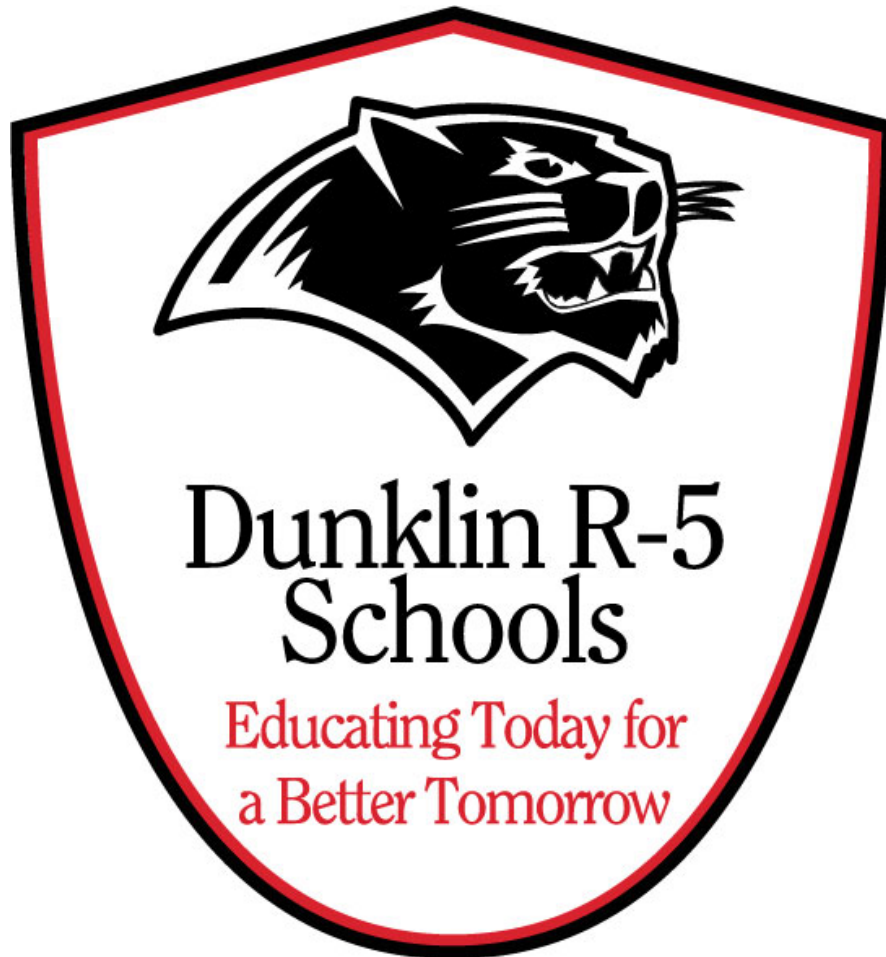


Substitute Teacher Handbook

2018-2019



497 Joachim Avenue
Herculaneum, MO 63048

Table of Contents

Dunklin Directory	3
School Start and End Times	3
District Calendar	4
Pay Information	5
Reporting to Assignment	5
Expectations for Substitute Teachers	6
What a Substitute Can Expect to Receive	7
Classroom Management	7
Avoiding Power Struggles with Students	8
Parent Contact/Communications	9
Guidelines for Student Emergencies	9
Inclement Weather Procedures	9
Reporting Suspected Child Abuse/Neglect	10
Complaints About Substitutes	10
Substitute Online Resources	10
Policy of Non-Discrimination	11
Policy of Bullying	19
Policy of Hazing	22
Equal Opportunity	23
Family Educational Rights and Privacy Act (FERPA)	24
Acknowledgement page	25

APPENDICES

Help Guide for Online Certification System
Additional Info for Returning Users
AESOP Login Information and FAQ
Substitute Evaluation Form



District Directory

<p>Central Office 636-479-5200 x 1049</p> <p>Stan Stratton Superintendent</p> <p>Dr. Clinton Freeman Deputy Superintendent</p> <p>Sherry Jarnagin Administrative Assistant</p> <p>Katie Thone Accountant</p> <p>Nancy Evans Payroll/Benefits</p> <p>Lisa Ruiz Registrar/Core Data/Substitute Services</p> <p>Matt Lichtenstein Communications Director</p>
<p>Herculaneum High School 636-479-5200 x 4998</p> <p>Dr. John Crabtree Principal</p> <p>Jonathon Roop Assistant Principal/Activities Director</p> <p>Joyce Pyle Building/Sub Secretary</p>
<p>Senn-Thomas Middle School 636-479-5200 x 2049</p> <p>Tracey Lewis Principal</p> <p>Alice Menne Assistant Principal</p> <p>Kim Donnely Building/Sub Secretary</p>
<p>Pevely Elementary School 636-479-5200 x 3049</p> <p>Angela Helms Principal</p> <p>Adam Dixon Assistant Principal</p> <p>Alice Menne Assistant Principal</p> <p>Kathy Jourdain Building/Sub Secretary</p>
<p>Taylor Early Childhood Center 636-479-5200 x 5049</p> <p>Charissa Kappler Director</p> <p>Ruthie Schuepbach Building/Sub Secretary</p>

School Start Times

Herculaneum High School	7:40 AM to 2:40 PM
Senn – Thomas Middle School	7:30 AM to 2:30 PM
Pevely Elementary School	8:35 AM to 3:35 PM
Taylor Early Childhood Center	8:15 AM to 3:35 PM – Full Day 8:15 AM to 11:30 PM – AM Session 12:30 PM to 3:30 PM – PM Session

Substitute teachers should arrive to the office **30 minutes** before assigned teaching positions start time.



2018-2019 District Calendar

- 13-15 Teacher Work Days
- 13 Open House/Parent Meeting (PES-K, 2, 4)
- 14 Open House/Parent Meeting (PES-1, 3, 5)
- 14 Open House
-Taylor, STMS, HHS
- 16 First Day of Classes
- 31 Early Release

Aug-18						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan-19						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1-3 Winter Break
- 4 PD Day
- 7 Classes Resume
- 21 MLK Day

- 3 Labor Day
- 24 PD Day
- 24 HHS- ½ PD/PT Conferences

Sep-18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Feb-19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

- 18 Presidents' Day
- 19 PD Day

- 12 End of 1st Quarter
- 19 PD Day

Oct-18						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar-19						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 8 End of 3rd Quarter
- 14 ½ PD/PT Conferences
- 15 No School

- 1 ½ PD/PT Conf.
- 2 No School
- 21-23 Thanksgiving Break
- 26 PD Day

Nov-18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Apr-19						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 19-22 Spring Break
- 23 PD Day

- 21 Early Release
- End of 2nd Quarter
- 24-31 Winter Break

Dec-18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May-19						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 24 Last Day of School
- Early Release
- End of 4th Quarter
- 27 Memorial Day

Substitute Rate of Pay

Amount	Description
\$80 – per day	Single day Substitute Teacher up to 10 days for the same assignment.
\$125 – per day	Long-term 60 Hour Substitute on the 11 th day for the same assignment.
\$140 – per day	Long-term Certified Substitute on the 11day for the same assignment.

Payment Schedule

Dunklin R-5 pays employees on the 10th of each month by Direct Deposit. If the 10th lands on a weekend, the Friday before will be considered pay day.

Paycheck Stubs

Paycheck stubs will be viewable through the SISFIN Portal. Questions regarding SISFIN Portal can be addressed to Nancy Evans 636-479-5200 x 1005.

Payroll Questions

Payroll questions can be answered by Nancy Evans 636-479-5200 x 1005.

Reporting to Assignment

1. Arrive at least 30 minutes prior to your assigned teaching positions start time.
2. Immediately report to the office and check in with the building secretary.
3. Long-term substitutes do not have to report to office after the initial day.
4. When filling a multiple day assignment, the substitute is expected to arrive on the same schedule as the teachers.

Expectations for Substitute Teachers

1. Arrive on time, at least **30 minutes prior** to your assigned teaching positions start time.
2. Substitute teachers have the same responsibilities as a regular teacher. Check the “duty” list to see if you are assigned to the cafeteria, hall or any other duty. Consult the office for any adaptations which may be made in that particular building to implement the duties.
3. Take the attendance and carry out the policy of the school in reporting it.
4. **Keep your students under supervision.** Be attentive, never leave the classroom unattended.
5. The successful substitute is actively involved with instruction; moving around the classroom often, checking students work and assisting with assignments. Many discipline problems can be avoided by the substitute’s use of proximity to the students.
6. Strive to carry out the lesson plans left by the instructor. You are expected to teach!
7. Remain on duty. Substitutes are **NOT** to leave the building early or during lunch break.
8. Direct any outsider to the office including those seeking information about a student or requesting permission to take a child from the room. Under **NO** circumstances should a student be released without permission from the appropriate school personnel.
9. Substitute teachers should become familiar with the emergency procedures for fire evacuation, tornado staging areas, earthquake procedures and building intruder procedures. Emergency procedures should be posted in every classroom. Please report the lack of postings to the building office.
10. Discipline training is an important component of teaching requiring patience, understanding, and review of all the facts. Good working conditions result from good classroom discipline. Be consistent and emphasize the positive. Maintain a clear, pleasant voice. Remember the three F’s: Friendly, Fairly, and Firm.
11. Substitutes are expected to abide by student confidentiality rights as provided by federal law.
12. Maintain a high standard of professional appearance and hygiene. Business casual attire is appropriate. Blue jeans, tee shirts, and shorts should not be worn.
13. Use appropriate language. Be aware of your teacher/student relationship and avoid physical contact, comments, gestures, and conversations which violate this relationship.
14. Leave a written report for the teacher indicating the activities completed throughout the day as well as class behavior. Substitutes are also required to complete a substitute report form that must be returned to the building office prior to leaving for the day.
15. Substitute teachers are not to use district technology/computers. Substitutes are restricted from the use of district owned computers.
16. Substitute teachers are not to accept or make call phone calls during the student contact time. Substitute teachers are required to limit cell phone usage to lunch breaks and preparation period when students are not present.

What a Substitute Can Expect to Receive

From the Teacher

1. Class roster and accurate seating chart.
2. Up-to-date complete lesson plans along with teaching guides, textbooks, and learning materials.
3. Up-to-date program schedule for the day and week.
4. Map of the building
5. Student lunch menu and schedule.
6. List of students:
 - a. Bus riders, car riders and the dismissal process.
 - b. Students who have individual health, emotional or learning problems.
 - c. Students who may be able to help or provide assistance during the day.

From the Office

1. Information and location of the Nurses Office for illness or emergencies.
2. Help in solving any problem, which you do not feel able to handle. If you have questions or need advice, please seek help from the building administrator.
3. Administrators may visit your classroom during the day. They want you to be successful!

From the Central Office

1. Questions regarding AESOP, long term opportunities, or substitute information and processes, may be directed to Lisa Ruiz at Central Office at 636-479-5200 x 1004.
2. Questions regarding payroll information may be directed to Nancy Evans at Central Office at 636-479-5200 x 1005.
3. If you have concerns or continue to have questions regarding assignments or evaluations, please contact Dr. Clinton Freeman at Central Office at 636-479-5200.

Classroom Management

An organized, prepared and focused teacher is the major component in a well-organized classroom. As a substitute teacher, one should introduce themselves to the class of students and immediately outline your learner objectives. In other words, what it is that you will be teaching and what it is you expect them to master at the conclusion of the lesson.

Immediately engaging students in a learning activity is another characteristic of a well-managed classroom.

Classroom distractions and disruptions diminish as the student's focus and attention is drawn to the learning activity.

Teachers should make every attempt to involve all students in the learning activity by asking questions, providing input, checking for student's comprehension of the learning objective, assisting students with task at hand, or arranging a peer tutor within the classroom.

Substitute teachers need to move about the classroom to ensure that students are engaged in the activity and to assist when necessary.

Substitute teachers are expected to contact the office if a student exhibits blatantly disrespectful or defiant behaviors. Never send a student out to the hallway in an unsupervised setting as a disciplinary measure.

Students should be supervised **at all times!**

Avoiding Power Struggles with Students

1. Use the following phrases to talk with students:

- “I see ...that something is wrong”
...that you are upset”
...that you are having a hard time”
“Can you ...let me tell you what to do?”
...do this work?”
...sit in your seat?”
...be quiet?”
“..even though you ...are angry and upset?”
...don’t want to?”

If the student answers “yes” and is compliant, the conflict is over.

Reinforce the student’s positive behavior.

2. If the student answers “no”, respond using these phrases:

“You’re doing a good job of letting me know.”

3. If the student answers “yes” but does not comply, listen to the student’s behavior as if he/she answered “no.”

Tips for De-Escalating an Angry Student

Begin with intent to lower anxiety:

“I don’t want you to be in trouble”

Continue with:

“Are you okay?”

“You are not in trouble.”

“I just want to make sure everyone is safe.”

Reinforce calm behavior:

“You are doing a great job of speaking quietly.”

“You are doing a great job of sitting in one place.”

“you are doing a great job of listening to me.”

Ask questions to encourage thinking:

“Am I the right person to help you?”

“Is somebody else better?”

“Is this the best place for you right now?”

“Is another place better?”

Identify emotions and validate feelings:

“I am sure you have a lot of great reasons to be angry/”

“If I thought that was done to me, I would feel angry too.”

“We will talk about it when you are feeling better.”

Begin planning and give hope:

“I have reasons to be angry too, and had to learn self-control. You are not alone. I bet this is hard.”

“What would help – to draw a walk, be alone, get a drink of water?”

With an older student who may become violent:

(followed by a call to the office)

“you are perfectly free to leave.”

“I’ll let you leave.”

Things to do when talking with students about behavior:

Stay relaxed

Place yourself at or below the student’s eye level

Speak privately with the student

Keep your voice calm, low and unemotional

Things to avoid when talking with students about behavior:

Eye rolling

Sarcasm

Giving answers – as questions instead

Lecturing

Escalating your behavior – stay in control and be respectful.

Parent Contact/Communications

Substitute teachers should not contact parents to discuss student achievement or discipline. The classroom teacher and/or building administrator is responsible for communicating with parents.

If a parent drops by your classroom while you are substitute teaching:

1. Introduce yourself as the substitute.
2. Ask the parent of their name.
3. Inform the parent that you will include their name in your note to the teacher.

NOTE: Do not tell the parent that the regular class room teacher will call them. The regular classroom Teacher will be responsible for contacting the parent by the most appropriate means of communication. (i.e. email, note, phone call , etc.)

Guidelines for Student Emergencies

1. Assess the scene for safety.
2. Contact the nurse.
3. Provide care to the student while the nurse is on the way.
4. Call 911, if necessary, even prior to the nurse arrival.

Inclement Weather Procedures

At times inclement weather may necessitate the cancellation of classes.

Monitor the following TV and radio stations for closure information:

TV: Channel 2, Channel 4, Channel 5, and Channel 30.

Radio: KJFF 1400 AM, KTJJ 98.5 FM, and KMOX 1120 AM

Reporting Suspected Child Abuse/Neglect

The Board of Education requires its staff members and substitutes to comply with the state child abuse and neglect laws and the mandatory reporting of suspected neglect and/or abuse. Any employee acting in his or her official capacity who knows or has reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observes the child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, shall directly and immediately make a report to the Missouri Child Abuse and Neglect Hotline (1-800-392-3738), including any report of excessive absences that may indicate educational neglect.

Employees who make such reports to the Missouri Child Abuse and Neglect Hotline must immediately notify the school principal or building liaison that a report has been made and complete the District Hotline Information Form. The principal or liaison will notify the Superintendent or designee and the district liaison(s) about the report within 24 hours of the notice of the hotline report.

Complaints about Substitute Teachers

The Dunklin R-5 School District recognizes and appreciates the difficult job substitute teachers perform. At times, complaints are received regarding the performance of the substitute teachers. The following procedures will be used to handle complaints:

1. Information about the complaint is gathered by Substitute Services.
2. Information is forwarded to the Assistant Superintendent for review if necessary a correction plan will be developed to follow before permanent dismissal.
3. A letter documenting the concern may be sent to the substitute and placed in their file.
4. Additional complaints will result deactivation from the substitute list.

Substitute Teacher Online Resources

Be prepared to teach the lesson plans. Build positive relationships; communicate expectations, effectively use time and space. Be prepared to implement your own instructional exercises, games and activities. The following websites will provide some great tools for success.

Substitute Teaching Division

<http://stedi.org>

Substitute Teaching from A to Z

www.substituteteachingatoz/resources.htm

The Master Teacher

www.disciplinehelp.com

Substitute Survival

<http://www.education-world.com>

Super Substitute Teachers

<http://www.supersubstituteteachers.com>

Teaching Heart

<http://www.teachingheart.net/SUB.htm>

Dunklin R-5 District Policy

Prohibition Against Discrimination, Harassment, and Retaliation

General Rule

The Dunklin R-5 School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law. The Dunklin R-5 School District is an equal opportunity employer.

The Board also prohibits:

1. Retaliatory actions including, but not limited to, acts of intimidation, threats, coercion or discrimination against those who:
 - a) Make complaints of prohibited discrimination or harassment.
 - b) Report prohibited discrimination or harassment.
 - c) Participate in an investigation, formal proceeding or informal resolution, whether conducted internally or outside the district, concerning prohibited discrimination or harassment.
2. Aiding, abetting, inciting, compelling or coercing discrimination, harassment or retaliatory actions.
3. Discrimination, harassment or retaliation against any person because of such person's association with a person protected from discrimination or harassment in accordance with this policy.

All employees, students and visitors must immediately report to the district for investigation any incident or behavior that could constitute discrimination, harassment or retaliation in accordance with this policy. If a student alleges sexual misconduct on the part of any district employee to any person employed by the district, that person will immediately report the allegation to the Children's Division (CD) of the Department of Social Services in accordance with state law. In accordance with this policy and as allowed by law, the district will investigate and address discrimination, harassment and retaliation that negatively impact the school environment, including instances that occur off district property or are unrelated to the district's activities.

Additional Prohibited Behavior

Behavior that is not unlawful or does not rise to the level of illegal discrimination, harassment or retaliation might still be unacceptable for the workplace or the educational environment. Demeaning or otherwise harmful actions are prohibited, particularly if directed at personal characteristics including, but not limited to, socioeconomic level, sexual orientation or perceived sexual orientation.

Boy Scouts of America Equal Access Act

As required by law, the district will provide equal access to district facilities and related benefits and services and will not discriminate against any group officially affiliated with the Boy Scouts of America, the Girl Scouts of the United States of America or any other youth group designated in applicable federal law.

School Nutrition Programs

No person shall, on the basis of race, color, national origin, sex, age or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under a school nutrition program for which the district receives federal financial assistance from the U.S. Department of Agriculture (USDA) Food and Nutrition Service. School nutrition programs include the National School Lunch Program, the Special Milk Program, the School Breakfast Program and the Summer Food Service Program.

Interim Measures

When a report is made or the district otherwise learns of potential discrimination, harassment or retaliation, the district will take immediate action to protect the alleged victim, including implementing interim measures. For example, the district may alter a class seating arrangement, provide additional supervision for a student or suspend an employee pending an investigation. The district will take immediate steps to prevent retaliation against the alleged victim, any person associated with the alleged victim, or any witnesses or participants in the investigation. These steps may include, but are not limited to, notifying students, employees and others that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment or retaliation have occurred.

Consequences and Remedies

If the district determines that discrimination, harassment or retaliation have occurred, the district will take prompt, effective and appropriate action to address the behavior, prevent its recurrence and remedy its effects.

Employees who violate this policy will be disciplined, up to and including employment termination. Students who violate this policy will be disciplined, which may include suspension or expulsion. Patrons, contractors, visitors or others who violate this policy may be prohibited from district property or otherwise restricted while on district property. The superintendent or designee will contact law enforcement or seek a court order to enforce this policy when necessary or when actions may constitute criminal behavior.

Students, employees and others will not be disciplined for speech in circumstances where it is protected by law.

In accordance with law and district policy, any person suspected of abusing or neglecting a child will be reported immediately to the CD.

Remedies provided by the district will attempt to minimize the burden on the victim. Such remedies may include, but are not limited to: providing additional resources such as counseling, providing access to community services, assisting the victim in filing criminal charges when applicable, moving the perpetrator to a different class or school, providing an escort between classes, or allowing the victim to retake or withdraw from a class. The district may provide additional training to students and employees, make periodic assessments to make sure behavior complies with district policy, or perform a climate check to assess the environment in the district.

Definitions

Compliance Officer – The individual responsible for implementing this policy, including the acting compliance officer when he or she is performing duties of the compliance officer.

Discrimination – Conferring benefits upon, refusing or denying benefits to, or providing differential treatment to a person or class of persons in violation of law based on race, color, religion, sex, national

origin, ancestry, disability, age, genetic information or any other characteristic protected by law, or based on a belief that such a characteristic exists.

Grievance – A verbal or written report (also known as a complaint) of discrimination, harassment or retaliation made to the compliance officer.

Harassment – A form of discrimination, as defined above, that occurs when the school or work environment becomes permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive enough that it unreasonably alters the employment or educational environment.

Behaviors that could constitute illegal harassment include, but are not limited to, the following acts if based on race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law or based on a belief that such a characteristic exists: graffiti; display of written material, pictures or electronic images; name calling, teasing or taunting; insults, derogatory remarks or slurs; jokes; gestures; threatening, intimidating or hostile acts; physical acts of aggression, assault or violence; theft; or damage to property.

Sexual Harassment – A form of discrimination, as defined above, on the basis of sex. Sexual harassment is unwelcome conduct that occurs when a) benefits or decisions are implicitly or explicitly conditioned upon submission to, or punishment is applied for refusing to comply with, unwelcome sexual advances, requests for sexual favors or conduct of a sexual nature; or b) the school or work environment becomes permeated with intimidation, ridicule or insult that is based on sex or is sexual in nature and that is sufficiently severe or pervasive enough to alter the conditions of participation in the district's programs and activities or the conditions of employment. Sexual harassment may occur between members of the same or opposite sex. The district presumes a student cannot consent to behavior of a sexual nature with an adult regardless of the circumstance.

Behaviors that could constitute sexual harassment include, but are not limited to:

1. Sexual advances and requests or pressure of any kind for sexual favors, activities or contact.
2. Conditioning grades, promotions, rewards or privileges on submission to sexual favors, activities or contact.
3. Punishing or reprimanding persons who refuse to comply with sexual requests, activities or contact.
4. Graffiti, name calling, slurs, jokes, gestures or communications of a sexual nature or based on sex.
5. Physical contact or touching of a sexual nature, including touching of intimate parts and sexually motivated or inappropriate patting, pinching or rubbing.
6. Comments about an individual's body, sexual activity or sexual attractiveness.
7. Physical sexual acts of aggression, assault or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking) against a person's will or when a person is not capable of giving consent due to the person's age, intellectual disability or use of drugs or alcohol.
8. Gender-based harassment and acts of verbal, nonverbal, written, graphic or physical conduct based on sex or sex stereotyping, but not involving conduct of a sexual nature.

Working Days – Days on which the district's business offices are open.

Compliance Officer

The Board designates the following individual to act as the district's compliance officer:

Deputy Superintendent
Dunklin R-5 School District
Herculaneum, MO 63048
Phone: 636-479-5200
Fax: 636-479-6208

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

Special Education Director
Dunklin R-5 School District
Herculaneum, MO 63048
Phone: 636-479-5200
Fax: 636-479-6208

The compliance officer or acting compliance officer will:

1. Coordinate district compliance with this policy and the law.
2. Receive all grievances regarding discrimination, harassment and retaliation in the Dunklin R-5 School District.
3. Serve as the district's designated Title IX, Section 504 and Americans with Disabilities Act (ADA) coordinator, as well as the contact person for compliance with other discrimination laws.
4. Investigate or assign persons to investigate grievances; monitor the status of grievances to ensure that additional discrimination, harassment and retaliation do not occur; and recommend consequences.
5. Review all evidence brought in disciplinary matters to determine whether additional remedies are available, such as separating students in the school environment.
6. Determine whether district employees with knowledge of discrimination, harassment or retaliation failed to carry out their reporting duties and recommend disciplinary action, if necessary.
7. Communicate regularly with the district's law enforcement unit to determine whether any reported crimes constitute potential discrimination, harassment or retaliation.
8. Oversee discrimination, harassment or retaliation grievances, including identifying and addressing any patterns or systemic problems and reporting such problems and patterns to the superintendent or the Board.
9. Seek legal advice when necessary to enforce this policy.
10. Report to the superintendent and the Board aggregate information regarding the number and frequency of grievances and compliance with this policy.
11. Make recommendations regarding changing this policy or the implementation of this policy.
12. Coordinate and institute training programs for district staff and supervisors as necessary to meet the goals of this policy, including instruction in recognizing behavior that constitutes discrimination, harassment and retaliation.
13. Periodically review student discipline records to determine whether disciplinary consequences are applied uniformly.
14. Perform other duties as assigned by the superintendent.

Public Notice

The superintendent or designee will continuously publicize the district's policy prohibiting discrimination, harassment and retaliation and disseminate information on how to report discrimination, harassment and retaliation. Notification of the district's policy will be posted in a public area of each building used for instruction or employment or open to the public. Information will also be distributed annually to employees, parents/guardians and students as well as to newly enrolled students and newly hired employees. District bulletins, catalogs, application forms, recruitment material and the district's website will include a statement that the Dunklin R-5 School District does not discriminate in its programs, services, activities, facilities or with regard to employment. The district will provide information in alternative formats when necessary to accommodate persons with disabilities.

Reporting

Students, employees and others may attempt to resolve minor issues by addressing concerns directly to the person alleged to have violated this policy, but they are not expected or required to do so. Any attempts to voluntarily resolve a grievance will not delay the investigation once a report has been made to the district.

Unless the concern is otherwise voluntarily resolved, all persons must report incidents that might constitute discrimination, harassment or retaliation directly to the compliance officer or acting compliance officer. All district employees will instruct all persons seeking to make a grievance to communicate directly with the compliance officer. Even if the suspected victim of discrimination, harassment or retaliation does not file a grievance, district employees are required to report to the compliance officer any observations, rumors or other information regarding actions prohibited by this policy. If a verbal grievance is made, the person will be asked to submit a written complaint to the compliance officer or acting compliance officer. If a person refuses or is unable to submit a written complaint, the compliance officer will summarize the verbal complaint in writing. A grievance is not needed for the district to take action upon finding a violation of law, district policy or district expectations.

Even if a grievance is not directly filed, if the compliance officer otherwise learns about possible discrimination, harassment or retaliation, including violence, the district will conduct a prompt, impartial, adequate, reliable and thorough investigation to determine whether unlawful conduct occurred and will implement the appropriate interim measures if necessary.

Student-on-Student Harassment

Building-level administrators are in a unique position to identify and address discrimination, harassment and retaliation between students, particularly when behaviors are reported through the normal disciplinary process and not through a grievance. Administrators have the ability to immediately discipline a student for prohibited behavior in accordance with the district's discipline policy. Administrators will report all incidents of discrimination, harassment and retaliation to the compliance officer and will direct the parent/guardian and student to the compliance officer for further assistance. The compliance officer may determine that the incident has been appropriately addressed or recommend additional action. When a grievance is filed, the investigation and complaint process detailed below will be used.

Investigation

The district will immediately investigate all grievances. All persons are required to cooperate fully in the investigation. The district compliance officer or other designated investigator may utilize an attorney or other professionals to conduct the investigation.

In determining whether alleged conduct constitutes discrimination, harassment or retaliation, the district will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved, past incidents, the context in which the alleged incidents occurred and all other relevant information. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. If, after investigation, school officials determine that it is more likely than not (the preponderance of the evidence standard) that discrimination, harassment or other prohibited behavior has occurred, the district will take immediate corrective action.

Grievance Process Overview

1. If a person designated to hear a grievance or appeal is the subject of the grievance, the compliance officer may designate an alternative person to hear the grievance, or the next highest step in the grievance process will be used. For example, if the grievance involves the superintendent, the compliance officer may designate someone outside the district to hear the grievance in lieu of the superintendent, or the grievance may be heard directly by the Board.
2. An extension of the investigation and reporting deadlines may be warranted if extenuating circumstances exist as determined by the district's compliance officer. The person filing the complaint will be notified when deadlines are extended. If more than twice the allotted time has expired without a response, the appeal may be taken to the next level.
3. Failure of the person filing the grievance to appeal within the timelines given will be considered acceptance of the findings and remedial action taken.
4. To the extent permitted by law, the district will investigate all grievances, even if an outside enforcing agency such as the Office for Civil Rights, law enforcement or the CD is also investigating a complaint arising from the same circumstances.
5. The district will only share information regarding an individually identifiable student or employee with the person filing the grievance or other persons if allowed by law and in accordance with Board policy.
6. Upon receiving a grievance, district administrators or supervisors, after consultation with the compliance officer, will implement interim measures as described in this policy if necessary to prevent further potential discrimination, harassment or retaliation during the pending investigation.

Grievance Process

1. Level I – A grievance is filed with the district's compliance officer. The compliance officer may, at his or her discretion, assign a school principal or other appropriate supervisor to conduct the investigation when appropriate.

Regardless of who investigates the grievance, an investigation will commence immediately, but no later than five working days after the compliance officer receives the grievance. The compliance officer or designee shall conduct a prompt, impartial, adequate, reliable and thorough investigation, including the opportunity for the person filing the grievance and other parties involved to identify witnesses and provide information and other evidence. The compliance officer or designee will evaluate all relevant information and documentation relating to the grievance.

Within 30 working days of receiving the grievance, the compliance officer will complete a written report that summarizes the facts and makes conclusions on whether the facts constitute a violation of this policy based on the appropriate legal standards. If a violation of this policy is found, the compliance officer will recommend corrective action to the superintendent to address the discrimination, harassment or retaliation; prevent recurrence; and remedy its effects. If someone other than the compliance officer conducts the investigation, the compliance officer or acting compliance officer will review and sign the report. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the completion of the report, in accordance with law and district policy, regarding whether the district's compliance officer or designee determined that district policy was violated.

2. Level II – Within five working days after receiving the Level I decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the compliance officer's decision to the superintendent by notifying the superintendent in writing. The superintendent may, at his or her discretion, designate another person (other than the compliance officer) to review the matter when appropriate.

Within ten working days, the superintendent will complete a written decision on the appeal, stating whether a violation of this policy is found and, if so, stating what corrective actions will be implemented. If someone other than the superintendent conducts the appeal, the superintendent will review and sign the report before it is given to the person appealing. A copy of the appeal and decision will be given to the compliance officer or acting compliance officer. The person who initially filed the grievance, the victim if someone other than the victim filed the grievance, and any alleged perpetrator will be notified in writing, within five working days of the superintendent's decision, regarding whether the superintendent or designee determined that district policy was violated.

3. Level III – Within five working days after receiving the Level II decision, the person filing the grievance, the victim if someone other than the victim filed the grievance, or any alleged perpetrator may appeal the superintendent's decision to the Board by notifying the Board secretary in writing. The person filing the grievance and the alleged perpetrator will be allowed to address the Board, and the Board may call for the presence of such other persons deemed necessary. The Board will issue a decision within 30 working days for implementation by the administration. The Board secretary will give the compliance officer or acting compliance officer a copy of the appeal and decision. The person who filed the grievance, the victim if someone other than the victim filed the grievance, and the alleged perpetrator will be notified in writing, within five working days of the Board's decision, in accordance with law and district policy, regarding whether the Board determined that district policy was violated. The decision of the Board is final.

Confidentiality and Records

To the extent permitted by law and in accordance with Board policy, the district will keep confidential the identity of the person filing a grievance and any grievance or other document that is generated or received pertaining to grievances. Information may be disclosed if necessary to further the investigation, appeal or resolution of a grievance, or if necessary to carry out disciplinary measures. The district will disclose information to the district's attorney, law enforcement, the CD and others when necessary to enforce this policy or when required by law. In implementing this policy, the district will comply with state and federal laws regarding the confidentiality of student and employee records. Information regarding any resulting employee or student disciplinary action will be maintained and released in the same manner as any other disciplinary record. The district will keep any documentation created in investigating the complaint including, but not limited to, documentation considered when making any conclusions, in accordance with the Missouri Secretary of State's retention manuals and as advised by the district's attorney.

Training

The district will provide training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The district will instruct employees to make all complaints to the district's compliance officer or acting compliance officer and will provide current contact information for these persons. The district will inform employees of the consequences of violating this policy and the remedies the district may use to rectify policy violations. All employees will have access to the district's current policy, required notices and complaint forms. The district will provide additional training to any person responsible for investigating potential discrimination, harassment or retaliation.

The district will provide information to parents/guardians and students regarding this policy and will provide age-appropriate instruction to students.

Dunklin R-5 District Policy

Bullying

General

In order to promote a safe learning environment for all students, the Dunklin R-5 School District prohibits all forms of bullying. The district also prohibits reprisal or retaliation against any person who reports an act of bullying among or against students.

Definitions

Bullying – In accordance with state law, bullying is defined as intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; that substantially interferes with the educational performance, opportunities or benefits of any student without exception; or that substantially disrupts the orderly operation of the school. Bullying includes, but is not limited to: physical actions, including violence, gestures, theft, or property damage; oral, written, or electronic communication, including name-calling, put-downs, extortion, or threats; or threats of reprisal or retaliation for reporting such acts.

Cyberbullying – A form of bullying committed by transmission of a communication including, but not limited to, a message, text, sound or image by means of an electronic device including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. The district has jurisdiction over cyberbullying that uses the district's technology resources or that originates on district property, at a district activity or on district transportation. Even when cyberbullying does not involve district property, activities or technology resources, the district will impose consequences and discipline for those who engage in cyberbullying if there is a sufficient nexus to the educational environment, the behavior materially and substantially disrupts the educational environment, the communication involves a threat as defined by law, or the district is otherwise allowed by law to address the behavior.

School Day – A day on the school calendar when students are required to attend school.

Designated Officials

The principal of each building is hereby designated as the individual to receive and investigate reports of bullying. Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion.

The district compliance officer appointed in policy AC will serve as the districtwide anti-bullying coordinator. The anti-bullying coordinator will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's antidiscrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

Reporting Bullying

School employees, substitutes or volunteers are expected to intervene to prevent student bullying, appropriately discipline the perpetrator, assist the victim and report the incident to the building principal or designee for further investigation and action. Any school employee, substitute or volunteer who witnesses or has firsthand knowledge of bullying of a student must report the incident to the building principal or designee as soon as possible, but no later than two school days after the incident.

Students who have been subjected to bullying, or who have witnessed or have knowledge of bullying, are encouraged to promptly report such incidents to a school employee. Any school employee receiving such a report shall promptly transmit the report to the building principal or designee.

If the bullying incident involves students from more than one district building, the report should be made to the principal or designee of the building in which the incident took place or, if more appropriate, to the principal or designee of the building attended by the majority of the participants in the incident.

Investigation

Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident. Reports that involve students from multiple buildings will be investigated cooperatively by the principals of each building involved, or those principals may request that the district's compliance officer designated in policy AC conduct the investigation. If at any time during the investigation the principal determines that the bullying involves illegal discrimination, harassment or retaliation as described in policy AC, the principal will report the incident to the compliance officer designated in that policy, who will assist in the investigation. If the alleged bullying involves a special education student or a student with disabilities, the principal will also notify the special education director.

The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation. Upon completion of the investigation, the principal will decide whether bullying or harassment occurred and, if so, whether additional discipline is warranted in accordance with the district's student discipline code. The principal will generate a written report of the investigation and findings and send a copy of the completed report to the district's antibullying coordinator. The principal or designee will document the report in the files of the victim and the alleged or actual perpetrator of bullying. All reports will be kept confidential in accordance with state and federal law.

If the incident involved allegations of illegal discrimination or harassment, the principal's decision may be appealed in accordance with policy AC. Student discipline may be appealed when allowed by law in accordance with Board policy.

The principal or other appropriate district staff will work with victims and their families to access resources and services to help them deal with any negative effects that resulted from the incident.

Consequences

Students who participate in bullying or who retaliate against anyone who reports bullying will be disciplined in accordance with the district's discipline code. Such discipline may include detention, in-school suspension, out-of-school suspension, expulsion, removal from participation in activities, exclusion from honors and awards, and other consequences deemed appropriate by the principal or superintendent. The district will also contact law enforcement when required by law or notify social media companies of inappropriate online activity when appropriate.

Even in situations where the district does not have jurisdiction to discipline a student for bullying, such as when the acts take place off campus and there is an insufficient nexus to the district, the principal or designee will take appropriate actions to assist student victims. Such actions may include, but are not limited to, contacting the parents/guardians of the victim and the alleged perpetrators, communicating that this behavior is not allowed on district grounds or at district activities, notifying the appropriate district staff to assist the victim, and taking additional action when appropriate, such as notifying law enforcement or social media companies of inappropriate online activity.

District employees and substitutes who violate this policy will be disciplined or terminated. Discipline may include suspension with or without pay, a negative evaluation, prohibition from being on district property or at district activities, mandated training or other appropriate remedial action. Volunteers who violate this policy will no longer be permitted to volunteer.

Policy Publication

The district shall annually notify students, parents/guardians, district employees, substitutes and volunteers about this policy and the district's prohibition against bullying. A copy of this policy shall be included in student handbooks and posted on the district's website.

Training and Education

The district's antibullying coordinator will provide information and appropriate training designed to assist employees, substitutes and volunteers who have significant contact with students in identifying, preventing and responding to incidents of bullying.

The district will provide education and information about bullying and this policy to students every year. The principal of each school, in consultation with school counselors and other appropriate school employees, will determine the best methods for facilitating the discussion. Methods may include, but are not limited to: assemblies; homeroom presentations; class meetings; team or club meetings; special presentations by counselors, social workers or mental health professionals; and open-house events. When practical, parents/guardians will be invited to attend.

In addition to educating students about the content of this policy, the district will inform students of:

1. The procedure for reporting bullying.
2. The harmful effects of bullying.
3. Any initiatives the school or district has created to address bullying, including student peer-to-peer initiatives.
4. The consequences for those who participate in bullying or engage in reprisal or retaliation against those who report bullying.

School counselors, social workers, mental health professionals, school psychologists or other appropriate district staff will educate students who are victims of bullying about how to overcome the negative effects of bullying including, but not limited to:

1. Cultivating the student's self-worth and self-esteem.
2. Teaching the student to defend him- or herself assertively and effectively without violence.
3. Helping the student develop social skills.
4. Encouraging the student to develop an internal locus of control.

Additional School Programs and Resources

The Board directs the superintendent or designee to implement programs and other initiatives to address bullying, respond to such conduct in a manner that does not stigmatize the victim, and make resources or referrals available to victims of bullying. Such initiatives may include educating parents/guardians and families on bullying prevention and resources.

Dunklin R-5 District Policy

Hazing

In order to promote a safe learning environment for all students, the Dunklin R-5 School District prohibits all forms of hazing.

For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization or district-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing inhalation or consumption of any food, liquor, drug, tobacco product, or other substance; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

Hazing can occur even when all students involved are willing participants. Hazing does not occur when a student is required to audition or try out for an organization when the criteria are reasonable, approved by the district and legitimately related to the purpose of the organization.

District staff, coaches, sponsors and volunteers will not permit, condone or tolerate any form of hazing or plan, direct, encourage, assist in, engage in or participate in any activity that involves hazing. District staff will report incidents of hazing to the building principal. The principal shall promptly investigate all complaints of hazing and administer appropriate discipline to all individuals who violate this policy. District staff who violate this policy may be disciplined or terminated.

Students participating in or encouraging inappropriate conduct will be disciplined in accordance with JG-R1. Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. The district will report hazing incidents to law enforcement when required by law. Students who have been subjected to hazing are instructed to promptly report such incidents to a school official.

The superintendent will provide for appropriate training designed to assist staff, coaches, sponsors and volunteers in identifying, preventing and responding to incidents of hazing.

The district shall annually inform students, parents/guardians, district staff and volunteers that hazing is prohibited. This notification may occur through the distribution of the written policy, publication in handbooks, presentations at assemblies or verbal instructions by a coach or sponsor at the start of a season or program.

Equal Opportunity

Applications for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Dunklin R-5 School District are hereby notified that as a political subdivision, employers, recipients of federal funds and educational institution, the unlawful, discrimination, including harassment creating a hostile environment, on the basis of race, color, religion, sex, national origin, ancestry, disability, age or use of leave protected by the “Family and Medical Leave Act,” in its programs, activities and with regard to employment, the Board is an equal opportunity employer. This notice can be made available in large print, on audiotape, and in Braille.

Any person having inquiries concerning the Dunklin R-5 School District compliance with equal opportunity employment may contact Dr. Clinton Freeman, Equal Opportunity Employment Coordinator. Any person having inquiries concerning Dunklin R-5 School District compliance with regulations implementing Title CI and Title IX is directed to contact Tom Moreland or Dr. Clinton Freeman. Title IX Coordinators or compliance with the regulations implementing Section 504 is directed to contact Dr. Clinton Freeman, Section 504 Coordinator or compliance with the regulations of Title II of the Americans with Disabilities Act (ADA) is coordinate with the school’s effort to comply with the regulations implementing Title II of the ADA, Title VI, Title IX, Section 504, and equal opportunity employment.

Any person having inquiries concerning the Dunklin R-5 School District’s compliance with regulations implementing Title of the Americans with Disabilities Act, Title VI, Title IX, Section 504, or Equal Opportunity Employment is directed to contact the following designated coordinators:

Equal Opportunity Employment – Dr. Clinton Freeman, 636-479-5200

Title VI – Tom Moreland, 636-479-5200 x 2049

Section 504 – Dr. Clinton Freeman, 636-479-5200

Americans with Disabilities Act – Tom Moreland, 636-479-5200 x 2049

Director of Safety – Dr. Clinton Freeman, 636-479-5200

Homeless Students – Tom Moreland, 636-479-5200 x 2049

The Dunklin R-5 School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities, the listed person(s) have been designated to handle inquiries regarding the nondiscrimination policies.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Acknowledgement Page

I acknowledge I have received and reviewed a copy of the Substitute Handbook and that I have been made aware there is an electronic version of the handbook available on the District's website. I agree that if there is any policy or provision of the Handbook that I do not understand, I will seek clarification from the Substitute Services. I also understand that the policies, procedures and related information described in this Substitute Handbook are regularly reviewed by the administration and the Board and may be amended, modified or deleted unilaterally by the Board at any time. I further acknowledge that the provisions of the Handbook are for informational purposes and do not supersede Board Policy and Regulations. I further acknowledge that this Substitute Handbook is not a contract, either expressed or implied. I understand the District is an "at-will" employer, and such employment is not for a fixed term or definite period and may be terminated at the will of either party, at any time. Finally, I understand that substitute teaching is strictly on an as needed, on call basis with absolutely no guarantee of work and compensation.

Substitute Signature: _____ Date: _____