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

Substitute Services Office (816) 521-5599 Ext. 10030
Substitute Services Fax (816) 521-5619

SubFinder Phone (816) 521-2906

SubFinder Web Access:
https://secure.indep.k12.mo.us/webconnect/login/login.asp

July 18, 2012
INTRODUCTION
# TABLE OF CONTENTS

**INTRODUCTION** ................................................................................................................................. 3

**TABLE OF CONTENTS** ....................................................................................................................... 4

**POETRY FOR THE SUBSTITUTE TEACHER** ....................................................................................... 6

**DISTRICT MISSION** ............................................................................................................................. 7

**BOARD OF EDUCATION** ...................................................................................................................... 8

**CENTRAL OFFICE ADMINISTRATION** ............................................................................................... 8

**SUBSTITUTE INFORMATION** ............................................................................................................ 10

**GENERAL INFORMATION** ............................................................................................................... 11

  - Substitute Services Office .................................................................................................................... 11
  - Accepting Assignments ....................................................................................................................... 11
  - Job Descriptions ............................................................................................................................... 11
  - Professional Presentation of Self ....................................................................................................... 11

**SUBSTITUTE HOURS** ........................................................................................................................... 12

**PARKING** ............................................................................................................................................... 12

**THE SCHOOL DAY** ............................................................................................................................. 13

  - Wear Your ID Badge ......................................................................................................................... 13
  - Upon Arrival at School ....................................................................................................................... 13
  - Create a Super Sub Pack .................................................................................................................... 14
  - The End of the Day ............................................................................................................................... 14

**LETTING EFFECTIVE INSTRUCTION WORK FOR YOU** ................................................................. 15

**WAYS TO MAKE YOUR DAY EASIER** ............................................................................................ 16

**SUBSTITUTES FOR CHILD CARE CENTERS** ................................................................................. 17

**RELEASING A STUDENT** .................................................................................................................... 17

**DISCIPLINE** ......................................................................................................................................... 17

**CORPORAL PUNISHMENT** ................................................................................................................ 18

**BOARD POLICY ON CORPORAL PUNISHMENT** .......................................................................... 19

**USE OF PLANNING TIME AT SECONDARY SCHOOLS** ................................................................. 20

**PAYROLL INFORMATION** .................................................................................................................. 20

**PROFESSIONAL ETHICS** .................................................................................................................. 21

  - Confidentiality ................................................................................................................................... 21
  - Responsibilities .................................................................................................................................. 21
  - Understanding .................................................................................................................................... 21

**PROFESSIONAL DEVELOPMENT** ...................................................................................................... 22

**A VALUABLE RESOURCE – STEDI** ................................................................................................... 22

**RESERVE TEACHER ASSIGNMENTS** ............................................................................................... 22

**TECHNOLOGY USE** ............................................................................................................................. 22

**CELL PHONE USE** ............................................................................................................................... 23

**EVALUATION PROCEDURES** ........................................................................................................... 23

**EMERGENCY PREPAREDNESS** ............................................................................................................ 23

**SUBSTITUTE TEACHER CERTIFICATES** ............................................................................................ 24

**EMERGENCY PROCEDURES** .............................................................................................................. 26

**YOU ARE ACCOUNTABLE** .................................................................................................................. 27

  - Two Important Policies ...................................................................................................................... 27

**EMPLOYMENT** ..................................................................................................................................... 28

**JOB DESCRIPTIONS** ............................................................................................................................ 29

  - Substitute Teacher ............................................................................................................................. 29
  - Substitute Licensed Practical Nurse .................................................................................................... 30
  - Substitute Registered Nurse ............................................................................................................... 32
  - Substitute Secretary ............................................................................................................................. 34
  - Substitute Early Education Teacher .................................................................................................... 35
  - Substitute Early Education Teacher Assistant .................................................................................... 37
  - Substitute Custodian ............................................................................................................................ 39
Independence School District

Substitute Handbook 2012-2013

Salary Schedule 2012-2013 ................................................................. 43
Payroll Cut-Off Dates .................................................................... 44
Substitute Teacher Report Form .................................................... 45
Substitute Teacher Evaluation Form ............................................. 46
Substitute Nurse Report Form ........................................................ 47
Substitute Nurse Evaluation Form .................................................. 48
Substitute Secretary Report Form .................................................... 49
Substitute Secretary Evaluation Form ........................................... 50
Substitute Early Education Teacher Report Form ...................... 51
Substitute Early Education Teacher Evaluation Form ................. 52
Substitute Early Education Teacher Assistant Report Form .......... 53
Substitute Early Education Teacher Assistant Evaluation Form ...... 54
Substitute Custodian Evaluation Form ............................................. 55
Employee Accident/Injury Procedures ........................................... 56
Employee Accident/Injury Report ................................................... 57
Worker’s Compensation Treatment Authorization ....................... 58
OHS-CompCare .............................................................................. 59

Policies .................................................................................................. 60

Policy 1431 ...................................................................................... 61
School/Community Relations ......................................................... 61
Policy 2130 ...................................................................................... 62
Nondiscrimination and Student Rights .......................................... 62
Harassment Grievance Form .......................................................... 75
Sexual Harassment Prohibited Notice ........................................... 77
Policy 2710 ...................................................................................... 78
Student Welfare .......................................................... 78
Missouri Child Abuse and Neglect Statutes ................................... 80
Policy 4650 ...................................................................................... 84
Performance Evaluation ................................................................. 84
Policy 4810 ...................................................................................... 85
Staff Welfare .......................................................... 85
Safe Schools Act of 1996 ............................................................ 97

General District Information ................................................................ 99

School Information ........................................................................... 100
Substitute Arrival and Dismissal Times ......................................... 101
School Start / Dismissal Times 2012-2013 ..................................... 102
Operation Procedures – Inclement Weather ................................. 103
Planned Dismissal Schedule 2012-2013 .......................................... 104
2012-2013 School Calendar .......................................................... 106
Map of the School District of Independence ................................. 108
Title IX ............................................................................................ 109
POETRY FOR THE SUBSTITUTE TEACHER

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
2012-2013

President
Vice President
Treasurer
Director
Director
Director
Director

Mrs. Ann Franklin
Dr. Matt Mallinson
Mrs. Jill Esry
Mrs. Jana Waits
Mr. Ken Johnston
Mrs. Denise Fears
Mr. Greg Finke

CENTRAL OFFICE ADMINISTRATION

Superintendent of Schools
Deputy Superintendent-Instruction/Elementary Education/Student Services
Deputy Superintendent-Business and Finance
Assistant Superintendent of Human Resources
Director of Human Resources
Assistant Superintendent of Secondary Education
Assistant Superintendent of Curriculum, Instruction, and Assessment
Executive Director of Technology
Co-Director of Special Services
Co-Director of Special Services
Director of Community Relations
Director of Public Relations
Director of Business and Benefits Services
Director of Early Education
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

Dr. Jim Hinson
Dr. Dred Scott
Dr. Dale Herl
Dr. Linda Gray Smith
Mrs. Cindy Grant
Dr. Jason Dial
Dr. Elizabeth Savidge
Dr. Gloria Stephenson
Ms. Cindy Konomos
Ms. Sherry Potter
Mrs. Lori Worth Smith
Mrs. Nancy Lewis
Mrs. Molly Johnson
Mrs. Patti Simcosky
Ms. Jennifer Walker
Mr. John Tramel
Mr. Bob Robinson
Mrs. Michele Crumbaugh
Mr. Keith Henry
Mrs. Cory Himes-Drake
Mr. Dave Lamken
Dear Substitute:

On behalf of the Board of Education and the Independence School District, I would like to welcome you to the 2012-2013 school year.

Thank you for deciding to be part of the Independence School District staff. Your role is very important in enabling the Independence School District to meet the needs of each student. Our District staff has included helpful information in this handbook that will answer many of your questions regarding the practices and services of the School District. If you have other questions, please contact Dr. Linda Gray Smith or Cindy Grant.

We hope that you enjoy working with the teachers, students, parents, and administrators. Once again, thank you for sharing part of your life with our School District and we look forward to working with you during the 2012-2013 school year.

Warmest wishes,

Jim L. Hinson
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. Linda Gray-Smith, Assistant Superintendent of Human Resources, and Cindy Grant, Director of Human Resources, are the administrators for Substitute Services, Greg Gilliam is the Substitute Services Manager, and Anne Bush is the Substitute Services Secretary.

Your assignments will be made through SubFinder, but you may occasionally have a question for our staff. Please feel free to e-mail substituteservices@isdschools.org or call 521-5599, Ext. 10030. 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 SubFinder 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.

PARKING

**Truman High School** – Please park temporarily in a visitor’s parking space in front of the building and go to the office to find out your numbered parking spot for the day. If you would like a listing, please drop by Truman.

**William Chrisman High School** – Parking is non-restricted; park in any available space.

**Van Horn High School** – Parking is available on the north and west side of the building.

**Bridger Middle School** – Parking is available behind the building.

**Bingham Middle School** – Park in the faculty parking lot.

**Nowlin Middle School** – Parking is non-restrictive; park in any available space.

**Pioneer Ridge Middle School** – Parking is non-restrictive; park in any available space.

**Elementary Schools, Head Start**, and other sites – Parking is generally unrestricted; park in any available space.
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 CHILD CARE CENTERS

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 and 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.
BOARD POLICY ON CORPORAL PUNISHMENT

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.

A staff member may, however, use reasonable restraint against a student without advance notice to the principal, if it is essential for self-defense, the preservation of order, or for the protection of other persons or the property of the School District.
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 $90.00 per day, or $45.00 per half day.

Substitute Teacher Trainees who substitute intermittently on a day-to-day basis shall be paid at the rate of $85.00 per day, 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. Linda Gray-Smith and Cindy Grant (administrators for Substitute Services) or Greg 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.

EMERGENCY PREPAREDNESS

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.
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

CERTIFICATE 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 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 retirement/continuation teaching purposes. For more information, visit www.doe.mo.gov.

Chris L.书记
Comisarios de Educación
EMERGENCY PROCEDURES

Substitute teachers are responsible for the safety of students during emergency situations. A color coded flip chart entitled “Emergency Preparedness Plan of the Independence School District” should be located in each classroom. This is often placed near the door, so look for it when you arrive in the classroom and tell the secretary or an administrator if you cannot locate it. This flip chart provides guidelines for fire and tornado drills, area, state or national emergency procedures, weather cautions, etc. It is essential that you familiarize yourself with these procedures when working in the school district.

Emergency Preparedness at a Glance
Where is…
- The nearest exit?
- The intercom button?

If color codes are given over the intercom
- Gray means stormy weather is approaching; the area is under a severe thunderstorm watch/warning or a tornado watch. Lightning and/or hail could be a concern.
- Blue means an emergency is occurring elsewhere, but not in this building. It could be elsewhere in the district, in the city, state or on a national level.
- Yellow means lock your classroom door, keep students in the room, but continue class as usual.
- Red means turn off the lights, lock the door, move out of sight (under desks, tables, back of the room), close blinds and have students remain quiet. Make it appear no one is in the room.
- Green means “all clear.” Everyone may resume normal activity.

An abbreviated form of this chart is provided for you to wear with your ID badge so that you will have basic emergency information with you at all times. Please contact the Substitute Services Office for a copy of this form.

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
- 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

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
Independence School District
Substitute Handbook 2012-2013

• 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.
SUBSTITUTE REGISTERED NURSE

Qualifications:
- Registered Professional Nurse, licensed in Missouri
- CPR certified (instructor certification preferred)
- 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: 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
Independence School District
Substitute Handbook 2012-2013

- 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.

HR 01/03/2012
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
- Answers telephone in a pleasant and respectful manner and routes calls to appropriate personnel
- Deals courteously with visitors, parents, students, and staff
- 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 07/08
SUBSTITUTE EARLY EDUCATION TEACHER

Qualifications:
- Bachelors Degree in Early Education or Bachelors in a related degree, with 18 hours in Child Development preferred
- 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
- Acquire a thorough knowledge of Head Start Performance Standards, integrating all areas into the education program
- Coordinate lesson plans and provide developmentally appropriate experiences that encourage diversity and recognize individual differences, regardless of special abilities, talents, ethnic heritage, culture, or language
- Develop and maintain 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
- 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 reports on home visits and conferences
Independence School District
Substitute Handbook 2012-2013

- 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 and tuberculin screening
- Maintain current Food Hander’s Permit
- Complete other duties as defined and assigned

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 EARLY EDUCATION TEACHER ASSISTANT

Qualifications:
- Associate Degree or Child Development Associate (CDA) 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:
- To assist in providing a nurturing and appropriate learning environment for children in the Early Education program
- To assist in 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
- Will obtain Child Development Associate (CDA) certification within a year of the date of hire; the expense of this certification will be compensated by the district
- Submit physical examination to include tuberculin screening, annually
- Maintain current Food Handler’s Permit
• Follow district policies and procedures
• Other duties as defined and assigned

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 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 and erasers
- Dusts blinds and light fixtures
- Cleans all furniture and equipment
- Dusts high and low corners for cobwebs
Independence School District
Substitute Handbook 2012-2013

- 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 where 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

**Evaluation:**
Performance of this job will be evaluated by the supervisor using the Substitute Custodian Evaluation Form.
SUBSTITUTE, RESERVE, AND PART-TIME TEACHERS

SALARY SCHEDULE 2012-2013

A. Substitute Teacher Trainees - $85.00 per day
   Persons holding a Missouri Substitute Teacher’s Certificate who have not yet
   completed the District’s training program.

B. Substitute Teachers - $90.00 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 or who have substituted intermittently on a day-to-day basis
   prior to the 2002-2003 school year.

C. Extended Assignments – After teaching 20 consecutive days in the same assignment,
   substitute teachers will be paid at the following increased rates, beginning with the 21st
day. Retroactive pay may be allowed for the first 20 days if the assignment is
   prolonged and satisfactory service is rendered.
   1. Teacher’s Certificate $100.00 per day
      After 30 Days of Consecutive Service $105.00 per day
   2. Substitute Teacher’s Certificate $95.00 per day
      After 30 Days of Consecutive Service $100.00 per day

D. Reserve Teacher Status – Reserve teachers are appointed for short-term leaves at the
   following rates:
   1. Teacher’s Certificate $110.00 per day
   2. Substitute Teacher’s Certificate $105.00 per day

E. Part-time Certificated Personnel - By Appointment
   (Rate will be proportion of the assigned step on the adopted salary schedule)

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. Reserve teachers 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 reserve teacher will be
      allowed one (1) sick leave day per month (20) days of assignment, cumulative during, and applicable to each
      specific appointment.
   6. Part-time, regularly appointed certificated staff will receive a proportionate allotment of sick leave, emergency
      leave, and personal leave.
PAYROLL CUT-OFF DATES

Employees Subject to Overtime Regulations [Non-Exempt]
Working Less Than 25 Hours per Week, Occasionally or has no Even Pay

(includes substitutes, aquatics, Kids Safari teachers/asst teachers, lighting techs, AEL, accompanists, summer facilities crew, and other occasional employees)

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Notes:
Direct deposit is required for all employee pay. Multiple bank accounts are allowed.
Pay stubs are not printed. They are emailed to the employee’s work email or home email, if available. They are also available online on the My Benefits website on the employee portal.

If you have any questions, please call Payroll directly at 816-521-5308.
SUBSTITUTE TEACHER REPORT FORM

Please complete this form and give it to the secretary before you leave. Thank you.

<table>
<thead>
<tr>
<th>Substitute’s Name</th>
<th>Date</th>
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<th>Substituted for</th>
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<th>Date(s) of Absence</th>
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<th>Substitute Notebook was provided.</th>
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<tr>
<th>It Included:</th>
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<td>a. Daily Schedule</td>
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<td>b. Daily Lesson Plans</td>
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<td>c. Class List and/or Seating Chart</td>
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<td>d. Classroom and School Rules</td>
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<td>e. Discipline Procedures</td>
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<td>f. Emergency Procedures</td>
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<td>g. Medical Concerns for Students (If Needed)</td>
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<td>h. List of Classroom Teacher’s Duty Assignments</td>
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<td>i. Building Map</td>
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I was greeted and oriented to the building in a friendly manner. |     |     |

Other staff were willing to answer questions that arose during the day. |     |     |

A building administrator visited me during the day. |     |     |

I received support when requested on disciplinary actions. |     |     |

I want to return to this school to substitute. |     |     |

Anything you needed, but didn’t have available: ____________________________________________________________

Any other comments: ____________________________________________________________

Signature of Substitute ___________________________ Date ____________
SUBSTITUTE TEACHER EVALUATION FORM

Substitute’s Name ____________________________ Date ________________

Substituted for ____________________________ School __________________

Date(s) of Absence ____________________________ Grade/Subject __________________

Teacher’s Report Acceptable Not Acceptable

Please complete the following, leaving blank areas you cannot evaluate.

1. Followed lesson plans/instructions provided
2. Followed time schedule provided
3. Left necessary explanation of work
4. Appeared to have good rapport with students
5. Appeared to have adequate classroom control
6. Left the room(s) clean and orderly
7. Checked necessary student work
8. Would be welcome back to substitute

Comments: __________________________________________________________

Teacher’s Signature ____________________________ Date ________________

Please turn this form in to the office by the end of the day on which you return to school

Administrator’s Report

Please Rate the effectiveness of the substitute in the following areas:

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Presentation of Self</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Teaching/Instructional Skills</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Classroom Management</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Overall Effectiveness</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Would you like this substitute to return to your building? ______ Yes ______ No

Comments: __________________________________________________________

Administrator’s Signature ____________________________ Date ________________

Please submit a copy of this form to Substitute Services and retain a copy for your files.
SUBSTITUTE NURSE REPORT FORM

Please complete this form and give it to the secretary before you leave. Thank you.

Substitute’s Name ________________________________ Date __________________

Substituted for ________________________________ School __________________

Date(s) of Absence ________________________________ Position __________________

Substitute Notebook was provided.

It Included:

a. Daily Bell Schedule ___________ ___________

b. Daily Lunch Schedule ___________ ___________

c. List of Principal, Secretary, and Front Office Extensions ___________ ___________

d. Location of Daily and PRN Medications and Medication Records ___________ ___________

e. Location of IHP/504 Plans, Inhalers, Nebulizer, and Emergency Medications ___________ ___________

f. Emergency Procedures ___________ ___________

g. Medical Concerns List ___________ ___________

h. List of Nurse Substitute Duties for Clinic ___________ ___________

i. Building Map ___________ ___________

I was greeted and oriented to the building in a friendly manner. ___________ ___________

Other staff were willing to answer questions that arose during the day. ___________ ___________

A building administrator visited me during the day. ___________ ___________

I want to return to this school to substitute. ___________ ___________

Anything you needed, but didn’t have available: ________________________________

__________________________________________________

Any other comments: ________________________________

__________________________________________________

Signature of Substitute ____________________________ Date ________________
SUBSTITUTE NURSE EVALUATION FORM

Substitute’s Name ________________________________ Date __________________

Substituted for ________________________________ School __________________

Date(s) of Absence ________________________________ Position __________________

<table>
<thead>
<tr>
<th>Nurse’s Report</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please complete the following, leaving blank areas you cannot evaluate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Left necessary explanation of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appeared to have good rapport with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Left the clinic clean and orderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Would be welcome back to substitute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________

__________________________________________ Date __________________

Please turn this form in to the office by the end of the day on which you return to school

Administrator’s Report

Please Rate the effectiveness of the substitute in the following areas: Ineffective Effective Very Effective

1. Professional Presentation of Self
   | □ | □ | □ |

2. Nursing Assessment Skills
   | □ | □ | □ |

3. Interpersonal Skills with Parents, Staff, and Teachers
   | □ | □ | □ |

4. Overall Effectiveness
   | □ | □ | □ |

Would you like this substitute to return to your building? □ Yes □ No

Comments: ________________________________________________________________

__________________________________________ Date __________________

Please submit a copy of this form to Substitute Services and retain a copy for your files.
SUBSTITUTE SECRETARY REPORT FORM

Please complete this form and give it to the principal before you leave. Thank you.

Substitute Secretary’s Name ____________________________________________ Date ____________

Substituted for ____________________________________________ School ____________

Date(s) of Absence ____________________________________________ Yes No

Substitute Secretary’s Notebook was provided. __________ __________

It included:

a. Daily Schedule (Including Start/Dismissal Times) __________ __________
b. Staff List __________ __________
c. Building Map __________ __________
d. School Rules __________ __________
e. Discipline Procedures (Buddy Room/Focus Room) __________ __________
f. Emergency Procedures __________ __________
g. Medical Concerns for Students/Staff (If Needed) __________ __________
h. List of Duty Assignments __________ __________
i. List of District Schools/Telephone Numbers __________ __________
j. Class/LMC Schedules __________ __________
k. Lunch and Recess Schedules __________ __________
l. Weekly Memo/Weekly Calendar __________ __________
m. Lunch Menu __________ __________
n. Bomb Threat Procedures __________ __________

I was greeted and oriented to the building in a friendly manner. __________ __________

Other staff were willing to answer questions that arose during the day. __________ __________

A building administrator visited me during the day. __________ __________

I received support when requested. __________ __________

I want to return to this school to substitute. __________ __________

Anything you needed, but didn’t have available:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Any other comments: ________________________________________________________________________________

________________________________________________________________________________________________________________________________________________

Signature of Substitute ____________________________________________ Date ________________
SUBSTITUTE SECRETARY EVALUATION FORM

Substitute’s Name

Date

Substituted for

School

Date(s) of Absence

Position

Secretary’s Report

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
</table>

Please complete the following, leaving blank areas you cannot evaluate.

1. Left necessary explanation of work
2. Appeared to have good rapport with students
3. Left the office(s) clean and orderly
4. Would be welcome back to substitute

Comments:

Secretary’s Signature

Date

Please turn this form in to the office by the end of the day on which you return to school

Administrator’s Report

Please Rate the effectiveness of the substitute secretary in the following areas:

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Effective</th>
<th>Very Effective</th>
</tr>
</thead>
</table>
1. Professional Presentation of Self
2. Office Skills (operating necessary technology)
3. Interpersonal Skills with Parents, Staff and Teacher
4. Overall Effectiveness

Would you like this substitute to return to your building? Yes No

Comments:

Administrator’s Signature

Date

Please submit a copy of this form to Substitute Services and retain a copy for your files.
SUBSTITUTE EARLY EDUCATION TEACHER REPORT FORM

Please complete this form and give it to the secretary before you leave. Thank you.

Substitute’s Name ______________________________________ Date ____________

Substituted for ___________________________________________ School __________

Date(s) of Absence ____________________________ Grade/Subject ____________

Substitute Notebook was provided.  
Yes ____________  No ____________

It Included:

a. Daily Schedule
data__ __b__

b. Daily Lesson Plans
data__ __b__

c. Class List and/or Seating Chart
data__ __c__

d. Classroom and School Rules
data__ __d__

e. Discipline Procedures
data__ __e__

f. Emergency Procedures
data__ __f__

g. Medical Concerns for Students (If Needed)
data__ __g__

h. List of Classroom Teacher’s Duty Assignments
data__ __h__

i. Building Map
data__ __i__

I was greeted and oriented to the building in a friendly manner.
data__ __i__

Other staff were willing to answer questions that arose during the day.
data__ __i__

A building administrator visited me during the day.  
data__ __i__

I received support when requested on disciplinary actions.
data__ __i__

I want to return to this school to substitute.  
data__ __i__

Anything you needed, but didn’t have available: ______________________________________

________________________________________________________________________________

Any other comments: __________________________________________________________________

________________________________________________________________________________

Signature of Substitute ____________________________ Date ____________
### SUBSTITUTE EARLY EDUCATION TEACHER EVALUATION FORM

**Substitute’s Name** ___________________________ **Date** ___________________________

**Substituted for** ___________________________ **School** ___________________________

**Date(s) of Absence** ___________________________ **Grade/Subject** ___________________________

<table>
<thead>
<tr>
<th>Teacher’s Report</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed lesson plans/instructions provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followed time schedule provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left necessary explanation of work</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Appeared to have adequate classroom control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left the room(s) clean and orderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checked necessary student work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would be welcome back to substitute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** __________________________________________________________

**Teacher’s Signature** ___________________________ **Date** ___________________________

---

**Please turn this form in to the office by the end of the day on which you return to school**

**Administrator’s Report**

Please Rate the effectiveness of the substitute in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Ineffective</th>
<th>Effective</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Presentation of Self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teaching/Instructional Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Classroom Management</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Overall Effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you like this substitute to return to your building? ________ Yes ________ No

**Comments:** __________________________________________________________

**Administrator’s Signature** ___________________________ **Date** ___________________________

---

**Please submit a copy of this form to Substitute Services and retain a copy for your files.**
# SUBSTITUTE EARLY EDUCATION TEACHER ASSISTANT REPORT FORM

Please complete this form and give it to the secretary before you leave. Thank you.

<table>
<thead>
<tr>
<th>Substitute’s Name</th>
<th>Date</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Substituted for</th>
<th>School</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Date(s) of Absence</th>
<th>Grade/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Substitute Notebook was provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>-----</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>It Included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Daily Schedule</td>
</tr>
<tr>
<td>b. Daily Lesson Plans</td>
</tr>
<tr>
<td>c. Class List and/or Seating Chart</td>
</tr>
<tr>
<td>d. Classroom and School Rules</td>
</tr>
<tr>
<td>e. Discipline Procedures</td>
</tr>
<tr>
<td>f. Emergency Procedures</td>
</tr>
<tr>
<td>g. Medical Concerns for Students (If Needed)</td>
</tr>
<tr>
<td>h. List of Classroom Teacher’s Duty Assignments</td>
</tr>
<tr>
<td>i. Building Map</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I was greeted and oriented to the building in a friendly manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other staff were willing to answer questions that arose during the day.</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A building administrator visited me during the day.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I received support when requested on disciplinary actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I want to return to this school to substitute.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anything you needed, but didn’t have available:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any other comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Substitute</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUBSTITUTE EARLY EDUCATION TEACHER ASSISTANT
EVALUATION FORM

Substitute’s Name ____________________________ Date ________________

Substituted for ____________________________ School __________________

Date(s) of Absence ____________________________ Grade/Subject __________________

Teacher’s Report

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
</table>

Please complete the following, leaving blank areas you cannot evaluate.

1. Followed lesson plans/instructions provided
   [ ] [ ]
2. Followed time schedule provided
   [ ] [ ]
3. Left necessary explanation of work
   [ ] [ ]
4. Appeared to have good rapport with students
   [ ] [ ]
5. Appeared to have adequate classroom control
   [ ] [ ]
6. Left the room(s) clean and orderly
   [ ] [ ]
7. Checked necessary student work
   [ ] [ ]
8. Would be welcome back to substitute
   [ ] [ ]

Comments: _____________________________________________________________

Teacher’s Signature ____________________________ Date ________________

Please turn this form in to the office by the end of the day on which you return to school

Administrator’s Report

Please Rate the effectiveness of the substitute in the following areas:

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Effective</th>
<th>Very Effective</th>
</tr>
</thead>
</table>

1. Professional Presentation of Self
   [ ] [ ] [ ]
2. Teaching/Instructional Skills
   [ ] [ ] [ ]
3. Classroom Management
   [ ] [ ] [ ]
4. Overall Effectiveness
   [ ] [ ] [ ]

Would you like this substitute to return to your building? _____ Yes _____ No

Comments: _____________________________________________________________

Administrator’s Signature ____________________________ Date ________________

Please submit a copy of this form to Substitute Services and retain a copy for your files.
SUBSTITUTE CUSTODIAN EVALUATION FORM

Substitute’s Name ___________________________ Date _______________

Substituted for ___________________________ School _______________

Date(s) of Absence ___________________________ Position ___________________________

<table>
<thead>
<tr>
<th>Custodian’s Report</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please complete the following, leaving blank areas you cannot evaluate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attitude/Interpersonal Skills
1. Demonstrates positive attitude
2. Willingness to cooperate with supervisors
3. Shows courtesy and tact
4. Is cooperative and supportive with co-workers
5. Maintains friendly, respectful relationship with teachers and building staff

Initiative
1. Completes job assignments in a timely manner
2. Rate the quality of work
3. Able to see jobs which need to be completed
4. Begins work promptly
5. Maintains a steady work pace
6. Job duties completed as assigned

Professional Presentation of Self
1. Keeps self neat and clean
2. Communicates appropriately in the school/site setting

Dependability
1. Arrives to work on time
2. Efficient use of time
3. Good attendance
4. Follows instruction

Would you like this substitute to return to your building? ______ Yes ______ No

Comments: ____________________________________________________________

Custodian’s Signature ___________________________ Date _______________

Please submit a copy of this form to Substitute Services and retain a copy for your files.
EMPLOYEE ACCIDENT/INJURY PROCEDURES
2012-2013

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. Outside of the nurse hours, the supervisor will complete the referral.
2. Work related injuries must be reported immediately to your supervisor or as soon as possible but in no less than 24 hours.
3. An Employee Accident/Injury Report form must be completed and signed by the employee at the time the incident is reported even if no medical treatment is needed. Typically this will be completed in the school nurse office during initial evaluation.
4. All work related injuries must be treated by OHS Comp Care and be referred by the school nurse or supervisor. In the case of a true emergency, the requirement of a referral form is waived. OHS Comp Care is located at:

   Occupational Health Services-CompCare
   19000 E. Eastland Center Court, Suite 200
   Independence, MO 64055
   Telephone (816) 478-9299

   OHS-CompCare’s office hours are from 8:00 a.m. to 9:00 p.m., Monday through Friday and Saturday from 9:00 a.m. to 1:00 p.m. and they can treat urgent care level injuries. If an injury occurs after hours and it is a true emergency, you can be treated at the Centerpoint Medical Center Emergency Room. 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 or restrictions must be submitted immediately to your supervisor.
6. Treatment appointments and leave information:
   a. Treatment time within work hours on day of injury 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 relatively 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) days before work comp weekly disability income reimbursement begins. There is also 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 so 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

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

Outside medical attention: Immediately fax this form to 521-5677 and call the ISD Employee Worker’s Comp Office at 521-5424. Send the Treatment Authorization form with the Employee to OHS CompCare.

First aid or no medical attention: Fax this form to 521-5677 and call the ISD Employee Worker’s Comp Office at 521-5424.

Employee Information:

SSN/Emp #: Name: 
Phone: (Home) (Work) Work Site: 
Home Address: 
City: State: Zip: 
D/Birth: Marital Status: Gender (M/F) 
Title: Status: (Full/Part Time)

Accident/Injury Information:

Time Employee Began Work: a.m./p.m. Date of Injury: 
Time of Injury: Check If Time Cannot Be Determined
Date Employer Notified: Time Notified: 
Description of What Happened: 

Cause: 
Body Part Injured: Nature of Injury: 
Witnesses: 
Did Injury Occur on Employer Premises: Y/N Inside _____ Outside _____ Vehicle_____ 
Location Site: Location at Site: 
Is Employee Going to Receive Medical Attention: Y/N On-Site First Aid: Y/N 
OHS CompCare Location: Independence (8:00 AM – 9:00 PM, M-F) (9:00 AM - 1:00 PM, Saturday) Other OHS Site 
Emergency Care: ___ Centerpoint Medical Center ___ Out of Independence 
Employee Signature: Date:

FOR BENEFITS OFFICE ONLY

Report #: SSN#: Wage:
Hire Date: Entered: Missouri Employers Mutual # 1028114
Phone: 1-800-442-0593
WORKER’S COMPENSATION TREATMENT AUTHORIZATION

MEM# 1028114

School District: Independence School District

School Name: ____________________________________________________________

Address: __________________________________________________________________

School District Contact: Debbi 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 OHS Comp Care Location (below):
  _____ Independence: (8:00 a.m. - 9:00 p.m., M-F) (9:00 a.m. - 1:00 p.m., Saturday)
  _____ Other OHS: __________________ (8:00 a.m. – 5:00 p.m.)

Treatment Authorized By: ___________________________ _______________________
  (Print Name) (Signature)

*******************************************************************************

PROVIDER SECTION

Please complete information below and fax to M.E.M. at 1-800-442-0597 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 M.E.M. at 1-800-442-0593.

Send medical bills to: Missouri Employers Mutual
  P. O. Box 12250
  Overland Park, KS  66282
OHS-COMPCARE
19000 E. EASTLAND CENTER COURT, SUITE 200
INDEPENDENCE, MO  64055
(816) 478-9299
FAX (816) 478-6526

CLINIC HOURS:  MON. – FRI.  8:00 a.m. – 5:00 p.m.
AFTER HOURS AVAILABLE MON. – FRI.  5:00 p.m. – 9:00 p.m.
SAT. 9:00 a.m. – 1:00 p.m.
AFTER HOURS FEE WILL APPLY

EMERGENCY OR AFTER HOURS:
CENTERPOINT MEDICAL CENTER
19600 EAST 39TH STREET
INDEPENDENCE, MO  64057
PHONE # 816-698-7000
POLICIES
The Board of Education believes in and fosters a safe and orderly environment for all students, staff, and visitors.

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

STUDENTS

Nondiscrimination and Student Rights

Harassment

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

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

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

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

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

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

REV. 6/11
Nondiscrimination and Student Rights

Harassment

DEFINITIONS AND EXAMPLES

Sexual Harassment

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

1. A school employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of the District causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct; or

2. When the unwelcome sexual conduct of a school employee or classmate is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct which may constitute sexual harassment include:

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

• unwelcome, sexually-motivated or inappropriate patting, pinching, or physical contact. This prohibition does not preclude legitimate, non-sexual physical conduct such as the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling hug of a young student, or one student's demonstration of a sports move requiring contact with another student. (NOTE: Where the perpetrator is an adult and the victim is a student, welcomeness is generally not relevant.)

• other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment.

Harassment Because of Race or Color

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

1. The harassing conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;

2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or

3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

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

• graffiti containing racially-offensive language;

• name-calling, jokes, or rumors;

• threatening or intimidating conduct directed at another because of the other's race or color;

• notes or cartoons;

• racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color;
written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;

• a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color;

• other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color.

Harassment Based Upon National Origin or Ethnicity

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

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;

2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

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

• graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity;

• jokes, name-calling, or rumors based upon an individual's national origin or ethnicity;

• ethnic slurs, negative stereotypes, and hostile acts which are based upon another's national origin or ethnicity;

• written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
• a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin;

• other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity.

**Harassment Because of Disability**

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

1. The harassing conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment;

2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. The harassing conduct otherwise adversely and substantially affects an individual's learning opportunities.

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

• graffiti containing offensive language which is derogatory to others because of their physical or mental disability;

• threatening or intimidating conduct directed at another because of the other's physical or mental disability;

• jokes, rumors, or name-calling based upon an individual's physical or mental disability;

• slurs, negative stereotypes, and hostile acts which are based upon another's physical or mental disability;

• graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;

• a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual's physical or mental disability;

• other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability.
Harassment Because of Gender

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

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

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

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

Harassment Because of Sexual Orientation or Perceived Sexual Orientation

For purposes of this Regulation, harassment of a student because of sexual orientation or perceived sexual orientation consists of verbal or physical conduct relating to an individual's sexual orientation or perceived sexual orientation when:
1. The harassing conduct is sufficiently persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or abusive educational environment; or

2. The harassing conduct has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or

3. The harassing conduct otherwise substantially and adversely affects an individual's learning opportunities.

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

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

**REPORTING PROCEDURES**

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

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

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

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

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

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

2. The School Board has designated the Assistant Superintendent of Human Resources as the District Compliance Officer with responsibility to identify, prevent, and remedy unlawful discrimination and harassment. The District Compliance Officer shall:

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

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

The District shall conspicuously post a notice against unlawful discrimination and harassment in each school in a place accessible to students, faculty, administrators, employees, parents, and members of the public. This notice shall include the name, mailing address, and telephone number of the Compliance Officer; the name, mailing address, and telephone number of the Missouri Commission for Human Rights, the state agency responsible for investigating allegations of discrimination in educational opportunities; and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights, and the United States Department of Justice.
3. A copy of Policy 2130 shall appear in the student handbook, and this Regulation shall be made available upon request of parents, students, and other interested parties.

4. The School Board will develop a method of discussing this Regulation with students and employees. Training on the requirements of nondiscrimination and the appropriate responses to issues of harassment will be provided to all school personnel on an annual basis, and at such other times as the Board in consultation with the District Compliance Officer determines is necessary or appropriate.

5. This Regulation shall be reviewed at least annually for compliance with state and federal law.

6. The District will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as possible, consistent with the District’s legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

**INVESTIGATION**

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

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

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

- the nature of the behavior;
- victim’s statements;
- how often the conduct occurred;
- mandatory written witness statements or interview summaries;
- whether there were past incidents or past continuing patterns of behavior;
opportunity for the complainant to present witnesses and provide evidence;

evaluation of all relevant information and documentation relating to the complaint of discrimination or harassment;

the relationship between the parties involved;

the race, color, sex, national origin, age, ethnicity, disability, sexual orientation or perceived sexual orientation of the victim;

the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment;

the number of alleged harassers;

the age of the alleged harassers;

where the harassment occurred;

whether there have been other incidents in the school involving the same or other students;

whether the conduct adversely affected the student's education or educational environment;

the context in which the alleged incidents occurred.

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

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

SCHOOL DISTRICT RESPONSE

1. Upon receipt of a report that a violation has occurred, the District will, within 48 hours, take appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling,
awareness training, parent-teacher conferences, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. District action taken for violation of this Regulation shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law, and District policies for violations of a similar nature of similar degree of severity. In determining what is an appropriate response to a finding that harassment in violation of this Regulation has occurred, the District shall consider:

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

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

2. The results of the District’s investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the District within 10 days of the Compliance Officer’s receipt of the complaint, in accordance with state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.

3. If the District’s evaluation of a complaint of harassment results in a conclusion that a school employee has engaged in unlawful discrimination or harassment in violation of this Regulation, or that a school employee(s) has failed to report harassment as required herein, that individual may appeal this determination by presenting a written appeal within 10 school days of receiving notice of the District’s conclusion, by use of established School Board procedures for appealing other adverse personnel actions. (See personnel handbooks.)

4. If the District’s evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by presenting a written appeal to the Superintendent within 10 school days of receiving notice of the District’s conclusion. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by
the Superintendent or his/her designee within 10 working days after receiving the written appeal.

5. If the complainant believes the Superintendent has not adequately or appropriately addressed the appeal, he or she may present a written appeal to the President of the Board of Education within ten (10) working days after the grievant receives the report from the Superintendent. The grievant may request a meeting with the Board of Education. The Board of Education has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board of Education at their next regularly scheduled meeting or no later than 45 calendar days from the District’s receipt of the complainant’s appeal to the Board. The grievant will be notified in writing of the decision within 5 working days after the Board of Education meeting.

6. An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education, Office for Civil Rights, or the United States Department of Justice. In addition, such individual may choose to file suit in the United States District Court or the State Circuit Court.

7. Copies of all complaints of harassment and the investigations conducted pursuant to them shall be maintained at the main administrative offices of the School District.

**RETRALIATION**

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

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

**REV. 6/11**
Nondiscrimination and Student Rights

Harassment Grievance Form

Harassment Grievance Form

Complainant: __________________________________________________________

Home Address: _______________________________________________________

Work Address: _______________________________________________________

Home Phone: _________________________________________________________

Work Phone: _________________________________________________________

Date of Alleged Incident(s): ___________________________________________

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

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

____________________________________________________________________

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

____________________________________________________________________

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

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
When and where did the incident occur?

________________________________________________________________________

List any witnesses who were present:

________________________________________________________________________

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

Complainant’s Signature

________________________________________

Date

________________________________________

Received By

________________________________________

Date Received
STUDENTS

Nondiscrimination and Student Rights

Sexual Harassment Prohibited Notice

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

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

Sexual harassment includes but is not limited to:

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

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

The District’s Title IX Coordinator is:

Dr. Linda Gray Smith, Assistant Superintendent of Human Resources
201 N. Forest Avenue
Independence, Missouri 64050
(816) 521-5300
Policy 2710
(Regulation 2710)

STUDENTS

Student Welfare

Reporting Student Abuse

The Board of Education believes that school staff members are in a unique position to assist children, families, and the community in dealing with the issue of child abuse and neglect. In addition, school employees are required by law to report instances of suspected child abuse when the employee has reasonable cause to suspect that a child has been or is likely to be abused or neglected.

Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means.

Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child’s well being.

District employees who know or have reason to believe that another District employee has sexually or physically abused a student have an additional duty to notify their immediate supervisor immediately.
STUDENTS

Student Welfare

Reporting Student Abuse

Procedure for Reporting Abuse and Neglect

1. When a school employee has a reason to believe that a student has been or may be subjected to abuse or neglect, the employee shall immediately notify the building principal or designee.

2. Upon notice of abuse or neglect, the building principal will make an immediate oral report to the Missouri Division of Family Services (DFS) by telephoning the Student Abuse Hotline at 1-800-392-3738. The call will be logged with the date, time and nature of the report.

3. School personnel will not notify the student’s parents that a Hotline report has been made.

4. When DFS representatives interview students on District property, a school staff member will be present.

5. When DFS receives a report of suspected abuse involving a school employee, the DFS is required to notify the Superintendent. If the alleged perpetrator is the Superintendent, DFS will notify the Board President.

6. The Superintendent will conduct an investigation to determine if the report was made for the purpose of harassing a school employee. If it appears that the report was not made for harassment purposes, the matter will be reported back to the DFS and to the county juvenile officer immediately. The report will then be jointly investigated by the Superintendent and the juvenile officer.

7. Within seven (7) days of receiving notice from DFS, the Superintendent and juvenile officer will submit separate reports to the Board of Education. Each report will state a conclusion concerning the validity of complaint of abuse.

8. Within seven (7) days of receiving the reports, the Board will consider the reports and issue findings of fact and conclusions of law. The Board’s report will be forwarded to the DFS.
Missouri Child Abuse and Neglect Statues
(selected sections)

**210.110. Definitions.**

As used in sections 210.109 to 210.165, and sections 210.180 to 210.183, the following terms mean:

1. “Abuse”, any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for the child’s care, custody, and control, except that discipline including spanking, administered in a reasonable manner, shall not be construed to be abuse;

2. “Central registry”, a registry of persons where the division has found probable cause to believe or a court has substantiated through court adjudication that the individual has committed child abuse or neglect or the person has pled guilty or has been found guilty of a crime pursuant to section 565.020, 565.021, 565.023, 565.024 or 565.050, RSMo, if the victim is a child less than eighteen years of age, section 566.030 or 566.060, RSMo, if the victim is a child less than eighteen years of age, or other crime pursuant to chapter 566, RSMo, if the victim is a child less than eighteen years of age and the perpetrator is twenty-one years of age or older, section 567.050, RSMo, if the victim is a child less than eighteen years of age, section 568.020, 568.030, 568.045, 568.050, 568.060, 568.080, or 568.090, RSMo, section 573.025 or 573.035, RSMo, or an attempt to commit any such crimes;

3. “Child”, any person, regardless of physical or mental condition, under eighteen years of age;

4. “Director”, the director of the Missouri Division of Family Services;

5. “Division”, the Missouri Division of Family Services;

6. “Family assessment and services”, an approach to be developed by the Division of Family Services which will provide for a prompt assessment of a child who has been reported to the division as a victim of abuse or neglect by a person responsible for that child’s care, custody or control of that child’s family, including risk of abuse and neglect, and if necessary, the provision of community-based services to reduce the risk and support the family;

7. “Investigation”, the collection of physical and verbal evidence to determine if a child has been abused or neglected;

8. “Jail or detention center personnel”, employees and volunteers working in any premises or institution where incarceration, evaluation, care, treatment or rehabilitation is provided to persons who are being held under custody of the law;

9. “Neglect”, failure to provide, by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical or any other care necessary for the child’s well-being;

10. “Probable cause”, available facts when viewed in the light of surrounding circumstances which would cause a reasonable person to believe a child was abused or neglected;

11. “Report”, the communication of an allegation of child abuse or neglect to the division pursuant to section 210.115;

12. “Those responsible for the care, custody, and control of the child”, those included but not limited to the parents or guardian of a child, other members of the child’s household, or those exercising supervision over a child for any part of a twenty-four-hour day. Those responsible for the care, custody and control shall also include any adult who, based on *relationship to the parents of the child, members of the child’s household or the family, has access to the child.

*Word “their” appears here in original rolls.*

**210.115. Reports of abuse, neglect, and under age eighteen deaths—who required to report—deaths required to be reported to the division or child fatality review panel, when-report made to another state, when -210.115.**

1. When any physician, medical examiner, coroner, dentist, chiropractor, optometrist, podiatrist, resident, intern, nurse, hospital or clinic personnel that are engaged in the examination, care, treatment or research of persons, and any other health practitioner, psychologist, mental health professional, social worker, day care center worker or other child-care worker, juvenile officer, probation or parole officer, jail or detention center personnel, teacher, principal or other school official, Christian Science practitioner, peace officer or law enforcement official, or other person with responsibility for the care of children has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, that person shall immediately report or cause a report to be made to the division.

StSO 8-3-01
In accordance with the provisions of sections 210.109 to 210.183. As used in this section, the term “abuse” is not limited to abuse inflicted by a person responsible for the child’s care, custody and control as specified in section 210.110, but shall also include abuse inflicted by any other person.

2. Whenever such person is required to report pursuant to sections 210.109 to 210.183 in an official capacity as a staff member of a medical institution, school facility, or other agency, whether public or private, the person in charge or a designated agent shall be notified immediately. The person in charge or a designated agent shall then become responsible for immediately making or causing such report to be made to the division. Nothing in this section, however, is meant to preclude any person from reporting abuse or neglect.

3. Notwithstanding any other provision of sections 210.109 to 210.183, any child who does not receive specified medical treatment by reason of the legitimate practice of the religious belief of the child’s parents, guardian, or others legally responsible for the child, for that reason alone, shall not be found to be an abused or neglected child, and such parents, guardian or other persons legally responsible for the child shall not be entered into the central registry. However, the division may accept reports concerning such a child and may subsequently investigate or conduct a family assessment as a result of that report. Such an exception shall not limit the administrative or judicial authority of the state to ensure that medical services are provided to the child when the child’s health requires it.

4. In addition to those persons and officials required to report actual or suspected abuse or neglect, any other person may report in accordance with sections 210.109 to 210.183 if such person has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or observes a child being subjected to conditions or circumstances which would reasonable result in abuse or neglect.

5. Any person or official required to report pursuant to this section, including employees of the division, who has probable cause to suspect that a child who is or may be under the age of eighteen, who is eligible to receive a certificate of live birth, has died shall report that fact to the appropriate medical examiner or coroner. If upon review of the circumstances and medical information, the medical examiner or coroner determines that the child died of natural causes while under medical care for an established natural disease, the coroner, medical examiner or physician shall notify the division of the child’s death and that the child’s attending physician shall be signing the death certificate. In all other cases, the medical examiner or coroner shall accept the report for investigation, shall immediately notify the division of the child’s death as required in section 58.452, RSMo, and shall report the findings to the child fatality review panel established pursuant to section 210.192.

6. Any person or individual required to report may also report the suspicion of abuse or neglect to any law enforcement agency or juvenile office. Such report shall not, however, take the place of reporting or causing a report to be made to the division.

210.130 Oral reports, when and where made—contents of reports.

1. Oral reports of abuse or neglect shall be made to the division by telephone or otherwise.

2. Such reports shall include the following information: The names and addresses of the child and his parents or other persons responsible for his care, if known; the child’s age, sex, and race; the nature and extent of the child’s injuries, abuse, or neglect, including any evidence of previous injuries, abuse, or neglect to the child or his siblings; the name, age and address of the person responsible for the injuries, abuse or neglect, if known; family composition, the source of the report; the name and address of the person making the report, his occupation, and where he can be reached; the actions taken by the reporting source, including the taking of color photographs or the making of radiological examinations pursuant to sections 210.110 to 210.165, or both such taking of color photographs or making of radiological examinations, removal or keeping of the child, notifying the coroner or medical examiner, and other information that the person making the report believes may be helpful in the furtherance of the purposes of sections 210.110 to 210.165.

3. Evidence of sexual abuse or sexual molestation of any child under eighteen years of age shall be turned over to the division within twenty-four hours by those mandated to report.

StSO 8-3-01
210.165 Penalty for violation.

1. Any person violating any provision of sections 210.110 to 210.165 is guilty of a class A misdemeanor.
2. Any person who intentionally files a false report of child abuse or neglect shall be guilty of a class A misdemeanor.
3. Every person who has been previously convicted of making a false report to the division of family services and who is subsequently convicted of making a false report under subsection 2 of this section is guilty of a class D felony and shall be punished as provided by law.
4. Evidence of prior convictions of false reporting shall be heard by the court, out of the hearing of the jury, prior to the submission of the case to the jury, and the court shall determine the existence of the prior convictions.

210.167 Report to school district on violations of compulsory school attendance law—referral by school district to prosecutor, when:

If an investigation conducted by the Division of Family Services pursuant to section 210.145 reveals that the only basis for action involves a question of an alleged violation of section 167.031, RSMo, then the local office of the division shall send the report to the school district in which the child resides. The school district shall immediately refer all private, parochial, parish or home school matters to the prosecuting attorney of the county wherein the child legally resides. The school district may refer public school violations of section 167.031, RSMo, to the prosecuting attorney.
PERSONNEL SERVICES

Employment

Equal Opportunity Employment

The Board of Education of the School District is an equal opportunity employer. The Board is committed to providing equal opportunity for all individuals in all areas of recruitment, selection, placement, training, assignment, transfer, compensation, benefits, discipline, retention, and promotion. The Board commits itself to the policy that there shall be no unlawful discrimination or harassment against any person because of race, color, religion, age, sex, national origin, ethnicity, disability, sex orientation or perceived sex orientation. All decisions with regard to employment shall be in compliance with applicable state and federal laws.

The Board is required by the Immigration Reform and Control Act to employ only American citizens and aliens who are authorized to work in the United States. The purpose of this law is to preserve jobs for those individuals who are legally entitled to them.

REV. 6/11
PERSONNEL SERVICES

PERFORMANCE EVALUATION

COMMUNICATION WITH STUDENTS BY ELECTRONIC MEDIA

Employee personal communication with students in all forms including oral and nonverbal shall be professional and respectful and consistent with Board policy. All communications between teachers and students should 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.

NEW 3/12
Sexual harassment constitutes unlawful sex discrimination. It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment.

It shall be a violation for any employee of the School District to harass another staff member or student through conduct or communication of a sexual nature. It shall also be a violation of this policy for students to harass other students through conduct or comments 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.
Staff Welfare

Sexual Harassment/Title IX

The Board of Education is committed to maintaining a work environment for its employees that is free from sexual harassment. Furthermore, the Board of Education strongly believes that no person in the School District 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.

DEFINITION OF SEXUAL HARASSMENT

In Employment

Sexual harassment in employment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is the basis for employment decisions affecting that individual.
3. Such conduct creates an intimidating, hostile, or offensive work environment.
4. Qualified employees are denied employment opportunities or benefits because the opportunities or benefits are given to another employee who submitted to an employer's sexual advances or requests for sexual favors.

Under Title IX (applies to students and employees)

Title IX forbids discrimination on the basis of sex in any educational program or activity that receives federal funds. This includes a prohibition on sexual harassment. The Office for Civil Rights of the U.S. Department of Education defines sexual harassment under Title IX as follows: "Verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provisions of aid, benefits, services or treatment protected under Title IX."

Sexual harassment under Title IX includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

---

1 Sexual harassment of students by adults who otherwise come within this Policy is absolutely prohibited
1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's academic status or progress, or employment.

2. Submission to or rejection of such conduct by an individual is the basis for educational or employment decisions affecting that individual.

3. Such conduct creates an intimidating, hostile, or offensive educational or work environment.

4. Qualified students or employees are denied educational or employment opportunities or benefits because the opportunities or benefits are given to another student or employee who submitted to sexual advances or requests for sexual favors.

EXAMPLES OF SEXUAL HARASSMENT

Unwelcome Sexual Advances

Whether the advance is "unwelcome" is determined on a case-by-case basis. Unwelcome advances may include, but are not limited to, the following:

1. Any invitation (even subtle) intended to result in a sexual liaison.

2. Invitations to dinner or social events, when refusal results in the loss of a promotion or in other adverse employment action.

3. Propositioning an employee.

Unwelcome Verbal Conduct of a Sexual Nature

This may include, but is not limited to, the following:

1. Sexually provocative or explicit speech.

2. Publicly expressed sexual fantasies.

3. Jokes of a sexual or crude nature.

4. Derogatory comments directed to males or females as a class (language directed toward a specific employee is more likely to be viewed as sexual harassment).

5. Demeaning comments.

6. Threats for not agreeing to submit to sexual advances.
7. Writing sexually explicit memos.

**Unwelcome Physical Conduct of a Sexual Nature**

This may include, but is not limited to, the following:

1. Grabbing or twisting an individual's arm.
2. Any unwarranted touching.
3. Sexually offensive pranks.
4. Drawing sexually explicit cartoons, other drawings, or graffiti.
5. Gestures indicating sexual behavior.

**Conduct Toward Students**

In addition to the foregoing examples, students may experience harassment that is unique to their situation, some of which may not be immediately recognized as sexual harassment, but which may support a potential claim against the District and/or its employees if not remedied. Such harassment may include, but is not limited to, the following:

1. Unwanted sexual behavior, such as touching, oral comments, sexual name calling, spreading sexual rumors, jokes, pictures, leers, overly personal conversation, cornering or blocking a student's movement, pulling at clothes, students "making out" on school premises.
2. A student in a predominantly single-gender class who is subjected to sexual remarks by a teacher or students who regard the comments as joking and part of the usual class environment.
3. Interfering with a student's achievement in a predominantly or historically single-gender class by hiding tools or equipment, questioning the student's ability to handle the work, or suggesting that the student is "abnormal" for enrolling in the class.
4. Purposefully limiting or denying students access to educational resources because of their gender.
5. Teasing a student about the student's enrollment in a predominantly or historically single-gender class.

Nature of Sexual Harassment

Sexual harassment is not limited to conduct by males toward females. Sexual harassment may occur between any or all of the following:

1. Student to student.
2. Staff to student.
3. Student to staff.
4. Male to male.
5. Female to female.
6. Male to female.
7. Female to male.

INVESTIGATION OF SEXUAL HARASSMENT COMPLAINTS

Complaints Involving Employees

1. If an employee believes that he/she is being sexually harassed, the employee is encouraged to bring the concern to the attention of the employee's supervisor.

2. If the employee feels that such contact with the supervisor would be inappropriate, if the situation is not satisfactorily resolved by the supervisor, or if the employee simply feels more comfortable speaking with someone other than the supervisor, the employee should contact the Title IX compliance coordinator for the School District.

3. If neither the employee's supervisor nor the Title IX compliance coordinator is of the same sex as the employee, or the employee for any other reason would prefer to report the employee's concern to another supervisor/administrator within the District, the employee may do so. However, it is essential that the report be made to someone with the authority and obligation to act upon the concern.
4. Any supervisor/administrator who receives a report, orally or in writing, from any employee regarding sexual harassment of that employee by another employee, non-employee doing business with the District, or student must notify the Title IX compliance officer within twenty-four (24) hours or within a reasonable time thereafter.

5. Oral complaints of sexual harassment will be put in writing by the complainant or by the person who receives the complaint, and should be signed by the complainant. However, the complainant's refusal to sign a complaint does not relieve the District of the obligation to investigate the complaint.

6. An employee who believes that he/she has been subjected to sexual harassment shall not be required to confront the alleged harasser prior to making the report.

7. Following receipt of the report, District personnel will promptly and fully investigate the complaint and will notify the employee and the alleged harasser of the results of the investigation. Investigations will be conducted with full recognition of the rights of all parties involved.

8. Upon receipt of the report, the Title IX officer will appoint an investigator to investigate the complaint. The investigation shall commence within forty-eight (48) hours after such appointment.

9. The District will maintain the confidentiality of the complaint and the details of the investigation to the fullest extent possible.

10. The investigator will put his/her findings in writing and will forward a copy to the Title IX compliance officer within one (1) week after concluding the investigation, or within a reasonable extension of time thereafter, for good cause shown.

11. If the investigation substantiates the complaint, the District will take appropriate disciplinary action against the offender(s), commensurate to the severity of the harassment (up to and including termination of employment). If the offender is a student, disciplinary action will be taken in accordance with Board established Policy 2610. If the offender is not an employee of the District, the District will take appropriate action within the scope of its authority to eliminate and redress the harassment.

12. If the investigation is indeterminate, the matter will be designated as unresolved, and the investigation file will be maintained by the Title IX compliance officer in a file separate and apart from any student or personnel file.

13. There will be no retaliation against or adverse treatment of any employee who uses this procedure to resolve a concern when such complaint has been brought in the good faith belief that the complainant has been subjected to sexual harassment.
14. The responsible administrator shall follow up regularly with the complaining employee to ensure that the harassment has stopped and that no retaliation has occurred.

ENFORCEMENT

Employees

Each supervisor and administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each site manager, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. The supervisor/administrator shall provide an inservice training regarding sexual harassment to all staff by the end of the first full calendar week of each school year.

2. The supervisor/administrator shall provide a copy of the policy to all new employees of the District prior to the commencement of the employee's duties.

3. The supervisor/administrator shall further instruct employees regarding the procedures for reporting sexual harassment in the educational setting on an as-needed basis.

4. The supervisor/administrator shall take prompt action to investigate all complaints of sexual harassment.

5. The supervisor/administrator shall take appropriate disciplinary action, as necessary.

Students

Each building administrator is responsible for maintaining an educational and work environment free from sexual harassment. In accordance with that responsibility, each building administrator, or his/her designee, shall take appropriate actions to enforce the School District's sexual harassment policy, including but not limited to the following:

1. All vulgar or sexually offensive graffiti shall be removed from the premises.

2. The building administrator shall provide an inservice training regarding sexual harassment (including sexual harassment involving students) to all staff by the end of the first full calendar week of school.

3. Student instruction regarding sexual harassment shall be provided annually by the end of September to all students in grades six through twelve. Age appropriate instruction will also be presented to pre-kindergarten through fifth grade students.
4. All homeroom teachers shall discuss this policy with their students within one month after its adoption by the Board and during the first week of the school year thereafter. Written copies of the policy shall be given to each student in grades six through twelve (and in lower grades as may be appropriate) as part of these discussions. Discussion shall be conducted in an age appropriate manner and should assure students they need not tolerate any form of sexual harassment.

5. All teachers, counselors, and administrators shall instruct students on the procedures for reporting sexual harassment within the educational setting on an as needed basis.

6. The building administrator shall take prompt action to investigate all complaints of sexual harassment.

7. The building administrator shall take appropriate disciplinary action, as needed.

NOTIFICATIONS

A copy of the School District's sexual harassment policy shall:

1. Be displayed in a prominent location at each work site.

2. Be provided to each current employee, and to each new employee prior to commencement of their duties.

3. Appear in any School District newsletter or work site publication that sets forth the School District's comprehensive rules, regulations, procedures, and standards of conduct for employees.

The District's Title IX compliance officer will be available to answer all questions regarding this policy or its implementation.

DISCIPLINE/CONSEQUENCES

Complaints Involving Employees

1. Any employee who engages in the sexual harassment of anyone while on school property, or while in the employ of the District off school property will be subject to disciplinary action, up to and including dismissal.

2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action up to and including dismissal.
3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator shall be disciplined appropriately.

4. Any employee who retaliates, or engages in conduct that could be interpreted as retaliation, against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment will be subject to discipline, up to and including dismissal.

5. Any nonemployee doing business with the District who engages in sexual harassment, or who retaliates against any person who has made a complaint of sexual harassment or who has participated in the investigation of a complaint of sexual harassment, will be subject to discipline to the extent that the District has control over the nonemployee and his/her employer.

6. Any employee who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means a charge brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.

Complaints Involving Students

1. Any student who engages in the sexual harassment while on school property or while participating in school activities, will be subject to disciplinary action, up to and including expulsion.

2. Any employee who permits or engages in the sexual harassment of a student will be subject to disciplinary action, up to and including dismissal.

3. Any employee who receives a complaint of sexual harassment from a student and who does not act promptly to forward that complaint to the principal and the District's Title IX coordinator, shall be disciplined appropriately.

4. Any student who brings a false charge of sexual harassment shall receive appropriate discipline. The term "false charge" means charges brought in bad faith, that is, without the good faith belief that one has been subjected to sexual harassment. The term "false charge" does not include a charge that was brought in good faith, but which the District was unable to substantiate.
TITLE IX GRIEVANCE PROCEDURE
(Sexual Harassment)

Level 1: Principal or Immediate Supervisor (Informal and optional—may be bypassed by grievant)

Many problems can be solved by an informal meeting with the parties and the principal or coordinator. A student who believes that he/she has been subjected to sexual harassment is encouraged to first discuss it with the teacher, counselor, or building administrator involved with the objective of resolving the matter promptly and informally. Employees with a sexual harassment complaint are encouraged to first discuss it with their principal or immediate supervisor with the same objective. If the individual's teacher/supervisor is the person alleged to have engaged in sexual harassment, the grievant should skip Level 1 and go directly to Level 2.

Level 2: Title IX Coordinator

If the complaint or issue is not resolved at Level 1 or if the grievant chooses to skip Level 1, the grievant may file a signed, written grievance stating: 1) the nature of the grievance; 2) the remedy requested; and 3) the date the grievance was submitted. The Level 2 written grievance should be filed with the Title IX Coordinator within fifteen (15) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

The Coordinator has authority to investigate all written grievances. If possible, the Coordinator will resolve the grievance. If the parties cannot agree on a resolution, the Coordinator will prepare a written report of the investigation which shall include the following:

1. A clear statement of the allegations of the grievance and remedy sought by the grievant.
2. A statement of the facts as contended by each of the parties.
3. A statement of the facts as found by the Coordinator and identification of evidence to support each fact.
4. A list of all witnesses interviewed and documents reviewed during the investigation.
5. A narrative describing attempts to resolve the grievance.
6. The Coordinator's conclusion as to whether the allegations in the grievance are meritorious.

If the Coordinator believes the grievance is valid, the Coordinator will recommend appropriate action to the Superintendent.
The Coordinator will complete the investigation and file the report with the Superintendent within fifteen (15) days after receipt of the written grievance. The Coordinator will send a copy of the report to the grievant.

If the Superintendent agrees with the recommendation of the Coordinator, the recommendations will be implemented.

The Coordinator and Superintendent may appoint an outside investigator once a written grievance is filed if the Coordinator or Superintendent is the alleged violator.

**Level 3: The Board of Education**

If the Superintendent rejects the recommendations of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receiving the report of the Coordinator to the Board of Education. On receipt of the written appeal, the matter shall be placed on the agenda of the Board of Education for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board of Education will be final.

**Other Options for Grievant**

At any time during this process, a grievant may file a complaint with the Missouri Human Rights Commission or with the U.S. Department of Education, Office for Civil Rights.

**REV. 6/11**
PERSONNEL SERVICES

Staff Welfare

Staff Dispute Resolution

A. Board Grievance Policy

1. The Board of Education recognizes that in any workplace misunderstandings and disputes arise. If left unresolved, these disputes could undermine staff morale and can interfere with the educational mission of the District.

2. The Board has adopted a formal process for dispute resolution that encourages employees to resolve concerns quickly and at the most immediate administrative level.

3. This policy does not limit the right of any employee to file grievances under Policy and Regulation 4810 – Sexual Harassment, or Policy and Regulation 1310 - Civil Rights, Title IX, Section 504.
Safe Schools Act of 1996
(Selected excerpts and summaries)

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

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

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

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

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

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

5. Removal of students
   Immediate removal may be taken by principal, superintendent, or school board that the student poses a threat of harm to others as evidenced by poor conduct, past actions, criminal court records, or juvenile records.
6. Miscellaneous
Assault while on school property is defined and classified as a Class D felony. Drug-free school zones are within 2000 feet of public school property. Distribution of drugs near schools is a Class A felony. Crime of making a false bomb threat has been changed to a Class D felony. Crime of Making a Terroristic Threat, 574.150RSMo.2000: A person commits the crime of making a Terroristic Threat if he communicates a threat to commit a felony, makes a knowingly false report concerning the commission of any felony, or knowingly makes a false report concerning the occurrence of any catastrophe to frighten or disturb 10 or more people (Class C felony), to cause the evacuation or closure of any building, inhabitable structure, place of assembly or transportation facility (Class C felony) or with reckless disregard of the risk of causing the evacuation or closure of any building, inhabitable structure, place of assembly or transportation facility (Class D felony).

July 2008
GENERAL DISTRICT INFORMATION
## INDEPENDENCE SCHOOL DISTRICT

### SCHOOL INFORMATION

#### ELEMENTARY SCHOOLS

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<td>Leslie Hocksprung</td>
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#### MIDDLE SCHOOLS

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#### HIGH SCHOOLS

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<tr>
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**INDEPENDENCE SCHOOL DISTRICT**

**Substitute Handbook 2012-2013**
<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOLS</th>
<th>Principal</th>
<th>Secretary</th>
<th>Sub Arrival</th>
<th>Start Time</th>
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<th>Sub Dismiss</th>
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<td>Karen Wilson</td>
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<td>Bryant</td>
<td>Jon Pye</td>
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<td>Jill Peltz</td>
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<td>Luff</td>
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<tr>
<td>Santa Fe Trail</td>
<td>Janet Gibbs</td>
<td>Iris Maxwell</td>
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<td>Southern</td>
<td>Kathy Ambrose</td>
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<tr>
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<td>Sherree Etzenhouser</td>
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<tr>
<td>Sugar Creek</td>
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<td>Mary Wooderson</td>
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<tr>
<td>Sycamore Hills</td>
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<td>Jamie Oakes</td>
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<td>Amber Miller</td>
<td>Tabitha Mabie</td>
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<tbody>
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<td>Kathy Glasco</td>
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<td>Van Horn</td>
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<td>6:54</td>
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### SCHOOL START / DISMISSAL TIMES 2012-2013

<table>
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<tr>
<th>Route</th>
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<th>Starting</th>
<th>Dismissal</th>
<th>Leave</th>
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<td><strong>1st Tier Routes</strong></td>
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<tr>
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<td>Suspension</td>
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<td><strong>3rd Tier Routes</strong></td>
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<td>Luff, Mill Creek, Ott, Procter,</td>
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<tr>
<td>Santa Fe, Southern, Spring Branch,</td>
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<tr>
<td>Sugar Creek, Sycamore, Three Trails</td>
<td></td>
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</tr>
</tbody>
</table>
OPERATION PROCEDURES – INCLEMENT WEATHER

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.indep.k12.mo.us.

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 (Kid’s Safari and Early Education) will operate on the regular schedule. Latitude Middle School Before School Program will be closed.
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 (Kid’s Safari and Early Education) will be open, but at Snow Day Combined Sites. Latitude Middle School After School Program will be closed.

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 (Kid’s Safari and Early Education) will be open, but at Snow Day Combined Sites. The Child and Family Learning Centers will close if conditions warrant. The public will be notified through regular media channels. Latitude Middle School After School Program will be closed.

Absences due to weather will not qualify for any authorized leave provisions currently in effect.
**PLANNED DISMISSAL SCHEDULE 2012-2013**

<table>
<thead>
<tr>
<th>EARLY DISMISSAL - PLANNED (Lunch Served)</th>
<th>Dismissal Time</th>
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<tbody>
<tr>
<td>Day Treatment, Long Term Suspension</td>
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<td>Truman</td>
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<tr>
<td>Van Horn, William Chrisman</td>
<td>12:13 PM</td>
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<tr>
<td>Benton, Randall</td>
<td>12:15 PM</td>
</tr>
<tr>
<td>Bridger, Nowlin</td>
<td>1:01 PM</td>
</tr>
<tr>
<td>Bingham, Pioneer Ridge</td>
<td>1:06 PM</td>
</tr>
<tr>
<td>Blackburn, Bryant, Fairmount, Glendale,</td>
<td>1:45 PM</td>
</tr>
<tr>
<td>Korte, Little Blue, Luff, Mill Creek, Ott,</td>
<td></td>
</tr>
<tr>
<td>Procter, Santa Fe, Southern, Spring Branch,</td>
<td></td>
</tr>
<tr>
<td>Sugar Creek, Sycamore, Three Trails</td>
<td></td>
</tr>
<tr>
<td>ECSE</td>
<td>NO SCHOOL</td>
</tr>
<tr>
<td>VoTech</td>
<td>AM/PM VoTech - Regular Schedule</td>
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</tbody>
</table>

Planned early dismissals for K-12

- August 15, September 13, October 17, October 25, November 15, January 17, February 13, March 21, May 17
## WEATHER RELATED SCHEDULES 2012-2013

<table>
<thead>
<tr>
<th>Early Dismissal — Weather (Lunch Served)</th>
<th>Dismissal Time</th>
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<tbody>
<tr>
<td>Day Treatment, Long Term Suspension</td>
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<td>Independence Academy</td>
<td>11:55 AM</td>
</tr>
<tr>
<td>Truman</td>
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<tr>
<td>Van Horn, William Chrisman</td>
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<td>Benton, Randall</td>
<td>12:15 PM</td>
</tr>
<tr>
<td>Bridger, Nowlin</td>
<td>1:01 PM</td>
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<tr>
<td>Bingham, Pioneer Ridge</td>
<td>1:06 PM</td>
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<tr>
<td>Blackburn, Bryant, Fairmount, Glendale,</td>
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<tr>
<td>Korte, Little Blue, Luff, Mill Creek, Ott,</td>
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<tr>
<td>Procter, Santa Fe, Southern, Spring Branch,</td>
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<td>Sugar Creek, Sycamore, Three Trails</td>
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<tr>
<td>ECSE</td>
<td>11:00 AM</td>
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<tr>
<td>AM — Canceled</td>
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<tr>
<td>PM — Canceled</td>
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<tr>
<td>VoTech</td>
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<tr>
<td>AM VoTech - Regular Schedule</td>
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<td>PM VoTech — Canceled</td>
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<td>Head Start</td>
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# Independence School District

## Substitute Handbook 2012-2013

### INDEPENDENCE SCHOOL DISTRICT

#### 2012-2013 SCHOOL CALENDAR

<table>
<thead>
<tr>
<th>JULY 2012</th>
<th>AUGUST 2012</th>
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<th>OCTOBER 2012</th>
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<tr>
<td>24 25 26 27 28</td>
<td>29 30 31</td>
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**Non-Student Attendance/Non-Contract**

**Non-Student Attendance/Professional Development**

**Early Release Grades K-12**

**TEACHER CONTRACT DAYS**

<table>
<thead>
<tr>
<th>ELEMENTARY/SECONDARY</th>
<th>TEACHER CONTRACT DAYS</th>
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<td>Third Quarter</td>
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<td>Fourth Quarter</td>
<td>Fourth Quarter</td>
</tr>
<tr>
<td>175</td>
<td>185</td>
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</table>

**All Attendance and contract days that are postponed due to inclement weather will be added to the end of the calendar.**

---

**Student Evaluation Schedule**

- **First Quarter (Grades K-5)**: August 15, 2012 through October 12, 2012
- **First Trister (Grades 9-12)**: September 24, 2012
- **Second Trister (Grades 9-12)**: November 2, 2012
- **End of First Semester**: December 21, 2012
- **Third Quarter (Grades K-5)**: January 3, 2013 through March 8, 2013
- **Fourth Trister (Grades 9-12)**: February 13, 2013
- **Fifth Trister (Grades 9-12)**: April 11, 2013
- **End of Second Semester**: May 17, 2013

---

**106**
2012-2013 SCHOOL CALENDAR

Opening Activities
New Teacher Academy: Wednesday - Thursday, August 1 - 2, 2012 AND Monday - Tuesday, August 6 - 7, 2012

Regular Staff
1. First teacher building contract day .................................................Wednesday, August 8, 2012
2. Professional Development contract days....................................Thursday, Friday, Monday, August 9, 10, 13, 2012
3. District Convocation/Teacher work day .....................................Friday, August 10, 2012
4. Teacher work day ......................................................................Tuesday, August 14, 2012

Student Attendance
1. 6th and 9th Grade Orientation (afternoon only) ..............................Monday, August 13, 2012
2. Grades 1-12, Regular Session Begins ........................................Wednesday, August 15, 2012
4. Kindergarten, Regular Session Begins ........................................Thursday, August 16, 2012

Opening and Closing dates are Early Dismissal days for students.

Regularly Scheduled Activities

Professional Development Days
1. Elementary & Secondary (student non-attendance) ......................August 8 through 14, 2012
2. Elementary & Secondary (student early dismissal) ......................Thursday, September 13, 2012
3. Elementary & Secondary (student non-attendance) ......................Wednesday, October 17, 2012
5. Elementary & Secondary (student early dismissal) ......................Thursday, November 15, 2012

Parent Conferences/Early Dismissal
1. Early Dismissal - Elementary and Secondary ............................Wednesday, August 15, 2012
2. Early Dismissal - Elementary and Secondary ............................Thursday, September 13, 2012
3. Early Dismissal - Elementary and Secondary ............................Wednesday, October 17, 2012
4. Early Dismissal - Elementary and Secondary ............................Thursday, October 25, 2012
5. Parent Conferences - Elementary and Secondary ......................TBA by buildings, the week of October 22-26, 2012
11. Enrollment Conferences – Secondary ....................................TBA by buildings, the week of February 11-15, 2013

Student and Teacher Holiday Schedule
(Student non-attendance and teacher non-contract)
1. Labor Day ............................................................................Monday, September 3, 2012
2. Thanksgiving .................................................................Wednesday, Thursday, Friday, November 21, 22, 23, 2012
5. Presidents Day .....................................................................Monday, February 18, 2013
6. Spring Recess .....................................................................Wednesday, March 13 through Friday, March 15, 2013
7. Non Attendance/Non Contract ............................................Friday, March 29, and Monday, April 1, 2013
8. Memorial Day ........................................................................Monday, May 27, 2013

Closing Activities
Graduation Exercises
Truman, Van Horn, and William Chrisman High Schools ...................................................Sunday, May 19, 2013
Independence Academy .................................................................Saturday, May 18, 2013

**Scheduled Closing
1. **Students (Early Dismissal) .......................................................Friday, May 17, 2013

**Summer School
**Summer School; Grades K-12 ........................................................................TBA
(**Summer School dates will be adjusted if the regular school calendar is affected by inclement weather)

**Attendance and contract days that are postponed due to inclement weather will be added to the end of the calendar.
## MAP OF THE SCHOOL DISTRICT OF INDEPENDENCE

### ELEMENTARY SCHOOLS

<table>
<thead>
<tr>
<th>MAP#</th>
<th>SCHOOL</th>
<th>ADDRESS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Benton</td>
<td>429 S Leslie St</td>
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<tr>
<td>2</td>
<td>Blackburn</td>
<td>17302 R.D. Mize Rd</td>
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<tr>
<td>3</td>
<td>Bryant</td>
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<td>4</td>
<td>Fairmont</td>
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<td>Luff</td>
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<td>7</td>
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<td>2601 N Liberty St</td>
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<td>8</td>
<td>Korte</td>
<td>2437-2731 S Hardy Ave</td>
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<td>9</td>
<td>Ott</td>
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<tr>
<td>10</td>
<td>Procter</td>
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<td>Randall</td>
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<td>Santa Fe Trail</td>
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<td>Spring Branch</td>
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<td>11424 Gill St</td>
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<td>Sycamore Hills</td>
<td>15208 E 39th St</td>
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<td>Bingham</td>
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<tr>
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<td>Bridger</td>
<td>18200 E M-78 Highway</td>
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<tr>
<td>22</td>
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<td>Chrisman</td>
<td>1223 N Noland Rd</td>
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<tr>
<td>24</td>
<td>Truman</td>
<td>3310 S Noland Rd</td>
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<tr>
<td>25</td>
<td>Van Horn</td>
<td>1109 S Arlington Ave</td>
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<td>Hanthorn</td>
<td>1511 S Kings Hwy</td>
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<tr>
<td>27</td>
<td>Indep. Aca. Day Trmt.</td>
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<tr>
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<tr>
<td>30</td>
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<tr>
<td>31</td>
<td>Facilities</td>
<td>201 N Forest Ave</td>
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<td>33</td>
<td>Nutrition Services</td>
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### MIDDLE SCHOOLS

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### HIGH SCHOOLS

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<td>Chrisman</td>
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<td>Truman</td>
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<td>Van Horn</td>
<td>1109 S Arlington Ave</td>
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<td>Indep Academy</td>
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### ALTERNATIVE SCHOOLS

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<tr>
<td>29</td>
<td>Indep Academy</td>
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### SUPPORT SERVICES

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<td>Central Office/IREC</td>
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<td>Facilities</td>
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<tr>
<td>32</td>
<td>Transportation</td>
<td>900 S Powell Rd</td>
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</tbody>
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**Independence School District Substitute Handbook 2012-2013**

108
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 Administrator, 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 NOT the filling of a pail, but the lighting of a fire.”

---William Butler Yates