations/screenings
- Provides escorts and assistance to students as necessary
- Alerts teachers/staff to special needs of individual students
- Collaborates with FSL's and counselors to identify and solve problems
- Collaborates with Nutrition Services for special nutritional needs of students

Evaluation:

Performance of this job will be evaluated by the supervisor using the Substitute Nurse Evaluation Form.

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

SUBSTITUTE SECRETARY

Qualifications:

- Minimum education of a high school diploma or its equivalent is required, with additional preparation and/or college work related to secretarial training preferred
- Experience as a receptionist or secretary preferred
- Computer skills and/or experience required
- Typing and/or keyboarding skills required
- Working knowledge of standard office machines required
- Communication and interpersonal skills
- Possession of the knowledge, skills, and abilities necessary to perform the essential functions of the position
- Such alternatives to the above qualifications as the Board of Education may find appropriate or acceptable

Reports to: Building Principal/Department Supervisor

Job Goal:

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

Performance Responsibilities for District Office Personnel:

- Performs various office management tasks
- Operates computers, copiers, office machinery and equipment with a high degree of skill
- Maintains files/records, confidential and general correspondence, memos, statistical data, reports, and other office forms as assigned
- Performs duties to achieve high levels of customer service
 - a. Answers telephone in a pleasant and respectful manner and routes calls to appropriate personnel
 - b. Deals courteously with visitors, parents, students, and staff
 - c. Cooperative, flexible and shows good judgement/discretion in interpersonal interactions
 - d. Represents self, school and District positively
- Responds in a timely manner to informational requests
- Performs budgeting, requisitioning, and bookkeeping tasks as necessary, following established District policies and procedures
- Demonstrates good safety practices and adheres to all District rules, regulations, and policies
- Performs other duties as assigned in order to carry out functions of the office

Evaluation:

Performance of this job will be evaluated by the immediate supervisor, using the Substitute Secretary Evaluation Form.

HR 08/7/2015

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

SUBSTITUTE EARLY EDUCATION TEACHER

Qualifications:

- Bachelors Degree in Early Education or Bachelors in a related degree, with 45 hours in Child Development required
- Must lift, carry, and hold children up to 50 pounds
- Ability to stoop, crawl, kneel, and bend in order to speak to children at the child's eye level, to play with children, and to pick up toys and equipment from the floor
- Two or more years of experience in teaching children in the early education field preferred

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Principal

Early Education Specialist

Job Goal:

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

Performance Responsibilities:

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

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- Follow State of Missouri licensing and Federal Head Start procedures to safeguard the health and safety of children in the program
- Participate in making and following a professional development plan to be updated annually
- Follow District policies and procedures
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings
- Submit an initial physical examination upon hire and then every three (3) years following
- Submit an initial tuberculin screening upon hire
- Complete CPR training and obtain Food Handler's Permit within 30 days
- Have the ability to be flexible in working alternative hours on nontraditional program days
- Complete other duties as defined and assigned

Terms of Employment:

The Early Education Teacher will be employed for a nine (9) or twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

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

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

SUBSTITUTE EARLY EDUCATION TEACHER ASSISTANT

Qualifications:

- High School Diploma or GED required
- Successful experience working with preschool children desired
- Able to lift, carry, and hold children up to 50 pounds
- Ability to stoop, crawl, kneel, and bend in order to speak to children at the child's eye level, to play with children, and to pick up toys and equipment from the floor

Fair Labor Standards Act Status: Non-Exempt

Reports to:

Principal
Early Education Specialist

Job Goal:

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

Performance Responsibilities:

- Responsible for providing a nurturing and appropriate learning environment for children in the Early Education program
- Responsible for implementing a program for children that will provide experiences that encourage individual differences of the children regardless of special abilities, talents, ethnic heritage, culture, and language
- Share responsibilities of maintaining the physical environment by assembling materials needed for the daily activities, being responsible for daily sign in/sign out of children, participating in the daily classroom activities and making suggestions in planning and guiding of the learning activities
- Support and implement a process oriented curriculum
- Assist in communicating and establishing rapport with families
- Attend and participate in parent and staff meetings and training sessions
- Participate in at least two home visits and two parent conferences per year
- Know and use appropriate, positive guidance, and discipline techniques
- Maintain visual and auditory awareness of children at all times to ensure their safety in the classroom, on the playground, and on field trips
- Act as a team member in lesson planning and record keeping
- Maintain client confidentiality according to established policy
- Attend all required meetings, including designated evening meetings
- Submit initial physical examination upon hire and every three (3) years following
- Submit initial tuberculin screening upon hire
- Complete CPR training within 30 days of hire
- Maintain current Food Handler's Permit
- Follow district policies and procedures

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

Terms of Employment:

The Early Education Teacher Assistant will be employed in a nine (9) or twelve (12) month position. The salary and the work year will be established annually by the Board of Education.

Evaluation:

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

HR 10/22/2014

INDEPENDENCE SCHOOL DISTRICT JOB DESCRIPTION

NIGHT/SUB/PART-TIME CUSTODIAN

Qualifications:

- Minimum requirement is a high school diploma or equivalent
- Ability to lift 50 lbs.
- Ability to reach, bend, stoop, and push frequently. All duties require moderate to, at times, heavy physical exercise and exertion
- Ability to stand for extended periods of time
- Ability to use a “back pack” vacuum cleaner (weighing approximately 10 lbs)

Fair Labor Standards Act Status: Non-Exempt

Reports To:

Director of Facilities/Designee
Head Custodian
Principal

Job Goal:

To provide all students with a physical learning environment that is safe, clean, attractive, and smooth functioning.

Performance Responsibilities:

Classroom Cleaning Duties-

Daily

- Empties wastebaskets and pencil sharpeners
- Sanitizes sink and drinking fountain (if applicable)
- Cleans restrooms (if applicable, using restroom procedures)
- Dusts window ledges, bookcases, and chalk trays
- Refills dispensers (if applicable)
- Replaces all burned out light bulbs or tubes
- Dust mops tile floors or vacuums all carpeted areas
- Spot mops if needed
- Sets blinds or curtains and closes windows
- Cleans classroom door glass

Weekly

- Cleans blackboards, erasers and dry board
- Dusts blinds and light fixtures
- Cleans all furniture and equipment
- Dusts high and low corners for cobwebs
- Wet mops if needed

- Inspects parking lots and grounds at least three (3) times per week for cleanliness and security

As Needed

- Dusts transom ledge and washes transom glass
- Light scrubbing and waxing
- Washes windows
- Edges all carpet
- Buffs floor
- Washes out all wastebaskets

Corridor/Entrance/Lobbies Cleaning Duties

Daily

- Sweeps corridors adjacent to classrooms
- Empties wastebaskets in corridor lockers
- Removes marks from walls and lockers
- Sanitizes drinking fountains, including wall area around fountains
- Vacuums carpet and entry mats
- Washes entry door glass
- Spot mops
- Replaces burned out lights
- Cleans hand rails

Weekly-

- Washes trash receptacles in corridor lockers
- High and low dusting
- Wet mops

As Needed-

- Buffs and refinishes floors

Restroom/Locker Room Cleaning Duties

Daily

- Empties all trash containers and sanitary napkin receptacles
- Fills all dispensers (towel, tissue, soap, and napkins)
- Sweeps floors
- Cleans mirrors, walls, stalls, shelves, and doors
- Cleans and disinfects urinals and stools
- Cleans and sanitizes all sinks and piping
- Cleans and disinfects all stool lids, top and bottom, and leaves up to dry
- Replaces all lights that are burned out
- Mops all floors
- Dusts top of lockers, window ledges, and stalls
- Cleans and sanitizes shower piping and soap dish

- In case of damage or vandalism, cleans the restroom and locks the door, reports any damage to the Head Custodian. The Head Custodian will unlock the restroom when the problem is resolved

Weekly-

- Dusts light fixtures, vents, stalls, and walls
- Washes partitions with a disinfectant cleaner
- Washes all wastebaskets and sanitary napkin receptacles
- Dusts corners for cobwebs

As Needed-

- Strips and refinishes floor

Office/Teacher Work Room Cleaning Duties

Daily

- Empties all wastebaskets
- Dusts all furniture, window ledges, counters, and bookcases
- Cleans glass on desks, doors, office windows, and transoms
- Cleans and sanitizes restrooms (using restroom procedures)
- Sweeps all floors

Weekly-

- Dusts light fixtures, blinds
- Wet mops

As Needed-

- Light scrub and re-wax floors

Gymnasium/All Purpose Room Cleaning Duties

Daily

- Sweeps floor
- Cleans and sanitizes drinking fountains
- Dusts bleachers, cleans behind bleachers
- Cleans door glass
- Spot mops as needed

Auditorium Cleaning Duties

Daily

- Empties all trash containers
- Cleans carpet
- Spot mops where needed
- Sweeps floors as needed (under seats also)
- Cleans steps and dust ledges

General Duties-

- Sets up before and after special events, e.g., basketball, volleyball, banquets, PTA meetings, staff meetings, etc.
- Snow removal, lawn care

- Assembles furniture
- Unloads school supplies from delivery trucks
- Secures building
- Reports problems to Head Custodian or supervisor
- Other duties as assigned

Inventory and Maintenance of Supplies

- Have knowledge of supplies stored in custodial closet
- Maintains adequate amount of supplies in custodial closet
- Organizes and keeps custodial closet clean
- Maintains proper working condition of mops and mop bucket, wringer, dust mops, and trash containers

Summer Cleaning-

- Duties as assigned by the Head Custodian, Facilities Department supervisors, or Principal
- Summer duties as assigned

General

- Requires being “on call” during weekends, nights and holidays for emergency repairs and alarm calls

Terms of Employment:

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

Required Testing:

Post offer employment medical physical exam and essential functions test (EFT) required.

Work Environment/conditions:

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

Physical Demands:

- The employee is frequently required to stand, walk, use hands and fingers, and talk and hear.
- The employee is frequently required to reach, bend, squat/crouch, stoop, and kneel.
- The employee is frequently required to climb up and down secured ladder.
- The employee must frequently lift, carry, push, or move up to 50 pounds.
- The employee will frequently push or pull items such as, but not limited to, carts with food items and/or equipment that can weigh up to 50 pounds total.

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Evaluation:

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

HR 8.8.18

SUBSTITUTE, LONG-TERM, AND PART-TIME TEACHERS

Salary Schedule 2018-2019

- A. Substitute Teachers** **\$95.00 per day**
Persons holding a Missouri Teacher's Certificate who substitute intermittently on a day-to-day basis

OR

Persons holding a Missouri Substitute Teacher's Certificate who have completed the District's training program

- B. Long-term Substitute Assignment**
1. Missouri Teacher's Certificate **\$110.00 per day**
 2. Missouri Substitute Teacher's Certificate **\$105.00 per day**

Related Information

1. Personnel appointed in any classification listed above will be paid only for the actual service days. Service days will be defined as days when pupils are in attendance, or when appointee is required to attend a workshop or planning session.
2. Substitute teachers will report 30 minutes before, and remain 30 minutes after, the regular instruction time schedule.
3. Part-day substitute assignments will be on a pupil-contact-basis at the rate of **\$15.00** per hour.
4. Long-term substitutes are appointed to fill a temporary vacancy and will assume total responsibility of a regular staff member.
5. Only full-time, regularly employed personnel are eligible for sick leave, emergency leave, excused leave, or other welfare programs adopted as part of the salary schedule for each classification. A long-term substitute teacher will be allowed one (1) sick leave day per month (20) days of assignment, cumulative during, and applicable to each specific appointment.

On-Line Training

When a training has been assigned, an email will be sent notifying you of the assignment.

Step 1: Go to: independence.mo.safeschools.com

Step 2: Enter Employee Number

independence.mo.safeschools.com/login



Employee Number is your name.

Step 3: Confirm login and double check that your name appears.



Confirm Login

Step 4: Click on training and begin. Once a training is completed, please print the certificate of completion.

Course	Due	Time	Status
Policy 4650 (Policy)	Friday, May 24, 2013 (4 days remaining)	4 minutes	Not Started
Sexual Harassment: Staff-to-Staff (Full Course)	Friday, May 24, 2013 (4 days remaining)	20 minutes	Not Started
Child Abuse: Identification & Intervention (Full Course)	Friday, May 24, 2013 (4 days remaining)	60 minutes	Not Started

Step 5: Confirm Trainings are Complete

Course Title	# of Times Completed	Date Last Completed	
Child Abuse: Identification & Intervention	1	05/20/2013	
Policy 4650	1	05/20/2013	
Sexual Harassment: Staff-to-Staff	1	05/20/2013	

A blue ribbon will appear if you successfully completed the assigned trainings.

WORKERS' COMPENSATION

Employee Information and Accident/Injury Procedures

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

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

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

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

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

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

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

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

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

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

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

Employee Accident/Injury Report/Internal Form

OFFICE USE ONLY	
	ID#
	Dept. #
	Months
	Calendar
	Building #

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

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

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

EMPLOYEE INFORMATION

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

ACCIDENT/INJURY INFORMATION

Time Employee Began Work: _____ AM/PM Date of Injury: _____
 Time of Injury: _____ Check If Time Cannot Be Determined _____
 Date Employer Notified: _____ Time Notified: _____ Who Was Notified _____
 Description of What Happened: _____

 Cause of Injury: _____
 Body Part(s) Injured: (Left/Right) _____ Type of Injury: _____
 Witnesses: _____
 Did Injury Occur on Employer Premises: Y/N _____ Inside _____ Outside _____ Vehicle _____
 Injury Location Site: _____ Location at Site: _____

TREATMENT INFORMATION

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

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

Workers' Compensation Treatment Authorization

PMA# 0476127

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

EMPLOYEE INFORMATION

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

_____ ISD Employee Health Clinic: (7:00 AM – 12:00 Noon and 1:00 PM – 6:00 PM, Monday – Friday;
8:00 AM – Noon, Saturday)
_____ Urgent Care of Kansas City (Independence): (6:00 PM – 9:00 PM, Monday – Friday;
12:00 Noon – 1:00 PM, Monday – Friday;
12 Noon – 6:00 PM, Saturday;
8:30 AM – 5:30 PM, Sunday;
8:30 – 3:30 PM, Holidays)

_____ Other Provider Care Clinic Location: _____
_____ Emergency Care: Truman Medical Center Lakewood or Other: _____

Treatment Authorized By: _____ (Print Name) _____ (Signature)

PROVIDER SECTION

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

Diagnosis: _____
Treatment Recommendations: _____

Return to Work Status: Modified Duty _____ Full Duty _____

Detail Modifications below or: No Restrictions _____
No Lifting Over: _____ lbs. No Pushing/Pulling Over: _____ lbs.
Additional Modifications: _____

Follow-up Appointment: Date/Time: _____ None Needed: _____

Provider Signature: _____

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

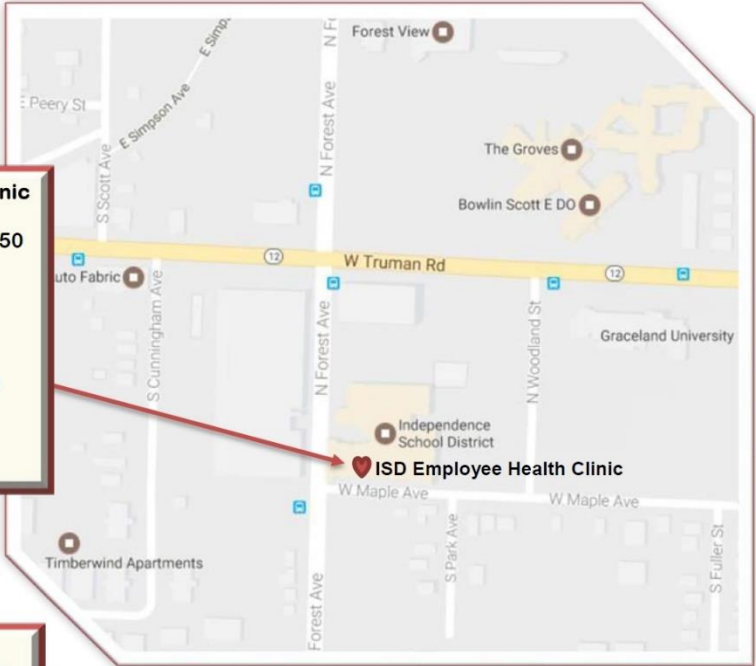
Send medical bills to: PMA Customer Service Center
P. O. Box 5231
Janesville, WI 53547-5231

**Independence School District
Substitute Handbook 2017-2018**

**MAPS
2018-19**

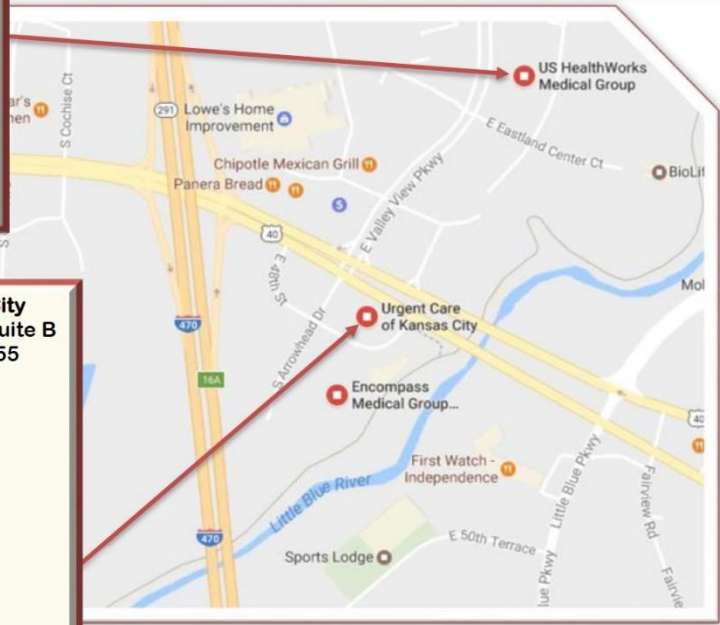
ISD Employee Health Clinic
1516 W. Maple Ave.
Independence, MO 64050
(866) 959-9355
(816) 521-5316

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

Policy 1310

(Regulation 1310)

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

It is the policy of the Board of Education to maintain a learning and working environment that is free from discrimination, harassment, and retaliation on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law.

The District strictly prohibits unlawful discrimination, harassment, and retaliation against employees, students, or others, as provided in Board Policy/Regulations 1300 and 1310. These policies shall extend not only to students with regard to educational opportunities and freedom from discrimination, harassment, and retaliation, but also to employees with regard to employment opportunities, and to individuals with whom the Board does business.

It will be the policy of the District to continually evaluate its practices and procedures to ensure fair and equitable educational and employment opportunities and freedom from discrimination, harassment, and retaliation for all of its students and employees.

For the purposes of this Policy, the term “school personnel” includes Board members, school employees, agents, volunteers, contractors, and any other persons subject to the supervision and control of the District.

Compliance Officer

The Board will designate an individual to act as the compliance officer, and ensure that the compliance officer’s name, business address, and telephone number, as well as the District’s Board Policy 1300 are published to patrons, employees, and students on an annual basis.

The Board designates the following individual to act as the District’s compliance officer:

Human Resources Supervisor
201 North Forest Avenue
Independence, MO 64050
(816) 521-5300
Fax: (816) 521-5619

In the event the compliance officer is unavailable or is the subject of a report that would otherwise be made to the compliance officer, reports should instead be directed to the alternative compliance officer:

Director of Human Resources
201 North Forest Avenue
Independence, MO 64050
(816) 521-5300
Fax: (816) 521-5680

It shall be the compliance officer's responsibility to assure compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.

The compliance officer will act to promptly investigate all complaints, either formal or informal, verbal or written, of unlawful harassment, discrimination, or retaliation because of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law.

Discrimination

It is the policy of the Board of Education to maintain a learning and working environment that is free from discrimination on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law.

The District does not and will not discriminate on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law in the educational programs, activities, and vocational opportunities offered by the District.

The District assures that it will comply with:

1. This Policy/Regulation and state and federal law.
2. The Missouri Human Rights Act, MO. Rev. Stat. § 213.010 et seq., which prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, disability and age. The Act also makes it unlawful to retaliate against any individual for filing a complaint of discrimination and/or harassment or for participating in an investigation into a complaint of discrimination and/or harassment.
3. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.
4. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
5. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance. The provisions of Title IX apply to students with regard to educational opportunities and freedom from harassment, employees with regard

to employment opportunities and freedom from harassment, and to individuals with whom the District does business.

6. The Age Discrimination Act of 1975, as amended 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
7. The Boy Scouts of America Equal Access Act, by which the District will provide equal access to District facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America, or any other youth group designated in applicable federal law.
8. The National School Lunch Act, and other requirements of the U.S. Department of Agriculture (USDA), as it relates to school nutrition programs for which the District receives federal financial assistance, including the National School Lunch Program, the Special Milk Program, the School Breakfast Program, and the Summer Food Service Program.
9. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

Harassment

It is the policy of the Board of Education to maintain a learning and working environment that is free from harassment on the basis of race, color, religion, disability, age, sex, gender, national origin, or any other characteristic protected by law. The District's prohibition against harassment extends not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities, and to individuals with whom the Board does business.

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 any other student or staff member through conduct or communication of a sexual nature. Furthermore, it shall be a violation of this Policy for any person who is not an employee or student of the District to harass a staff member or student of the District through conduct or comments of a sexual nature while such employee is engaged in the performance of duties for the District or while such student is under District supervision.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate harassment or sexual harassment of a student because of the student's race, color, religion, disability, age, sex, gender, national origin, 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 District.

Retaliation

The District prohibits retaliation against any person who files a complaint of discrimination, harassment, or retaliation, and further prohibits retaliation against any person who testifies, assists, or otherwise participates in any investigation, proceeding, or hearing relating to such discrimination, harassment, or retaliation. The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any such person.

Consequences and Remedies

When the District receives a report of unlawful discrimination, harassment, and/or retaliation, the District will take appropriate interim measures to protect the alleged victim(s). If, after investigation, it is determined that discrimination, harassment, and/or retaliation in violation of Policies 1300 and 1310 did occur, the District shall take prompt, effective, appropriate action reasonably calculated to end the harassment, discrimination, and/or retaliation and to protect individuals from further such harassment, discrimination, and/or retaliation.

The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this Policy. Patrons, contractors, visitors, or others who violate this Policy may be prohibited from District property or otherwise restricted while on District property.

Grievances

It is the policy of the District to process all grievances in a fair and expeditious manner. Regulation 1310 provides mechanisms for the resolution of grievances/complaints by employees, patrons, and/or students under this Policy.

Students with Disabilities

This policy and corresponding regulation do not pertain to the identification, evaluation, or placement of students under Section 504. The topics of the identification, evaluation, and placement of students under Section 504 are addressed in the following separate District policies and regulations: Policy 2110 – Equal Education Opportunity, and Policy and Regulation 6250 – Instruction for Students with Disabilities.

NEW 9/16

STUDENTS

Policy 2655

Discipline

BULLYING

The District is committed to maintaining a learning and working environment free of any form of bullying or intimidation toward District personnel or students on school grounds, during the school day, at any school-sponsored activity, or in any school-related context. Bullying of students and District personnel is prohibited on all school property, during any District-sponsored activity, and on all District school buses.

“Bullying” means intimidation, unwanted aggressive behavior, or any other unwanted negative action that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, cyberbullying, electronic or written communication, and any threat of retaliation for reporting such acts.

Bullying occurs when a student:

- Communicates to another individual by any means (including face to face, by telephone, in writing, through cyberbullying, or via electronic communications), an intention to intimidate, or inflict physical, emotional, or mental harm without legitimate purpose, or
- Physically contacts another individual with the intent to intimidate or to inflict physical, emotional, or mental harm without legitimate purpose. Physical contact does not require physical touching, although touching may be included.

“Cyberbullying” means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

The District shall have jurisdiction to prohibit cyberbullying that originates on a school’s campus or at a District activity if the electronic communication was made using the school’s technological resources, if there is sufficient nexus to the educational environment, or if the electronic communication was made on the school’s campus or at a District activity using the student’s own personal technological resources. The District may discipline any student for such cyberbullying to the greatest extent allowed by law.

Anti-Bullying Coordinator

The Superintendent shall, on an annual basis, appoint a District employee who is teacher-level staff or above at each school to serve as the Anti-Bullying Coordinator.

The list of District Anti-Bullying Coordinators shall be kept on file at central office, along with this Policy.

Reporting

District employees are required to report any instance of bullying of which the employee has first-hand knowledge. District employees who witness an incident of bullying are required to report the incident to the school Anti-Bullying Coordinator within two (2) school days of the employee witnessing the event, unless the Anti-Bullying Coordinator is unavailable or is the subject of a report. In that case, the report should be made directly to the District's Compliance Officer (see Board Policy 1310).

All District employees shall instruct all persons seeking to report an incident of bullying to communicate directly with the Anti-Bullying Coordinator.

If a verbal report is made, the person will be asked to submit a written complaint to the Anti-Bullying Coordinator. If such person refuses or is unable to submit a written complaint, the Anti-Bullying Coordinator will summarize the verbal complaint in writing.

Even if a written complaint is not directly filed, if the Anti-Bullying Coordinator otherwise learns about possible bullying or cyberbullying, the District will conduct a prompt, impartial, adequate, reliable, and through investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures, if necessary. The District may take action upon finding a violation of law, District policy, or District expectations even if a complaint is not directly filed.

Investigation

Within two (2) school days of receiving a report of an incident of bullying, the Anti-Bullying Coordinator, the school principal, or his/her designee shall initiate an investigation of the incident. The school principal may appoint other school staff to assist with the investigation.

The investigation shall be completed within ten (10) school days from the date of the written complaint of bullying, unless good cause exists to extend the investigation.

Retaliation

The District prohibits retaliation against any person who files a complaint of bullying,

cyberbullying, or retaliation, and further prohibits retaliation against any person who testifies, assists, or otherwise participates in any investigation, proceeding, or hearing relating to such bullying, cyberbullying, or retaliation. The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any such person.

Consequences and Remedies

When the District receives a report of bullying, cyberbullying, and/or retaliation, the District will take appropriate interim measures to protect the alleged victim(s). If, after investigation, it is determined that bullying, cyberbullying, and/or retaliation did occur, the District shall take prompt, effective, appropriate action reasonably calculated to end the bullying, cyberbullying, and/or retaliation and to protect individuals from further bullying, cyberbullying, and/or retaliation.

Students who are found to have violated this policy will be subject to the following consequences: loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion, and/or law enforcement contacted. Consequences imposed shall depend on factors such as: age of student(s), degree of harm, severity of behavior, disciplinary history and number of incidents.

The District will discipline or take other appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this Policy. Patrons, contractors, visitors, or others who violate this Policy may be prohibited from District property or otherwise restricted while on District property.

Public Notice

The superintendent or designee will continuously publicize the District's anti-bullying policy and will disseminate information to employees, parents/guardians, and students, as well as to newly-enrolled students and newly-hired employees, regarding how to report incidents of bullying. This Policy shall also be published in District student handbooks.

In addition, the District shall:

- a. Provide information and appropriate training to district staff who have significant contact with students regarding the policy;
- b. Give annual notice of the policy to students, parents/guardians, and staff;

- c. Provide education and information to students regarding bullying, including information regarding the school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying (including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have
- d. engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying);
- e. Instruct school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying's negative effects. Such techniques shall include, but not be limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills; and/or encouraging the student to develop an internal locus of control; and
- f. Implement programs and other initiatives to address bullying, respond to such bullying conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying.

All complaints of violation of this policy will be promptly investigated by the District, and appropriate action will be taken. Complaints alleging unlawful discrimination, harassment, or retaliation in violation of Board Policy/Regulation 1300 and/or 1310 shall be referred to the compliance officer for investigation pursuant to Board Policy/Regulation 1310.

NEW 9/16

STUDENTS

Policy 2670

Discipline

CORPORAL PUNISHMENT: PROHIBITED

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

STUDENTS
Student Welfare

SECLUSION AND RESTRAINT

Purpose

Through the adoption of this policy the Board expects to:

- Promote safety and prevent harm to all students, school personnel and visitors in the school district.
- Foster a climate of dignity and respect in the use of discipline and behavior-management techniques.
- Provide school personnel with clear guidelines about the use of seclusion, Safe Room placement, and restraint on school district property or at any school district function or event.
- Promote retention of teachers and other school personnel by addressing student behavior in an appropriate and safe manner.
- Promote parent understanding about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions and positive behavior support techniques.
- Meet the requirements of RSMo 160.263.

Definitions:

“Authorized School Personnel” means school personnel who have received annual training in:

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

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

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

“Behavior Intervention Plan (BIP)” means a plan developed by an IEP team for a student with a disability who displays need for specific behavior interventions for chronic patterns of problem behavior. If a disabled student’s team develops a BIP in those circumstances, the BIP becomes a part of the IEP.

“Chemical restraint” means the administration of a drug or medication to manage a student’s behavior that is *not* a standard treatment and dosage for the student’s medical condition.

“Discipline” means consequences for violating the district’s student code of conduct.

“Emergency situation” is one in which a student’s behavior poses a serious, probable threat of imminent physical harm to self or others or destruction of property.

“Functional Behavior Assessment” a formal assessment to identify the function or purpose the behavior serves for the student so that classroom interventions and behavior support plans can be developed to improve behavior. The assessment could include observations and charting of the behavior and interviews with family, teachers, and the student, so as to determine the frequency, antecedent and response of the targeted behavior.

“IEP” means a student’s Individualized Education Program as defined by the Individuals with Disabilities Education Act (IDEA).

“Law enforcement officer” means any public servant having both the power and duty to make arrests for violations of the laws of this state.

“Locking hardware” means mechanical, electrical or other material devices used to lock a door or to prevent egress from a confined area.

“**Mechanical restraint**” means a device or physical object that the student cannot easily remove that restricts a student’s freedom of movement of or normal access to a portion of his or her body. This includes but is not limited to straps, duct tape, cords or garments. The term does not include: (1) an adaptive or protective device recommended by a physician or therapist when used as recommended; (2) safety equipment used by the general student population as intended (e.g. seat belts, safety harnesses on student transportation; or (3) assistive technology devices.

“**Physical escort**” means the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out or eloping to walk to a safe location.

“**Physical restraint**” means the use of person-to-person physical contact to restrict the free movement of all or a portion of a student’s body. This would include, for example, the act of preventing a student from leaving an enclosed space for safety purposes. It does not include briefly holding or hugging a student without undo force for instructional or other purposes, briefly holding a student to calm them, taking a student’s hand to transport them for safety purposes, physical escort, intervening in a fight, or carrying a student when developmentally appropriate to do so.

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

“**Safe Room placement**” means the confinement of a student in an enclosed room without the use of locking hardware, with a staff member present in the room with the student. Safe Room placement also includes the confinement of a student alone in a room with a staff-engaged locking system where the student is constantly attended and supervised by school personnel through a window or other viewing device. Safe Room placement does not include supervised in-school suspension, detention, or timeout/time away used as disciplinary consequences in accordance with the district’s student discipline code.

“**School personnel**” means

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

“**Seclusion**” means the confinement of a student alone and unattended in an enclosed space from which the student is physically prevented from leaving by locking hardware. Seclusion does not include situations where a student is alone in a locked room if the student is constantly attended and supervised by school personnel through a window or other viewing device.

“**Section 504 Plan**” means a student’s individualized plan developed by the student’s Section 504 multidisciplinary team after a pre-placement evaluation finding the student is disabled within the meaning of Section 504 and its implementing policy.

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

“**Time out**” means brief removal from sources of reinforcement within instructional contexts that does not meet the definition of seclusion or Safe Room placement. Time out includes both of the following:

- a) Non-exclusionary time out: removal of reinforcers from the student without changing the physical location of the student (*e.g.*, asking the student to put his/her head down on the desk); and
- b) Exclusionary time-out: removal of the student from participation in an activity or removal from the instructional area.

Use of Restrictive Behavioral Interventions:

Time-Out

Nothing in this policy is intended to prohibit the use of time-out as defined in this section.

Seclusion

Seclusion as defined in this policy is strictly prohibited.

Use of Aversive Interventions

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

○ Safe Room Placement

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

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

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

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

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

If a parent chooses not to give permission for his/her student to be placed in the Safe Room, the following procedure will take place if deemed necessary by school personnel:

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

Use of Safe Room placement requires all of the following:

- The student to be monitored by an adult in close proximity who is able to see and hear the student at all times. Monitoring shall be face-to-face unless personal safety of the child or staff member is significantly compromised, in which case technology-supported monitoring may be utilized.
- The total time in Safe Room placement is to be reasonably calculated by District personnel on a case-by-case basis based on the age of the child and circumstances, and is not to exceed 40 minutes without a reassessment of the situation and consultation with parents and/or administrative staff, unless otherwise specified in an IEP or Section 504 Plan or other parentally agreed-upon plan to address a student's behavior.

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- 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

(Regulation 4120)

Employment Procedures

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

PERSONNEL SERVICES

Policy 4650

(Regulation 4650)

Performance Evaluation

COMMUNICATION WITH STUDENTS BY ELECTRONIC MEDIA

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

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

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

REV. 3/15

Personnel Services

Policy 4720

Separation

SUSPENSION OR TERMINATION: NON-CERTIFICATED STAFF

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

Safe Schools Act of 1996 (Selected excerpts and summaries)

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

1. School Discipline Policies

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

2. Reporting requirements

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

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

3. Definition of a weapon

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

4. Penalties for possession of a weapon

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

5. Removal of students

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

6. Miscellaneous

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

July 2008

GENERAL DISTRICT INFORMATION

School Information 2018-2019

ELEMENTARY SCHOOLS

SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Benton	Leslie Hochsprung	Karen Wilson	429 S Leslie St	Indep	MO	64050	521.5390
Blackburn	Christine Lamb	Kris McNeill	17302 R.D. Mize Rd	Indep	MO	64057	521.5395
Bryant	Brian Duffie	Heather Nordsieck	827 W College St	Indep	MO	64050	521.5400
Fairmount	Jeff Anger	Darlene McDaniel	120 N Cedar Ave	Indep	MO	64053	521.5405
Glendale	Todd Siebert	Brooke Masters	2611 Lees Summit Rd	Indep	MO	64055	521.5510
Korte	Ron Albutus	Tabitha Mabie	2437-2731 S Hardy Ave	Indep	MO	64052	521.5430
Little Blue	Joe Armin	Jennifer Lane	2020 Quail Drive	Indep	MO	64057	521.5480
Luff	Melissa Carver	Dawn Howe	3700 S Delaware Ave	Indep	MO	64055	521.5415
Mallinson	Sarah Brown	Tina Giammalva	709 N Forest Ave	Sugar Creek	MO	64054	521.5530
Mill Creek	Lindsey Miller	Betty Maday	2601 N Liberty St	Indep	MO	64050	521.5420
Ott	Ronnee Laughlin	Deb Koepke	1525 N Noland Rd	Indep	MO	64050	521.5435
Procter	Amy Hawley	Paula McKinney	1403 W Linden Ave	Indep	MO	64052	521.5440
Randall	Bobby McCutcheon	Debbie Bryant	509 Jennings Rd	Indep	MO	64056	521.5445
Santa Fe Trail	Gib Rito	Angela Ordean	1301 S Windsor St	Indep	MO	64055	521.5450
Southern	Gwenn Tauveli	Michelle Polston	4300 S Phelps Rd	Indep	MO	64055	521.5475
Spring Branch	Aaron Kirchhoff	Sheree Etzenhouser	20404 E Truman Rd	Indep	MO	64056	521.5455
Sugar Creek	Shellie Dumas	Stephanie Spiers	11424 Gill St	Sugar Creek	MO	64054	521.5460
Sycamore Hills	Amber Miller	Connie Daoust	15208 E 39th St	Indep	MO	64055	521.5465
Three Trails	Kevin Lathrom	Angie Zaner	11801 E 32nd St S	Indep	MO	64052	521.5470
Hanthorn	Amy Cox	Susan Hunter	1511 S Kings Hwy	Indep	MO	64055	521.5485
Sunshine Center	Amanda Spight	Wendi Jones	18400 E Salisbury	Indep	MO	64056	521.5526

MIDDLE SCHOOLS

SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Bingham	Brett Playter	Teresa Roberts	1716 S Speck Rd	Indep	MO	64057	521.5490
Bridger	Jeff Williams	Marla Trahern	18200 E M-78 Highway	Indep	MO	64057	521.5375
Nowlin	Cristin Nowak	Susan Still	2800 Hardy Ave	Indep	MO	64052	521.5380
Pioneer Ridge	Michael Estes	Elaina Baker	1656 S Speck Rd	Indep	MO	64057	521.5385

HIGH SCHOOLS

SCHOOL	PRINCIPAL	SECRETARY	ADDRESS	CITY	ST	ZIP	PHN#
Chrisman	Michael Becker	Monica Sullivan	1223 N Noland Rd	Indep	MO	64050	521.5355
Indep Academy	Rebecca Bressman	Lisa Coil	606 W Mechanic Ave	Indep	MO	64055	521.5505
Truman	Ronda Scott	April Claphan	3301 S Noland Rd	Indep	MO	64055	521.5350
Van Horn	Justin Woods	Lori Jonas	1109 S Arlington Ave	Indep	MO	64053	521.5360
Technology	Todd Theen	Sara Williams	201 N Forest Ave	Indep	MO	64050	521.5320

Substitute Arrival and Dismissal Times 2018-2019

ELEMENTARY	PRINCIPAL	SECRETARY	SUB ARRIVAL	START TIME	STUDENT DISMISS	SUB DISMISS
Benton	Leslie Hochsprung	Karen Wilson	7:55	8:15	3:18	3:38
Blackburn	Christine Lamb	Kris McNeill	8:40	9:00	4:03	4:23
Bryant	Brian Duffie	Heather Nordsieck	8:40	9:00	4:03	4:23
Fairmount	Jeff Anger	Darlene McDaniel	8:40	9:00	4:03	4:23
Glendale	Todd Siebert	Brooke Masters	8:40	9:00	4:03	4:23
Korte	Ron Alburtus	Tabitha Mabie	8:40	9:00	4:03	4:23
Little Blue	Joe Armin	Jennifer Lane	8:40	9:00	4:03	4:23
Luff	Melissa Carver	Dawn Howe	8:40	9:00	4:03	4:23
Mallinson	Sarah Brown	Tina Giammalva	8:40	9:00	4:03	4:23
Mill Creek	Lindsey Miller	Betty Maday	8:40	9:00	4:03	4:23
Ott	Ronnee Laughlin	Deb Koepke	8:40	9:00	4:03	4:23
Procter	Amy Hawley	Paula McKinney	7:55	8:15	3:18	3:38
Randall	Bobby McCutcheon	Debbie Bryant	7:55	8:15	3:18	3:38
Santa Fe Trail	Gib Rito	Angela Ordean	7:55	8:15	3:18	3:38
Southern	Gwenn Tauveli	Michelle Polston	8:40	9:00	4:03	4:23
Spring Branch	Aaron Kirchoff	Sheree Etzenhouser	8:40	9:00	4:03	4:23
Sugar Creek	Shellie Dumas	Stephanie Spiers	8:45	9:05	4:08	4:23
Sycamore Hills	Amber Miller	Connie Daoust	8:40	9:00	4:03	4:23
Three Trails	Kevin Lathrom	Angie Zaner	8:40	9:00	4:03	4:23
Hanthorn	Amy Cox	Susan Hunter	Varies	Varies	Varies	Varies
Sunshine Center	Amanda Spight	Wendi Jones	Varies	Varies	Varies	Varies
MIDDLE	PRINCIPAL	SECRETARY	SUB ARRIVAL	START TIME	STUDENT DISMISS	SUB DISMISS
Bingham	Brett Playter	Teresa Roberts	7:55	8:15	3:18	3:38
Bridger	Jeff Williams	Marla Trahern	7:00	7:20	2:23	2:43
Nowlin	Cristin Nowak	Susan Still	7:55	8:15	3:18	3:38
Pioneer Ridge	Michael Estes	Elaina Baker	7:55	8:15	3:18	3:38
HIGH	PRINCIPAL	SECRETARY	SUB ARRIVAL	START TIME	STUDENT DISMISS	SUB DISMISS
Chrisman	Michael Becker	Monica Sullivan	7:00	7:20	2:23	2:43
Indep Academy	Rebecca Bressman	Lisa Coil	7:00	7:20	2:04	2:24
Truman	Ronda Scott	April Claphan	7:00	7:20	2:23	2:43
Van Horn	Justin Woods	Lori Jonas	7:00	7:20	2:23	2:43

School Start/Dismissal Times 2018-2019

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

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

<u>Tier 3 Routes</u>				
Blackburn, Bryant, Fairmount, Glendale, Korte, Little Blue, Luff, Mallinson, Mill Creek, Ott, Southern, Spring Branch, Sycamore, Three Trails	8:40 AM	9:00 AM	4:03 PM	4:09 PM
Sugar Creek	8:45 AM	9:05 AM	4:08 PM	4:14 PM

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

Operation Procedures - Inclement Weather 2018-2019

When it becomes necessary to suspend or delay pupil attendance due to weather conditions, radio and TV stations will be notified. This information may also be obtained by dialing **521-5305** and information will be posted on the District Website – <http://www.isdschools.org>.

Phase I: Delayed Start

1. Classroom teachers, certificated staff on the teacher's salary schedule and calendar, and classified staff employed on a work schedule that coincides with the classroom teacher calendar, will report for duty on a 2 hour delayed schedule.
2. All ten, eleven, and twelve month certificated and classified employees will report to duty as soon as traffic and street conditions are passable.
3. Unless notified, **the Child and Family Learning Centers (Kids' Safari and Early Education) will operate on the regular schedule at their Home School Locations.**
4. Part day Head Start classes **will not meet** on these days.

Phase 2: Pupil Attendance is Canceled

1. Classroom teachers, certificated staff on the teacher's salary schedule and calendar, and classified staff employed on a work schedule that coincides with the classroom teacher calendar, will not report for duty when pupil attendance is suspended due to weather conditions. (The calendar will be amended and makeup days will be substituted at a later date.) **Early Education staff will follow the calendar provided to them at the beginning of the school year and are expected to report to snow day sites.**
2. All ten (excluding elementary secretaries), eleven, and twelve month certificated and classified employees will report to duty as soon as traffic and street conditions are passable after the morning rush hour.
3. Unless notified, **the Child and Family Learning Centers (Kids' Safari, Latitude and Early Education) will be open, but at Full Day Combined Site Locations.**

Phase 3: Extreme Weather Conditions

1. During extreme weather conditions, when street crews are unable to open streets, all employees other than emergency staff will be notified to remain at home. The Director of Facilities will contact the head custodians, who will be responsible for contacting other custodians in his/her building.
2. Unless notified, **the Child and Family Learning Centers (Kids' Safari, Latitude and Early Education) will be open, but at Full Day Combined Site Locations.** The Child and Family Learning Centers will close if conditions warrant. The public will be notified through regular media channels.

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

2018-2019 School District Calendar

JULY 2018					AUGUST 2018					SEPTEMBER 2018					OCTOBER 2018				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3	3	4	5	6	7	1	2	3	4	5
9	10	11	12	13	6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
16	17	18	19	20	13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
23	24	25	26	27	20	21	22	23	24	24	25	26	27	28	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
- Parent Conference Week
- Non-Student Attendance/Contract Day
- 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

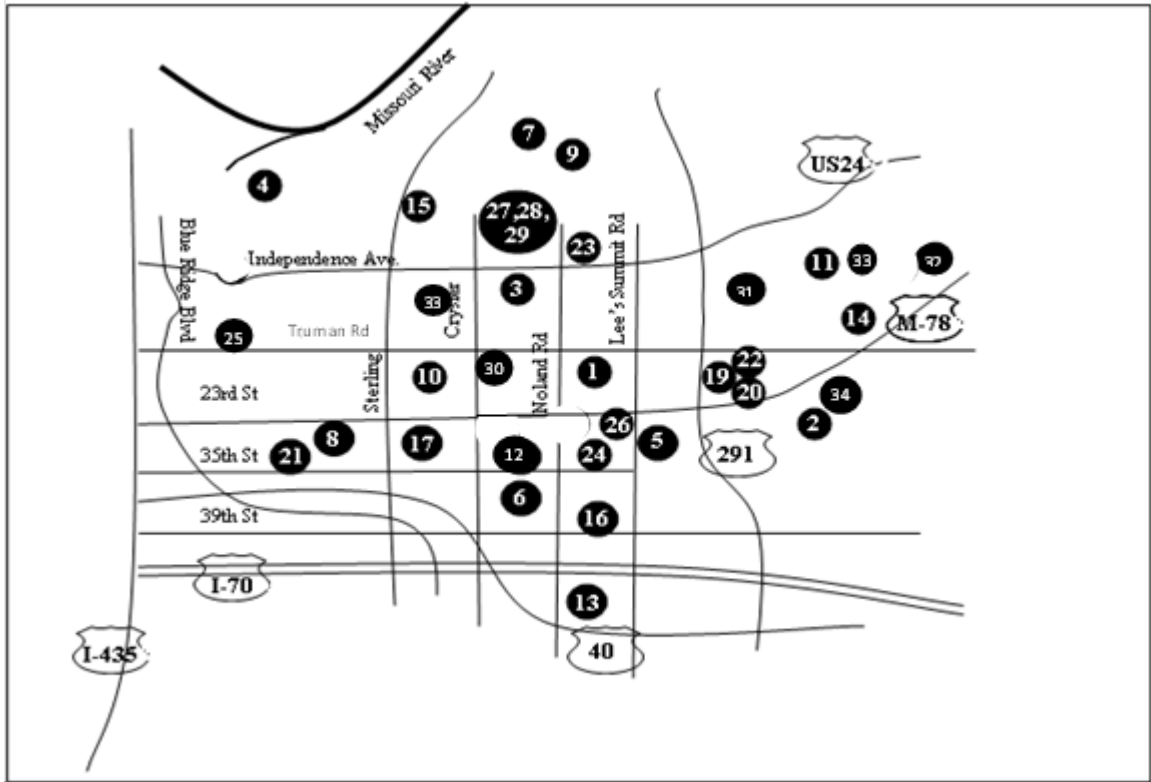
All Attendance and contract days that are postponed due to inclement weather will be added at the discretion of the Board of Education.

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

Independence School District
Substitute Handbook 2017-2018



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