



Red Oak Community School District

604 S Broadway

Red Oak, Iowa 51566

712.623.6600

www.redoakschooldistrict.com

Regular Board of Directors Meeting/Work Session

Meeting Location: Red Oak Jr./Sr. Virtual Learning Center OR
VIA Internet and phone -visit website for information

Please Note Work Session will not be Available VIA Internet

Monday, August 22, 2022 – 4:30 pm

- Agenda -

- 1.0 Call to Order – Board of Directors President Bret Blackman
- 2.0 Roll Call – Board of Directors Secretary Deb Drey
- 3.0 Approval of the Agenda – President Bret Blackman
- 4.0 Communications
 - 4.1 Good News from Red Oak Schools
 - 4.2 Visitors and Presentations
 - 4.2.1 Presentation from Daric O’Neal from Alley Poyner Macchietto Architecture on facilities assessment and long-range planning
- 5.0 Consent Agenda
 - 5.1 Review and Approval of Minutes from August 8, 2022 *pg 3-4*
 - 5.2 Review and Approval of Monthly Business Reports *pg 5-12*
 - 5.3 Open Enrollment Requests Consideration
 - 5.3.1 Open Enrollment for 6th grader Carter Purvis, 3rd grader Serenity Rice from Southwest Valley Community School District to Red Oak Community School District for the 2022-2023 school year
 - 5.4 Handbooks
 - 5.4.1 Review and Approve Para Professional Guidelines for the 2022-2023 school year-From Deb on 8-3-2022 *pg 13-47*
 - 5.4.2 Review and Approve Support Staff Handbook for the 2022-2023 school year-From Deb on 8-3-2022 *pg 48-105*
 - 5.5 Personnel Considerations
 - 5.5.1 Resignation of Amber Crussell as Para Professional at Inman Elementary effective immediately
 - 5.5.2 Resignation of Jordyn Moore as Para Professional at ROECC effective immediately
 - 5.5.3 Hiring of the following for Sub Bus Drivers for the 2022-2023 school year; Mark Johnson, Bob Peterson

5.5.4 Hiring of Heather Johnson as Study Hall Monitor at the Jr./Sr. High for the 2022-2023 school year

5.5.5 Hiring of Allie Allsion as Para Professional at ROECC for the 2022-2023 school year

6.0 General Business for the Board of Directors

6.1 Old Business-None

6.2 New Business

6.2.1 Discussion/Approval of the 3rd reading of Board Policies 805 and 805.R1

6.2.2 Discussion/Approval of Disposal of old lockers and 5-man blocking sled

6.2.3 Discussion/Approval of 2023 Legislative Priorities pg 108 - pg 113

6.2.4 Discussion/Approval of appointing Jamie Sherley as the district's Level 1 investigator and Tony Jones as the district's alternate Level 1 investigator, in accordance with Iowa Administrative Code Chapter 102

6.2.5 Discussion/Approval of Technology Center Boiler Replacement Bid

7.0 Reports

7.1 Future Conferences, Workshops, Seminars

7.2 Other Announcements

7.3 Board Member Requested Item(s) for next meeting agenda

8.0 Next Board of Directors Meeting: Monday, September 12, 2022 – 5:30 pm
Red Oak Virtual Learning Center
Red Oak Jr./Sr. High

9.0 Adjournment

Board of Directors Work Session

I. Health Insurance Considerations

II. Negative Account Balance Policy/Procedures

III. Proposed Walking Trail at Inman Elementary

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Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Virtual Classroom/ Phone/Internet
Red Oak Junior Senior High School Campus
August 8, 2022

The regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Bret Blackman at 5:39 p.m. at the Red Oak Junior Senior High School Virtual Classroom.

Present

Directors: Bret Blackman, Roger Carlson, Bryce Johnson via internet
Superintendent Ron Lorenz, Business Manager Deb Drey

Approval of Agenda

Motion by Director Carlson, second by Director Johnson to approve the agenda with the order of agenda items at the discretion of the meeting chair. Motion carried unanimously.

Good News from Red Oak Schools

The track resurfacing has been completed and is open to the public.

Several ROCSD students will be competing at the Iowa State Fair.

The 11th and 12th grades iJAG program received the 5 of 5 Award for meeting or exceeding all five outcome standards established by the National Jobs for America's Graduates Program.

Several baseball and softball athletes earned recognition for their contributions.

The baseball team set 12 team season records and broke various individual records to earn the most victories they have seen in 18 years.

Consent Agenda

Motion by Director Carlson, second by Director Johnson to approve the consent agenda as presented including meeting minutes, monthly business reports, personnel considerations, special education agreements, license renewals, and 2022-2023 handbooks with the exception of item 5.3.2 under personnel considerations. Motion carried unanimously.

2nd Reading Board Policies

Motion by Director Carlson, second by Director Johnson to approve the second reading of Board Policy Series 203; 403.2; 501.12; 501.13; 505.5; 505.R1; 506.5; 607.2; 805; and 805.R1 due to recent legislation. Motion carried unanimously.

Wilson Reading System Training

Motion by Director Carlson, second by Director Johnson to approve Wilson Reading System In-Person Training for special education staff in the amount of \$6,200.00. Motion carried unanimously.

Fundations & Just Words Training

Motion by Director Carlson, second by Director Johnson to approve Fundations and Just Words In-Person Training for K-6 grades classroom teachers and Title Teachers in the amount of \$10,500 plus an amount of travel expenses to be determined. Motion carried unanimously.

Adjournment

Motion by Director Carlson, second by Director Johnson to adjourn the meeting at 6:02 p.m. Motion carried unanimously.

Continuation of August 8, 2022 Meeting Minutes-Page 2

Next Board of Directors Meeting

Monday, August 22, 2022 – 5:30 p.m.
Virtual Classroom/Phone/Internet
Red Oak Junior Senior High School Campus

Bret Blackman, President

Deb Drey, Board Secretary

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
BATTEN SANITATION SERVICE	73022BS	5,635.00
10 9010 2630 000 0000 421	Admin/BBF Sanitation - 7/2022	135.00
10 0109 2630 000 0000 421	HS Sanitation 7/2022	1,833.33
10 0418 2630 000 0000 421	IES Sanitation 7/2022	1,833.34
10 0445 2630 000 0000 421	ROECC Sanitation 7/2022	1,833.33
Vendor Name BATTEN SANITATION SERVICE		<u>5,635.00</u>
BOYS TOWN	189121	707.72
10 9010 1200 214 3302 320	Sped Lvl II - 7/2022	707.72
Vendor Name BOYS TOWN		<u>707.72</u>
CAMBLIN MECHANICAL INC	40413	455.00
10 0109 2620 000 0000 432	HS A/C Repair	455.00
Vendor Name CAMBLIN MECHANICAL INC		<u>455.00</u>
CHEMSEARCH	7892553	492.23
10 0418 2640 000 0000 433	HS Water Treatment Boiler	492.23
Vendor Name CHEMSEARCH		<u>492.23</u>
CHILTON, KRISTINA	81022KC	7.99
10 0418 1000 100 4045 612	Reimbursement to Chilton for Clear Spray	7.99
CHILTON, KRISTINA	81722KC	75.98
10 0418 1000 100 8001 612	Chilton PTO/Reimbursement Chairs	75.98
Vendor Name CHILTON, KRISTINA		<u>83.97</u>
DEPARTMENT OF ADMINISTRATIVE SERVICES	DAS202301163 8	650.00
10 9010 2310 000 0000 810	TSA Admin Fee 22-23	650.00
Vendor Name DEPARTMENT OF ADMINISTRATIVE SERVICES		<u>650.00</u>
FIRST BANKCARD - DEB DREY	FBCDD81022	215.00
10 9010 2310 000 0000 320	DD - IASBO Fall Conference	215.00
Vendor Name FIRST BANKCARD - DEB DREY		<u>215.00</u>
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-1	717.15
10 0418 1000 100 0000 618	22-23 K Classroom Supplies	717.15
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-10	37.82
10 0109 2120 000 0000 618	Counselor Office Supplies	18.84
10 0109 2120 000 0000 618	Counselor Office Supplies	18.98
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-11	139.00
10 9010 2310 000 0000 810	Prime Membership for District	139.00
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-12	51.08
10 0418 1000 100 0000 618	Kindergarten Supplies	35.98
10 0418 1000 100 0000 618	Circle Die Cast for Teacher Work Room	15.10
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-13	166.81

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0418 1000 100 8001 612	PTO Phil Turner/Puzzles	99.97
10 0418 2410 000 0000 611	Self Inking Date Stamps	66.84
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-14	62.73
10 0418 1000 100 0000 612	1 Blue Pony Beads, 2 Red Pony Beads, 1 -	62.73
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-15	410.94
10 0418 1000 100 8001 612	PTO: Markers, Clips, Stapler, Pencils	410.94
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-16	215.00
10 9010 2310 000 0000 320	IASBO Fall Conference - HH	215.00
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-17	21.98
10 0418 1000 100 8001 612	Border/letters/Cursive board	21.98
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-2	37.99
10 0109 1000 100 0000 612	Alcohol	12.99
10 0109 1000 100 0000 612	Aluminum Oxide 5lb	25.00
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-3	19.99
10 0418 1000 100 4045 612	Chilton - Amazon, Summer School Science	19.99
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-4	92.92
10 9010 2700 000 0000 618	Putty, lamination Pouches, Clip Boards	92.92
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-5	18.29
10 9010 2700 000 0000 618	Dry Erase Markers	18.29
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-6	26.39
10 0418 1000 100 8001 612	PTO - Classroom Supplies	26.39
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-7	244.31
10 0418 2410 000 0000 611	Card Stock, Laminating Pouches	24.99
10 0418 1000 108 0000 612	Supplies for Nurse	219.32
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022-8	181.87
10 0418 2410 000 0000 611	Office - Rubber Bands	15.96
10 0418 1000 100 8001 612	Josei Wiser	165.91
FIRST BANKCARD - HEIDI HARRIS	PTO/Timers, Whiteboards, Etc	1,028.58
10 0109 2410 000 0000 618	HS Office Supplies	1,028.58
Vendor Name FIRST BANKCARD - HEIDI HARRIS		<u>3,472.85</u>

FIRST BANKCARD - OFFICE CARD 1	FBC#181022	100.67
10 9010 2620 000 0000 618	Wire Conduit	100.67
FIRST BANKCARD - OFFICE CARD 1	FBC#181022-1	12.99
10 0109 2620 000 0000 618	Adhesive Spreader Tip	12.99
FIRST BANKCARD - OFFICE CARD 1	FBC#181022-2	14.99
10 0109 2620 000 0000 618	6V4.5AH Battery	14.99
FIRST BANKCARD - OFFICE CARD 1	FBC#181022-3	624.00
10 0109 2620 000 0000 618	Counselor Office Locksets	624.00
FIRST BANKCARD - OFFICE CARD 1	FBC#181022-4	184.66
10 0445 2620 000 0000 618	Utility Faucet	184.66
Vendor Name FIRST BANKCARD - OFFICE CARD 1		<u>937.31</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
FIRST BANKCARD - OFFICE CARD 2	FBC#281022	213.95
10 0109 1000 100 8017 641	AP Materials from Teachers Pay Teachers	213.95
FIRST BANKCARD - OFFICE CARD 2	FBC#281022-1	99.00
10 9010 2213 132 3376 320	GooseChase District Account for PD	99.00
Vendor Name	FIRST BANKCARD - OFFICE CARD 2	<u>312.95</u>
FIRST BANKCARD - OFFICE CARD 3	FBC#381022	1,041.32
10 9010 1000 100 4045 580	Counselor Training Accommodations	1,041.32
Vendor Name	FIRST BANKCARD - OFFICE CARD 3	<u>1,041.32</u>
FIRST BANKCARD - OFFICE CARD 4	FBC#481022	162.74
10 0418 1000 100 8001 612	PTO Order/Markers.crayons	162.74
FIRST BANKCARD - OFFICE CARD 4	FBC#481022-1	350.00
10 9010 2700 000 0000 340	2022 IPTA Summer Conference Registration	350.00
FIRST BANKCARD - OFFICE CARD 4	FBC#481022-2	300.00
10 9010 2700 000 0000 810	IPTA Membership 2022-23	300.00
FIRST BANKCARD - OFFICE CARD 4	FBC#481022-3	176.88
10 0418 1000 100 0000 618	22-23 Classroom Supplies, 1st Grade	176.88
FIRST BANKCARD - OFFICE CARD 4	FBC#481022-4	142.49
10 0418 1000 100 8001 612	PTO Robertson	26.98
10 0418 2410 000 0000 611	Bulletin Board Decor/Die Cast Tiger Paw	30.35
10 0418 2410 000 0000 730	Adjustable Height Laptop/Jane	85.16
FIRST BANKCARD - OFFICE CARD 4	FBC#481022-5	325.92
10 9010 2700 000 0000 580	7-17-22/ 7-20-22 Stay at Holiday Inn	325.92
Vendor Name	FIRST BANKCARD - OFFICE CARD 4	<u>1,458.03</u>
FIRST ONSITE	43585	11,751.88
10 9010 2620 000 0000 618	Derecho District Repair	11,751.88
Vendor Name	FIRST ONSITE	<u>11,751.88</u>
GRABRIAN, CHRIS	1329	750.00
10 9010 2310 000 0000 320	GASB Valuation	750.00
Vendor Name	GRABRIAN, CHRIS	<u>750.00</u>
GREEN HILLS AEA	3681	1,073.10
10 9010 2213 000 0000 330	AEA Online Prof Development	1,073.10
Vendor Name	GREEN HILLS AEA	<u>1,073.10</u>
H21 GROUP	285.00	285.00
10 0109 2620 000 0000 432	Draper Saddles/Shot Clocks HS	285.00
Vendor Name	H21 GROUP	<u>285.00</u>
HALEY'S ELECTRIC	10013	10,706.37
10 0418 2620 000 0000 432	IES Portable Plumbing	10,706.37
Vendor Name	HALEY'S ELECTRIC	<u>10,706.37</u>



Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
HOLT WOODWORKING, INC. BDA LEADING EDGE LAMINATING	51018	1,023.00
10 0418 1000 100 0000 618	Lamination Rolls	1,023.00
Vendor Name	HOLT WOODWORKING, INC. BDA LEADING EDGE LAMINATING	<u>1,023.00</u>
HY VEE FOOD STORES	81022HV	70.87
10 9010 2321 000 0000 618	Donuts/Drinks New Teacher Orientation	70.87
HY VEE FOOD STORES	81022HV-1	13.52
10 9010 2620 000 0000 618	Inman Portable Class	13.52
HY VEE FOOD STORES	81022HV-2	9.97
10 0418 1000 100 0000 618	Laundry Detergent - HyVee	9.97
HY VEE FOOD STORES	81022HV-3	32.29
10 0418 2620 000 0000 618	IES Mulch	32.29
HY VEE FOOD STORES	81022HV-4	77.66
10 0418 1000 100 4045 612	Summer School Science	42.71
10 0418 1000 100 4045 612	Snacks for Summer School	34.95
HY VEE FOOD STORES	81022HV-5	9.29
10 0418 1000 100 4045 612	Summer School Science Supplies	9.29
HY VEE FOOD STORES	81022HV-6	62.62
10 0418 1000 100 4045 612	Snacks for Summer School	32.97
10 0418 1000 100 4045 612	Snacks for Summer School	23.96
10 0418 1000 100 4045 612	Billings Supplies - Summer School	5.69
Vendor Name	HY VEE FOOD STORES	<u>276.22</u>
INSTRUCTIONAL EMPOWERMENT INC	29545	4,500.00
10 9010 1000 100 4045 320	Marzano Admin Coaching Prof Development	4,500.00
Vendor Name	INSTRUCTIONAL EMPOWERMENT INC	<u>4,500.00</u>
JAN-PRO OF OMAHA	14455	37,500.00
10 9010 2630 000 0000 340	Janitorial Services 9/2022	37,500.00
Vendor Name	JAN-PRO OF OMAHA	<u>37,500.00</u>
MEDIACOM	81222HSRPI	78.87
10 9010 2236 000 0000 536	HS PRI Lines 8/2022	78.87
Vendor Name	MEDIACOM	<u>78.87</u>
MIDAMERICAN ENERGY	529109915	238.16
10 9010 2620 000 0000 622	Sports Complex Electricity 7/22	238.16
MIDAMERICAN ENERGY	529161072	19.85
10 9010 2620 000 0000 622	Webster Electricity 7/22	19.85
Vendor Name	MIDAMERICAN ENERGY	<u>258.01</u>
MIDWEST TECH PRODUCTS	2130953-00	1,195.60
10 0109 1300 370 0000 612	22-23 Industrial Tech Supplies	1,195.60
Vendor Name	MIDWEST TECH PRODUCTS	<u>1,195.60</u>
MOUSER ELECTRONICS INC	169395647	199.89
10 0109 1300 370 0000 612	Phono Tips	129.00
10 0109 1300 370 0000 612	2.2K Resistors	24.40

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 0109 1300 370 0000 612	Neon Lamps	46.49
Vendor Name MOUSER ELECTRONICS INC		<u>199.89</u>
OREILLY AUTO PARTS	188495	46.76
10 0109 2620 000 0000 618	Belts	46.76
OREILLY AUTO PARTS	188630	169.23
10 0109 2620 000 0000 618	Belts	93.52
10 0109 2620 000 0000 618	Belts	44.72
10 0109 2620 000 0000 618	Belts	30.99
OREILLY AUTO PARTS	188631	87.61
10 9010 2650 000 0000 434	Plugs	42.54
10 9010 2650 000 0000 434	Wires	45.07
Vendor Name OREILLY AUTO PARTS		<u>303.60</u>
RED OAK EXPRESS	73122ROE	528.01
10 9010 2572 000 0000 540	Board Claims 7/2022	528.01
Vendor Name RED OAK EXPRESS		<u>528.01</u>
ROGERS PLUMBING & HEATING	35269	1,293.02
10 0418 2620 000 0000 432	Plumbing Fix at IES	1,293.02
Vendor Name ROGERS PLUMBING & HEATING		<u>1,293.02</u>
SCHOOL ADMINISTRATORS OF IOWA	83123SAIAJ	584.00
10 0418 2410 000 0000 810	SAI IES Dues- AJ	584.00
Vendor Name SCHOOL ADMINISTRATORS OF IOWA		<u>584.00</u>
SCHOOL SPECIALTY LATTA DIV.	208130476744	114.63
10 0418 1000 100 0000 618	Dry Erase Markers (chisel) 3rd grade	114.63
SCHOOL SPECIALTY LATTA DIV.	208130499499	436.76
10 0418 1000 100 0000 618	Self Stick Easel Pads - 5th grade, 22-23	436.76
SCHOOL SPECIALTY LATTA DIV.	208130516892	29.44
10 0418 1000 100 8001 612	PTO Funds/Charts and Games	29.44
SCHOOL SPECIALTY LATTA DIV.	208130580909	249.56
10 0418 1000 100 8001 612	PTO - Dot Art Sponge	249.56
SCHOOL SPECIALTY LATTA DIV.	208130619219	6.21
10 0418 1000 100 0000 618	22-23 1st Classroom Supplies	6.21
SCHOOL SPECIALTY LATTA DIV.	308104034764	864.69
10 0418 1000 100 0000 618	22-23 3rd Classroom Supplies	864.69
SCHOOL SPECIALTY LATTA DIV.	308104036724	378.78
10 0418 1000 100 0000 618	22-23 1st Classroom Supplies	378.78
SCHOOL SPECIALTY LATTA DIV.	308104036734	892.76
10 0418 1000 100 0000 618	22-23 2nd Classroom Supplies	892.76
SCHOOL SPECIALTY LATTA DIV.	308104036735	1,311.09
10 0418 1000 100 0000 618	22-23 4th Grade School Supplies	1,311.09
SCHOOL SPECIALTY LATTA DIV.	308104036752	1,966.57
10 0418 1000 100 0000 618	22-23 5th Classroom Supplies	1,966.57
Vendor Name SCHOOL SPECIALTY LATTA DIV.		<u>6,250.49</u>
SIDNEY COMMUNITY SCHOOLS	71522SCSD	8,123.27
10 9010 2700 000 0000 591	Shared Transportation Director	8,123.27
Vendor Name SIDNEY COMMUNITY SCHOOLS		<u>8,123.27</u>

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
THYSSENKRUPP ELEVATOR CORP	1000451911	171.44
10 0109 2620 000 0000 432	HS Elevator Maintenance	171.44
Vendor Name THYSSENKRUPP ELEVATOR CORP		<u>171.44</u>
Trafera Holdings, LLC.	175727	209.98
10 9010 2235 000 0000 359	Chromebooks Repair	209.98
Trafera Holdings, LLC.	221626/20192 0	288.99
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen Motherboard	139.00
10 9010 2235 000 0000 618	Lenovo 300e 2nd Gen LCD Lid	149.99
Vendor Name Trafera Holdings, LLC.		<u>498.97</u>
UNITED FARMERS COOPERATIVE	073122UFMC	737.21
10 9010 2620 000 0000 618	District Maintenance/Grounds Supplies	320.24
10 0418 2620 000 0000 618	IES Maintenance Supplies	13.39
10 0109 2620 000 0000 618	HS Maintenance Supplies	403.58
UNITED FARMERS COOPERATIVE	7312022UFMC	1,989.85
10 9010 2700 217 3303 626	Sped Ethanol - 7/2022	337.72
10 9010 2700 000 0000 626	Ethanol - 7/2022	805.05
10 9010 2700 000 0000 626	Truck/Utility Ethanol - 7/2022	764.08
10 9010 2700 000 0000 627	Diesel - 7/2022	83.00
Vendor Name UNITED FARMERS COOPERATIVE		<u>2,727.06</u>
US CELLULAR	525867639	22.08
10 9010 2236 000 0000 536	Internet Failover 8/22	22.08
Vendor Name US CELLULAR		<u>22.08</u>
WESTLAKE ACE HARDWARE	81722ACE	690.08
10 0418 2620 000 0000 618	IES Maintenance Supplies 7/2022	6.27
10 0445 2620 000 0000 618	ROECC Maintenance Supplies 7/2022	9.99
10 0109 2620 000 0000 618	HS Maintenance Supplies 7/2022	648.83
10 9010 2620 000 0000 618	District Maintenance Supplies 7/2022	24.99
WESTLAKE ACE HARDWARE	81722ACE-1	110.28
10 9010 2700 000 0000 618	Shop Rags, Cleaners	110.28
Vendor Name WESTLAKE ACE HARDWARE		<u>800.36</u>
WILLIAM V. MACGILL & CO.	805206	1,101.89
10 0418 1000 108 0000 612	Nurse Supplies 22-23	1,101.89
Vendor Name WILLIAM V. MACGILL & CO.		<u>1,101.89</u>
WORLD OF WONDER	22004394	190.83
10 0418 1000 100 8001 612	PTO Items from Wonder World	190.83
Vendor Name WORLD OF WONDER		<u>190.83</u>
Fund Number 10		<u>107,654.34</u>
Checking Account ID 1	Fund Number 36	PHYSICAL PLANT & EQUIPMENT
DELAGÉ LANDEN PUBLIC FINANCE LLC	77159068	61,602.40

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
36 9010 2700 000 5410 732	BlueBird Lease 22-23	61,602.40
Vendor Name	DELAGE LANDEN PUBLIC FINANCE LLC	<u>61,602.40</u>
ENGINEERING TECHNOLOGIES INC	17489	7,000.00
36 0109 2620 000 0000 349	Construction Documents	7,000.00
Vendor Name	ENGINEERING TECHNOLOGIES INC	<u>7,000.00</u>
WILLIAMS SCOTSMAN INC	9014658437	30,890.20
36 9010 2620 000 0000 441	Portable Rental - 7/2022	30,890.20
WILLIAMS SCOTSMAN INC	9014939054	3,465.82
36 9010 2620 000 0000 441	Portable Rental Exp - IES	3,465.82
Vendor Name	WILLIAMS SCOTSMAN INC	<u>34,356.02</u>
Fund Number	36	<u>102,958.42</u>
Checking Account ID	1	<u>210,612.76</u>
Checking Account ID	2	Fund Number 61
ELWOOD, LEAH	81622LE	SCHOOL NUTRITION FUND
61 483 000 0000 000	Lunch Account Refund	21.00
Vendor Name	ELWOOD, LEAH	<u>21.00</u>
GILLELAND, LORI	080322LG	194.40
61 483 000 0000 000	Lunch Account Refund	194.40
Vendor Name	GILLELAND, LORI	<u>194.40</u>
OPAA! FOOD MANAGEMENT INC	41621	6,941.02
61 9010 3110 000 0000 570	7/2022 Food Services	6,941.02
Vendor Name	OPAA! FOOD MANAGEMENT INC	<u>6,941.02</u>
Fund Number	61	<u>7,156.42</u>
Checking Account ID	2	<u>7,156.42</u>
Checking Account ID	3	Fund Number 21
ASPI SOLUTIONS, INC	15003	STUDENT ACTIVITY FUND
21 0109 1400 920 6600 618	Cross Country/Track Program	500.00
Vendor Name	ASPI SOLUTIONS, INC	<u>500.00</u>
FIRST BANKCARD - HEIDI HARRIS	FBCHH081022	347.59
21 0109 1400 950 7421 618	HOCO Supplies	347.59
Vendor Name	FIRST BANKCARD - HEIDI HARRIS	<u>347.59</u>
IA HIGH SCHOOL SPEECH ASSOC.	81722IHSSA	75.00
21 0109 1400 910 6120 810	IHSSA Membership 22-23	75.00
Vendor Name	IA HIGH SCHOOL SPEECH ASSOC.	<u>75.00</u>
IHSADA	80822IHSADA	260.00
21 0109 1400 920 6600 810	IHSADA Membership 22-23	260.00
Vendor Name	IHSADA	<u>260.00</u>
IOWA FFA ASSOCIATION	81722FFAIA	90.00
21 0109 1400 950 7407 810	COLT Registration	90.00
Vendor Name	IOWA FFA ASSOCIATION	<u>90.00</u>
WILLIAMS, BRYAN	81722BW	250.00

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
21 0109 1400 950 7407 618	FFA Livestock Judging	250.00
Vendor Name WILLIAMS, BRYAN		<u>250.00</u>
WOOD, RAY	80822RW	55.00
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Fund Number 21		<u>1,577.59</u>
Checking Account ID 3		<u>1,577.59</u>

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**Red Oak
Community School District**



Paraprofessional Guidelines

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Welcome

You are now part of the Red Oak Community School District. Our goal is to create a successful and positive educational experience where every child may thrive. As a paraprofessional, you are an essential part of this process.

The purpose of this guide is to help you understand your new role. The handbook is written with a newly hired paraprofessional in mind, but should offer valuable guidance to veteran paraprofessionals as well. While it will never answer every question, it should give you a broad overview of your duties and where to go to find answers. When in doubt, however, don't hesitate to ask.

ANNUAL NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Red Oak Community School District are hereby notified that this school district does not discriminate on the basis race, color, national origin, religion, creed, sex, disability, sexual orientation, gender identity, age (for employment), genetic information (for employment), socioeconomic status (for programs) or marital status (for programs) in its educational programs and its employment practices. Any person having inquires concerning the school district's compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act (ADEA), the Pregnancy Discrimination Act, Iowa Code Chapter 216, or Iowa Code Section 280.3 is directed to contact:

Equity Coordinator, Justin Williams
Red Oak Jr./Sr. High School, 2001 N. 8th St
Red Oak, IA 51566
(712)623-6600

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing the state and federal laws outlined above.

WHAT IS SPECIAL EDUCATION?

THE INDIVIDUALS WITH DISABILITIES ACT:

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible children. Employees are expected to comply with the IDEA. For additional information regarding the IDEA, please visit The United States Department of Education website, located at www.idea.ed.gov/. Additionally, employees are expected to follow school district procedures for identifying students who need additional assistance and meet the needs of identified students.

SPECIAL EDUCATION:

Special education is simply providing “specially designed instruction” aimed at meeting the unique needs of children with disabilities. It involves adapting content, methodology, or instructional delivery according to the needs of entitled children. There is no “one size fits all” approach to special education, because services are tailored to the strengths, functional level, and needs of individual children. Special education hinges on ensuring access of entitled students to the general education, to the maximum extent appropriate appropriate, so they can meet the educational standards of the school district.

SPECIAL EDUCATION ASSURANCES:

The Red Oak Community School District will:

- Actively seek to identify, locate, and evaluate students who may be in need of special education and/or related services. Whenever a child is suspected of having a disability, regardless of whether they are advancing from grade to grade or otherwise appear to be making reasonable progress toward district standards and benchmarks, the district will request the parent's written consent to conduct a full and individual evaluation to assess the child's eligibility for special education services.
- Use objective and sound data to determine whether students are eligible for special education and/or related services. Trained professionals will assess whether a child has a skills deficit, health or physical condition, functional limitation, or pattern of behavior that adversely affects their academic performance. They will also assess whether educational interventions that are required by the student to be successful can be sustained without special education services. All eligibility decisions will be based on a student's progress (i.e., performance over time), discrepancy (i.e., performance as compared to grade level expectations or developmental norms) and need of services.
- Ensure each entitled student receives a Free and Appropriate Public Education (FAPE) that is reasonably calculated to provide meaningful benefit to each entitled student. This will be done through the development of an Individualized Education Program (IEP). A team of individuals, including the student's parents, with a vested interest in the student's success, will develop the student's IEP. In developing the IEP, the team will consider the student's strengths, the parent's concerns for enhancing the education of their child, the results of the student's initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- Educate entitled students alongside their typical peers to the maximum extent appropriate (i.e., *Least Restrictive Environment*). Entitled students will be removed from the general education setting only when the nature or severity of their disability is such that their needs cannot satisfactorily be met in

regular classes, even with the *use of supplementary aids and services* [281—41.114(2)b]. When a student's needs cannot adequately be met in the general education setting, they will be served in an environment that provides the least possible amount of segregation from the student's nondisabled peers.

- The district will provide a continuum of services to ensure entitled students are educated in the least restrictive environment. This continuum includes a variety of alternate placement, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and other institutions. It also includes *supplementary services*, such as resource rooms and itinerant instruction, to be provided in conjunction with student's regular class placement.
- Implement procedural safeguards to ensure informed parent consent, guarantee meaningful parent participation in decisions regarding educational programming and placement, and provide parents an opportunity to challenge district decisions. Parents will be notified of these procedural safeguards at least once each year and upon initial referral or parent request for evaluation. Parents will also be provided *prior written notice* whenever the district initiates, proposes, or refuses a change in the identification, evaluation or placement of a student. This notice will include an explanation of what the district proposes or refuses; why the district is proposing or refusing the action; a description of the assessment data used in determining the appropriateness of the action; and a description of other options that were considered
- Report disaggregated student achievement data to the state demonstrating that entitled students are making adequate yearly progress (AYP) toward reaching proficiency.

SPECIAL EDUCATION PHILOSOPHY:

We believe all students can learn and deserve to be taught in a manner that meets their developmental, social, emotional, behavioral, physical, and academic needs. Proven instructional strategies will be implemented that match their individual needs. Parents, educators, and all other team members will be actively engaged in the student's education.

SPECIAL EDUCATION THEORY OF ACTION:

If...

Special education teachers work collaboratively with parents, colleagues and other stakeholders to identify the unique needs of entitled students, develop individualized plans to meet these specific needs and implement these plans with fidelity...

and...

They consistently implement child specific, research-based instructional strategies to supplement or intensify core instruction...

and...

They use valid and reliable student data (e.g. formative and summative measures) to continuously adjust or refine their instruction...

Then...

Students entitled to special education will learn essential academic, social and functional skills at a faster rate and the achievement gap that exists between entitled students and their peers will close.

WHAT IS AN EDUCATIONAL PARAPROFESSIONAL?

DEFINITION OF AN EDUCATIONAL PARAPROFESSIONAL:

Paraprofessionals are school employees who assist in supporting students under the supervision of a licensed professional, such as a teacher. Paraprofessionals are critical to the education of students with special needs. These students often require more support than can be provided by the teacher alone. A motivated and conscientious paraprofessional can significantly increase learning by giving students opportunities to practice essential skills. They can provide students with more individualized support than they would otherwise receive. Paraprofessionals can also provide teachers with planning time critical to the development of educational programming. In general, paraprofessionals ensure that entitled students are more carefully monitored, more supported, and more involved in instruction.

THE ROLES OF AN EDUCATIONAL PARAPROFESSIONAL:

Paraprofessionals perform a variety of roles and responsibilities through the course of a day. Although their primary responsibility is working directly with students to enhance academic outcomes, paraprofessionals are also asked to perform various supervisory functions. It is important to remember that paraprofessionals work for the school district as opposed to particular buildings. Their responsibilities, schedules and assignments may change according to the needs of the district.

The *Study of Personnel Needs in Special Education* (2001) found that while there were differences by region and district regarding the types of services paraprofessionals provided, the majority of special education paraprofessionals spend at least 10% of their time on each of the following activities:

- Providing one-on-one instructional support;
- Providing instructional support in small groups;
- Modifying materials;
- Implementing behavior management plans;
- Monitoring hallways, study hall, other;
- Meeting with teachers;
- Collecting data on students; and
- Providing personal care assistance.

GENERAL EXPECTATIONS:

1) Support a safe, positive teaching and learning environment

Paraprofessionals are often the first adults to greet students as they leave the bus and enter the school building. They supervise students in a variety of settings with varying amounts of structure and often accompany students as they move around the building and in the community. Paraprofessionals are positive role models. They may prompt students to use previously learned strategies to solve problems and gather information. Paraprofessionals, under the guidance of licensed staff members, help organize and maintain the physical space, keep records for reports, and monitor behavior and learning. Paraprofessionals facilitate the integration of students with individual needs in typical classrooms and settings. Although some students require one-to-one support, the integration of students is ideally provided by more than one paraprofessional. Paraprofessionals follow guidelines established by the school district to protect the safety and well-being of learners and staff.

2) Assist in physical and intellectual development

Paraprofessionals support the teaching and learning of all students. Teachers or other licensed professionals provide initial instruction. Paraprofessionals then review lessons and provide drill and independent practice opportunities with individual students or groups of students. Under teacher direction, they may modify or create learning materials. The role of paraprofessionals in assessment may include, under the direction of teachers, reading tests, scribing, and adapting tests. They may observe students, record and summarize data, maintain records, and share information with teachers and other professionals. Paraprofessionals foster the learning of students from diverse cultures, language backgrounds, learning styles, and abilities.

3) Support social, emotional, and behavioral development

Paraprofessionals carry out behavior management plans developed by teachers and other professionals. They support and assist students in meeting class and school expectations for appropriate behavior. Paraprofessionals help students interact successfully by modeling and prompting appropriate behavior. They may work with small groups of students to reinforce social skill learning. Paraprofessionals often support integration of students with specialized needs by providing close supervision and reinforcing generalization of positive behavior. They may accompany students, gather behavioral data, provide immediate prompts, and implement previously planned intervention. Interventions may include positive verbal and physical reinforcement strategies, point sheets, time out procedures, or token economies.

4) Establish positive and productive relationships

Paraprofessionals work with a variety of staff including other paraprofessionals, teachers, administrators and support staff. They may also have contact with the extended families of the students. They respect the legal and human rights of students and their families and school staff. Paraprofessionals communicate effectively as members of the instructional team. They are open, respectful, and cooperative. They respect the individual role distinctions of various team members. Paraprofessionals communicate information to appropriate personnel in a timely manner.

5) Integrate effectively technology to support student learning

Paraprofessionals use high and low tech methods and equipment to facilitate learning for all students. Paraprofessionals may use special equipment in their work or support students as they learn to use special equipment. Examples of specialized equipment include computers, mechanical aids for movement and exercises, assistive augmentative communicators, pencil grips, closed circuit television, or colored papers or tapes. Paraprofessionals in some cases work with students who need specialized equipment for health or mobility. These paraprofessionals receive training from other professionals in order to modify or implement strategies and materials. The devices utilized by students include oxygen, feeding tubes, positioning equipment, and wheelchairs. Paraprofessionals may use technology to record grades, points, or observations. They enlarge, modify, and duplicate materials.

6) Practice ethical and professional standards of conduct

Paraprofessionals practice the standards of ethical conduct approved by their school district. They often represent the school in a positive manner to the community and take concerns through the appropriate channels. They maintain the confidentiality of all information regarding students, respecting the dignity of every student and family. For a suggested list of ethical responsibilities for

Paraprofessionals see Appendix B. For the Iowa Board of Educational Examiners Code of Professional Conduct and Ethics required for certified paraprofessionals. Paraprofessionals work in complex situations and perform a variety of tasks. When confronting unfamiliar procedures or situations, they ask for directions, instructions, or guidance. They model life-long learning by participating in professional, college, or inservice opportunities.

Guide to Effective Paraeducator Practices, 2nd edition. (2007) Iowa Department of Education.

SPECIFIC EXPECTATIONS

Implementing Student IEPs:

The primary role of paraprofessionals is to assist teachers and other school personnel to implement students' Individualized Education Programs (IEPs). In doing so, paraprofessionals must be familiar with the IEPs of students they support. The IEP outlines the goals, accommodations, and modifications students will work toward and use throughout the school day. If paraprofessionals are not aware of what is written in IEPs, they cannot effectively implement required services and supports.

In addition to knowing what is written in IEPs, paraprofessionals must understand how these things should be done. Paraprofessionals must work with their supervising teacher to be absolutely clear on how they should go about effectively implementing strategies and supports. Whenever paraprofessionals are uncertain about what they should be doing, they should immediately ask their supervising teacher for clarification.

It is recommended that paraprofessionals ask the following questions of their supervising teacher, before they begin working with students:

- What are the specific areas of concern for particular students?
- What goals are included in the students' IEPs?
- What accommodations and modifications are included in the students' IEPs?
- What is expected of me in terms of implementing instruction?
- What is expected of me in terms of implementing behavior supports? What are the antecedents of the behaviors of concern? What is/are the function(s) of the behaviors of concern? What are the replacement behaviors that are being sought? What is my proximity to students in the hallway, classroom, and other areas?
- What is expected of me in terms of collecting and documenting progress monitoring data?
- How can I best promote student independence?
- What is expected of me in terms of supervising students?
- How should I provide feedback, communicate, and collaborate with my supervising teacher?
- What classroom rules and routines should I be aware of (i.e., expectations for the class, daily routines and schedules, instructional procedures, strategies, and tools, procedures for handling student work, classroom organization, dismissing the class, bathroom rules, etc.)?

Implementing Teacher Planned Instruction:

Certified teachers are responsible for the planning and development of instruction. The teacher will design instruction based on the individual needs of the student as outlined in his or her IEP. Paraprofessionals may be asked to work collaboratively with the teacher to plan the instruction, but it should never be a task that they undertake without the guidance of the teacher. Your primary role of the paraprofessional is to implement instruction that is planned by the teacher.

Implementing instruction can be done in a variety of ways and it is up to the classroom teacher to outline the

strategies the paraprofessional will use. Paraprofessionals may work one-on-one with a student or groups of students to work on specific goals. Other times paraprofessionals might support particular students while the teacher leads instruction.

Examples of implementing teacher planned instruction might include:

- leading a small reading group planned by the teacher that reviews vocabulary words the student previously learned
- prompting a student to ask a friend to play
- reviewing content for a test
- working next to the teacher to teach math concepts
- prompting a student to ask for a break
- facilitating a science lab

Data Collection:

Paraprofessionals are often asked to collect data on student progress based on metrics outlined in the students' IEPs. Teachers must have a system in place to collect data so that anyone who teaches the student can collect data on the student's performance.

Paraprofessionals often have the responsibility of collecting data on student progress based on the metrics outlined in the student's Individualized Education Programs (IEPs) and Behavior Intervention Plans (BIPs). Data collection is a critical role of the paraprofessional. Progress monitoring data informs the teacher as to whether the student is making progress toward their IEP goals and whether changes must be made to their IEP. There are many ways to collect data, so the teacher must have a system in place that is consistent with the methods outlined in the child's IEP.

You might be asked to collect data on:

- How many spelling words the student got correct
- The number of prompts the student needs to follow directions
- The number of times the student acted out or exhibited aggressive behaviors
- The length of time the student cried
- Whether the student greeted his teacher when he entered the room
- How many words the student used to request a play activity

Data collection varies depending upon the student, the teacher, the setting, and the behavior that is being targeted. Paraprofessionals must be sure to collect accurate data in the manner and frequency required by the teacher. Paraprofessionals should always consult with the teacher anytime they have questions about how to collect data.

Communication and Social Skills Support:

Many entitled students have difficulties with communication and social skills. These difficulties are generally a manifestation of their disability. Therefore, paraprofessionals are often asked to implement instruction related to the teaching of communication and social skills. Paraprofessionals are instrumental in helping students learn how to communicate more effectively, interact appropriately with peers and adults, and learn the social expectations and rules of the district and school. IEPs will outline the specific goals and objectives students are expected to work on regarding both communication and social skills. Additionally, the supervisory teacher will outline programs for students designed to teach these skills. Specific examples of communication and social supports include:

- Providing instruction to a student teaching him to label his school supplies
- Prompting a student to say “hi” to his classmate
- Reminding a student to raise his hand when he knows the answer
- Teaching a student how to wait in line for a drink of water
- Teaching a student how to say “excuse me” before interrupting
- Teaching a student to request a book

This is by no means an exhaustive list of communication and social skills supports, but should give you a sense of the types of interventions that may be required.

Supervising Students:

Supervising students is another duty that paraprofessionals are routinely asked to perform. These duties will depend on the unique schedule and needs of the building and district. Student supervision duties may include:

- Supervising the hallways before, during, and after school
- Supervising students on the playground
- Supervising students during lunch in the cafeteria
- Supervising students during testing
- Supervising students during minor transitions such as walking to and from the bus
- Supervising students in the classroom when the teacher is required to briefly step out of the classroom

Behavioral Supports:

Many students who are entitled to special education services require some level of behavioral support throughout their school day. Many will demonstrate behaviors which specific interventions and supports. Paraprofessionals are often be asked to provide this support since they typically work closely with students. Students who demonstrate challenging behavior will have generally have Behavior Intervention Plans (BIPs) that outline what is to be done to prevent the behaviors from occurring and what should be done when the behaviors occur. Specific examples of behavioral supports include:

- Providing praise and positive reinforcement for appropriate behavior
- Giving a student a break after he has completed a predetermined amount of tasks
- Reading social stories with the student to help him remember how to talk when in the library
- Giving the student a token for demonstrating on-task behavior
- Redirecting students when they show signs of or begin to act out

This is not an exhaustive list but should give you a sense of what types of supports are included in this category.

Individualized Supports:

Many students will require individualized supports as outlined in their IEPs. Examples of such supports may include:

- Using a visual schedule to help the student to know what he is doing throughout the day
- Using a timer to help the student know how long he can play on the computer
- Giving the student a token in the shape of a dinosaur to reinforce his correct answer to the math question
- Pointing to the book to redirect the student back to reading after he got distracted

- Pairing the student with a well-liked classmate to complete an art project
- Using a laptop to have the student type his assignment

What:

Paraprofessionals are often asked to perform tasks related to students' personal care. Many students require assistance with dressing, grooming health and hygiene. Such tasks may include:

- Helping a student get dressed for physical education
- Taking a student to the restroom
- Helping a student to comb their hair
- Assisting the student in brushing his teeth
- Prompting a student to use a fork to eat lunch
- Reinforcing the student for voiding in the toilet
- Assisting students in cleaning themselves after toileting
- Changing students' diapers

Personal care tasks are not only a necessity for students, but a valuable teaching opportunity. Each of these opportunities should be used to promote student independence. It is essential that paraprofessionals not simply do the tasks for the student, but instead help them to learn how to do the tasks for themselves. It is also essential that paraprofessionals maintain the dignity and privacy of student all times when performing such tasks.

When paraprofessionals believe there are personal care skills students need to learn, they should collaborate with their supervising teacher to determine the best way to teach the skill.

KEYS TO SUCCESS

Successful Paraprofessionals...

- ...Communicate with the teachers daily.
- ...Offer suggestions, although some may not be used.
- ...Ask the teacher's opinion on performance.
- ...Discuss problems now. Don't let them grow by ignoring them.
- ...Try to follow instructions exactly as they are given to you.
- ...Remember all final decisions are up to the classroom teacher.
- ...Maintain confidentiality.
- ...Offer the teacher feedback when appropriate.
- ...Let teachers know your strengths.
- ...Ask questions, the teacher may assume that you understand his/her directions.
- ...Share responsibilities - work as a team, plan together.
- ...Be patient (with yourself, with the teacher(s), and with the children).

THE ROLES OF THE TEACHER

While the paraprofessional has many roles and responsibilities in the education of a student it is important to recognize the distinct role of the supervising teacher. The supervising teacher is the person to whom the paraprofessional directly reports. This is typically a special education teacher. The supervising teacher will outline the responsibilities the paraprofessional will complete within the classroom and provide information about how to perform their job effectively.

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It is the teacher's responsibility to plan instruction for the student. The teacher will determine how a goal is going to be worked on, when it will be worked on, and the strategies and supports that will be used. Once the teacher has a solid plan for providing instruction on a goal, they will train the paraprofessional on how to provide the instruction. This may involve talking about a program and describing to the paraprofessional how to implement it, or preferably, it will involve the teacher modeling and showing the paraprofessional how to implement the program. Over time, changes will need to be made to the student's program. This is also the responsibility of the teacher. Ultimately, the teacher should be providing some instruction to the student and should also be reviewing the data collected. This will help the teacher know how the student is performing and be able to make changes to the program. However, in the event that the student is not performing well for an extended period of time, or the student masters a skill and needs to learn something new, the Paraprofessional should be sure to talk to the teacher.

The teacher will design the data collection system used to measure progress on the IEP. This involves teaching the Paraprofessional how to collect the data and even how to read the data, so they know when the student is or is not progressing.

The teacher will develop and implement behavior intervention plans (BIPs). In the event a student exhibits behaviors that are dangerous or interfere with learning, the teacher will develop a plan to extinguish the problem behavior and teacher appropriate replacement behaviors. The teacher will also train Paraprofessionals working with the student on how to implement the behavior plan.

The teacher will be the person who communicates with parents. Communication with parents is essential in promoting consistency between the school and home. Additionally, it is the teacher who is ultimately responsible for the student's educational program. That being said, communication with parents should come from the teacher. This is important for a few reasons. The teacher may have information that a paraprofessional doesn't have. It is important for parents to feel comfortable talking with the teacher and know they are getting one message. If you a paraprofessional has information that they feel the parents should know, it is their responsibility to share that information with the teacher. Ultimately, this keeps the paraprofessional from being caught in the middle when problems arise.

The teacher should assist the paraprofessional in developing professional skills. As professionals, it is important that we all keep growing. Supervising teachers should help paraprofessionals grow. This may mean modeling skills or providing feedback on how paraprofessionals implement skills.

It is imperative that the supervising teacher and the paraprofessional have open lines of communication. This will require the teacher and paraprofessional to meet regularly to share information, discuss problems, and learn what strategies are working or not working for the student. If at any time a paraprofessional is unclear on what their roles are, they should talk to their supervising teacher. If at any time a paraprofessional has questions regarding whether they are performing a task correctly, they would like to have training on how to support a student, or they would like any sort of feedback, the paraprofessional should let the supervising teacher know. It is the paraprofessional's responsibility (in addition to the responsibility of the teacher) to ensure they have the knowledge and skills needed to perform your job effectively.

COMPARISON OF SUPERVISING TEACHER AND PARAPROFESSIONAL DUTIES

(Refer to the details in the pages following this chart)

Supervising Teacher	Paraprofessional
<p>Classroom Organization</p> <ul style="list-style-type: none"> ● Plans Weekly Instruction ● Plans instructional programs; goals, lessons, activities for entire class and individual students 	<p>Classroom Organization</p> <ul style="list-style-type: none"> ● Assist with the planning process; incidental copies, transcribes, types, files, etc. ● Implements plan as specified by the teacher ● Plans review activities ● Maintains records
<p>Assessment</p> <ul style="list-style-type: none"> ● Administers tests to entire class ● Evaluates and grades student performance 	<p>Assessment</p> <ul style="list-style-type: none"> ● Checks and scores student work with appropriate training and key/guide ● Monitors student progress and relates findings to teacher
<p>Set Objectives</p> <ul style="list-style-type: none"> ● Determines appropriate objectives for a class and individual students 	<p>Set Objectives</p> <ul style="list-style-type: none"> ● Implements lessons to meet student objectives
<p>Instruction</p> <ul style="list-style-type: none"> ● Designs and selects instructional materials ● Teaches lessons for entire class, small groups and individual students. 	<p>Instruction</p> <ul style="list-style-type: none"> ● Assembles instructional materials suggested by the teacher ● Leads small group lessons and individual lessons
<p>Behavior Management</p> <ul style="list-style-type: none"> ● Plans and carries out behavior strategies for the whole class and individual students 	<p>Behavior Management</p> <ul style="list-style-type: none"> ● Implements the Behavioral Management strategies using the same emphasis and techniques as the teacher ● Conducts observations, collects data, and maintains records
<p>Working with Family Members</p> <ul style="list-style-type: none"> ● Corresponds and meets with family members ● Initiates, conducts, and facilitates conferences concerning individual students 	<p>Working with Family Members</p> <ul style="list-style-type: none"> ● Greets family members under the direction of the teacher
<p>Individual Education Planning</p> <ul style="list-style-type: none"> ● Develops and implements IEP with IEP team 	<p>Individual Education Planning</p> <ul style="list-style-type: none"> ● Assists with implementation of IEP goals and objectives ● Carries out teacher's plan
<p>Inservice</p> <ul style="list-style-type: none"> ● Attends appropriate in-service and professional development opportunities 	<p>Inservice</p> <ul style="list-style-type: none"> ● Attends appropriate in-service and professional development opportunities
<p>Other Duties</p> <ul style="list-style-type: none"> ● Facilitates the inclusion of students with disabilities into general education 	<p>Other Duties</p> <ul style="list-style-type: none"> ● Monitors playgrounds, lunchrooms, study halls and buses ● Facilitates the inclusion of students with disabilities into general education ● Provides Health Services ● Provides opportunities for students to practice skills in the community

DOs & DON'Ts

Paraprofessionals May . . .	Paraprofessionals May Not . . .
<ul style="list-style-type: none">● Be left alone in the classroom, in a planned way when the supervising teacher is called away.● Work without direct supervision with individuals or groups of students on concepts introduced by the supervising teacher or other teachers.● Have specific instructional and management responsibility for an individual student or groups of students.● Be involved in staffing meetings as requested by a teacher or administrator.● Support the inclusion of children with disabilities into general education activities such as taking notes, tutoring, giving tests orally, or supporting behavioral interventions.● Maintaining records relevant to classroom assignments.● Aid the teacher in supervising assemblies.● Accompany students on outings to the community, recreation sites, and school related trips or errands	<ul style="list-style-type: none">● Be used as an instructional substitute for licensed teachers unless the paraprofessional has the appropriate teaching license and has been directed by the administrator to serve as a substitute teacher.● Teach completely new concepts and skills.● Be given the primary responsibility for the education of an individual student.● Be assigned to attend student staffings and meetings in lieu of the supervising teacher.● Make accommodations decisions outside of a student's IEP. Assume primary responsibility for teaching content to students.● Carry out clerical responsibilities that are assigned to other staff members.● Take full responsibility for supervising assemblies.● Take full responsibility for outings to the community, recreation sites and school related trips or errands.

Appropriate Paraprofessional Duties	Inappropriate Paraprofessional Duties
<u>Instruction</u>	
<ul style="list-style-type: none"> ● Reinforcing application of skills on previously introduced concepts. Paraprofessionals should be trained in how to follow, but not go beyond, teacher directions in practice and drilling sessions. ● Reinforcing previously provided “specially designed instruction” Generalizing accommodations in response to immediate needs. Paraprofessionals can build on skills that have been introduced to students. For example, if a student has been introduced to and trained in the use of a particular strategy, that strategy can be generalized to other subject areas or social settings with the assistance of the Paraprofessional. Or, if a Paraprofessional has been trained to verbally model grammatical correctness, that modeling can be generalized to several settings. ● Facilitating teacher instructions in small group activities ● Constructing instructional materials: Paraprofessionals can construct flash cards, games for review, or other review materials under the supervision of a teacher. ● Assisting teacher in modifying or adapting instructional strategies and materials according to the needs of the learner. ● Supervising students in work settings. Paraprofessionals can oversee implementation of a licensed professional’s (work experience coordinator, etc.) program for students in community or work settings, including providing feedback to students as directed by the licensed professional. They can also collect and record assessment data in those settings as directed by the licensed professional, and share that information with the licensed professional who assesses and plans for continuing needs. 	<ul style="list-style-type: none"> ● Introducing new skills and concepts that go beyond teacher directions ● Providing “specially designed instruction” ● Planning instruction or selecting instructional materials ● Setting goals for students and/or classes ● Designing instructional materials ● Modifying the content of instructional materials ● Varying any component of scripted programming or making assessments and instructional decisions regarding student responses in a scripted program ● Designing student outcomes and expectations in work settings. Working with employers or other work site supervisors to design student learning outcomes, student expectations, and other developmental components of the student’s work setting program.
<u>Assessment</u>	

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<ul style="list-style-type: none"> ● Collecting data. Based on direction from the teacher, a Paraprofessional can observe and document student social, behavioral or academic performance, if appropriately trained. The data are shared with the teacher who makes decisions on instructional needs. ● Recording and charting data ● “Checking” papers. Paraprofessionals can check student work for which an answer key has been provided. ● Reading tests to students. Paraprofessionals need to be trained in appropriate test reading procedures. Important note: Districts should consider technology such as text readers or other alternatives to provide support to students who need reading accommodations in tests. 	<ul style="list-style-type: none"> ● Developing assessment materials ● Modifying the content of instructional materials ● Error analysis (See note on “checking” papers in Appropriate Column) ● Grading - Entering grades into official grade book or information in IEP. (See note on “checking” papers in Appropriate Column) ● Administer standardized, diagnostic assessments such as Basic Reading Inventory
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Student Behavior

<ul style="list-style-type: none"> ● Implementing student behavior plans. Paraprofessionals need to be trained in how to follow, but not go beyond, teacher directions in implementing behavior plans. ● Implementing building-wide or classroom behavioral expectations such as PBIS if appropriately trained ● Supervising students during recess, bus duty, transportation, lunch duty, study hall, and other such periods of the day in which students have unstructured time. Paraprofessionals can also supervise hallways and accompany students going to classrooms or other sites in the school building (gymnasium, library, etc.) 	<ul style="list-style-type: none"> ● Developing and evaluating student behavior goals and plans ● Developing and evaluating building-wide and classroom behavioral expectations
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Family and Parent Interactions

<ul style="list-style-type: none"> ● Interactions with family members. Paraprofessionals may provide information regarding daily routines and upcoming events. If questions related to progress, instruction or specific student needs arise, the Paraprofessional should direct the family to the teacher. ● Input into individualized education program planning: Paraprofessionals may be a source of information regarding student response to instruction and behavior programs by sharing information gathered through observations of the student, if 	<ul style="list-style-type: none"> ● Interactions with family members. Paraprofessionals should not discuss student progress, student needs, and other educational program components with family members.
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Paraprofessionals have been trained in appropriate observation procedures.	
<u>Organizational Duties</u>	
<ul style="list-style-type: none"> ● Maintaining an inventory and ordering supplies as directed by the teacher ● Maintaining an orderly, healthy, and safe environment ● Setting up and maintaining learning environments, learning centers and adaptive equipment as directed by the teacher ● Recording activities for documentation (implementation log) ● Copying and disseminating instructional/assessment materials ● Modifying the format of instructional materials (change to larger type, etc.) 	<ul style="list-style-type: none"> ● Developing an inventory and making fiscal and organizational decisions on needed supplies ● Developing plans and routines for orderly, healthy, and safe environments ● Designing learning environments, learning centers, and adaptive equipment
<u>Health Services</u>	
<ul style="list-style-type: none"> ● Under the direction and monitoring of a health professional or health plan supervisor, a Paraprofessional with appropriate training may assist with the implementation of a health plan. 	<ul style="list-style-type: none"> ● Assist with implementation of health plan without appropriate training ● Develop or modify a health plan
<u>Time Unsupervised (i.e., Indirect Supervision)</u>	
<i>The general guidelines below regarding unsupervised time are intended to be balanced with guidance in the above categories. Decisions regarding unsupervised time need to be based not only on the amount of time, but also on the appropriateness of a Paraprofessional's duties during that time.</i>	
<ul style="list-style-type: none"> ● Short Periods. Paraprofessionals can be left unsupervised by a licensed professional during short periods of time as long as the focus of the unsupervised time is to reinforce lessons that have been designed and introduced by the teacher. ● Periodic and infrequent longer periods. Paraprofessionals can be left unsupervised by a licensed professional for occasional longer periods of time if the Paraprofessional has been trained in and can demonstrate the following skills: <ul style="list-style-type: none"> ○ Knowing when and under what circumstances the teacher must be summoned for instructional or behavioral issues ○ Knowledge and demonstration of procedures for emergency situations ● Time and specific duties need to be articulated and documented. Parents 	<ul style="list-style-type: none"> ● Class periods on a regular basis. Paraprofessionals should not take the place of a teacher who is out of the classroom for daily or regularly scheduled periods. ● Should not be viewed as a substitute. Paraprofessionals should not regularly serve as an alternate for a special education teacher when the special education teacher is co-teaching in a general education classroom or some other regularly scheduled occurrence.* <p>*A Paraprofessional who holds a substitute authorization is allowed to substitute during a teacher's absence only in the special education classroom in which the Paraprofessional is employed [282—14.143(272)].</p> <p>IMPORTANT NOTE: The substitute</p>

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<p>need clear information regarding a Paraprofessional's specific schedule and duties with their child. That information needs to be provided in a schedule or some other form of documentation.</p>	<p>authorization is not intended to replace daily or regularly planned instruction.</p>
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STUDENT MANAGEMENT AND DISCIPLINE

There is a clear link between student engagement and student behavior. Students are more likely to behave appropriately and be on-task when they are deeply engaged in content. To minimize off-task or disruptive student behaviors, paraprofessionals should work hard to keep students engaged and should be positive and supportive with students.

SUGGESTIONS FOR INTERACTING WITH STUDENTS

- Consistency: All people appreciate clear expectations. To ensure students know what to expect, it is important to apply rules and consequences in a consistent manner. This is not to say there is no room for flexibility, but students need to know what to expect when they break the rules. Established routines are also a good way of creating a sense of order and predictability.
- Praise: It is important to frequently notice expected/acceptable behavior and encourage it to continue.
- Humor: Everyone likes to have fun. Students are no exception. One of the best ways of dealing with difficult children is the use of humor. It is important to remember that humor should never be demeaning to anyone. Sarcasm is not an appropriate use of humor.
- Relationships: The dynamics within a school hinge on the person relationships that exist within it. It is important to make connections immediately and strengthen relationships over time. Students will respond to you if they trust and respect you.
- Authority: It is important to remember that the adults are in charge. However, this message must be conveyed in a respectful and caring manner. Do not argue or engage in power struggles with students. Provide options not demands (unless the supervising teacher is requesting these based on the student's IEP goals). Don't get caught up in getting the last word.

RESPONSE TO PROBLEM BEHAVIOR (Adapted from PBIS framework)

When student misconduct occurs Paraprofessionals should consider the follows responses:

Behavior Level Definitions	Documentation	Offense	Responses/ Consequences
<p>Level 1- Handled by staff</p> <p>Failure to follow school or classroom rules and expectations</p>	<p>No documentation necessary</p>	<ul style="list-style-type: none"> ● Disruptive to learning environment ● Off task ● Running /unsafe hallways ● Failing to follow rules/directives ● Put downs/low level teasing ● Hands/feet/objects on others ● Out of assigned boundaries ● Unsafe play/inappropriate use of equipment 	<ul style="list-style-type: none"> ● Ask student which school rule was broken ● Teach appropriate behavior ● Remind, redirect, reinforce ● Additional practice of the correct behavior ● Acknowledge appropriate behavior ● Closer monitoring/proximity

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			<ul style="list-style-type: none"> • Contact parent (as necessary) • Establish positive incentive plan
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When does behavior become Level 2? When the behavior becomes hurtful or it interferes with the learning of others.

<p>Level 2- Handled by Teacher and/or Principal</p> <p>Failure to follow school or classroom rules and expectations which are disruptive or hurtful.</p>	<p>Documentation completed by staff (Documentation will include an email to principal and counselor with brief description)</p>	<ul style="list-style-type: none"> • Excessive/Continual Level 1 behavior • Cheating • Minor defiance • Inappropriate displays of affection • Inappropriate language/comments (word choice) • Disrespectful words and actions towards others • Repeatedly out of assigned boundaries • Property Misuse 	<ul style="list-style-type: none"> • Re-teach appropriate behavior with student practice • Mild consequences-natural, logical • Loss of a privilege (i.e. recess, classroom privileges) • Contact parent/conference with student and parent by the teacher - Principal/counselor upon request. • Discuss and develop plan for change • Lunch/recess detention • Restitution • Consult with PLC group/counselor/principal • Establish positive incentive plan • Stay after school with referring teacher
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When does behavior become Level 3? When the behavior endangers another student or themselves or makes classroom activities impossible

<p>Level 3- Handled by Administrator</p> <p>Serious misbehavior that endangers the safety or well-being or makes normal classroom activities difficult or impossible</p>	<p>Documentation (Call to office, email or office referral form) completed with referral to Administration</p>	<ul style="list-style-type: none"> • Unsafe behavior with intent to, or causes injury • Intimidation/threats • Weapons • Fighting/assault/physical aggression • Serious disruption • Overt defiance/Repeated Defiance • Harassment/Bullying • Disrespectful touching • Theft • Use/possession of alcohol or drugs • Vandalism • Chronic minor behavior • AWOL • Vulgar/Offensive Language 	<ul style="list-style-type: none"> • Send/bring student to office with written discipline referral • Parent contact • Notify law enforcement (as necessary) • Detention • Suspension • Restitution • Loss of privileges • Formal behavior plan • Consult with teachers, referral team, AEA, etc...
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Behavior Level Definitions	Offense	Examples
The majority of situations involve collaboration between principal, counselor, and/or teacher/Paraprofessional to arrive at an acceptable or effective resolution.		

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Level II Examples	<ul style="list-style-type: none"> Excessive/Continual Level I Behavior Inappropriate language/comments Disrespectful words/actions Property Misuse 	<ul style="list-style-type: none"> Continuing to talk after asked to stop “This sucks”, “You’re stupid”, “I hate you”, “This sucks”, “You’re stupid”, “I hate you”; Actions = Giving the finger (Once or minimal times), noncompliance - refusing to follow directions but not disrupting activity or instruction. Climbing slide, standing in swing, standing on chair/desk (minimal times), Throwing blocks/toys (minimal times/intent?)
Level III Examples		
Communication	When the teacher will call parents/When Principal or/Counselor will call parents.	<ul style="list-style-type: none"> Teachers will call parents when they have done the majority of the investigation or discipline. Principal/Counselor will call the family when Principal/Counselor have completed a thorough investigation. If Principal/Counselor have not been involved with the investigation, parents will typically ask to speak with the teacher.
Responsibility	What is Counselor’s role with Level III issues? What is Principal’s role with Level III issues?	<ul style="list-style-type: none"> Principal and Assistant Principal/ Counselor work together on investigations as much as possible. Occasionally Principal is out of the building and Counselor will begin the investigation. Counselor and/or Principal will make calls to parents after the investigation is complete. When consequences are appropriate, Principal, Counselor, and classroom teacher will refer to Response to Problem Behavior Chart and make a decision. Principal is the person who administers/communicates consequences. Counselor does not assign consequences, as the counselor needs to maintain a positive/supportive relationship with the child.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

All school personnel should be aware that different rules and limitations apply to disciplinary measures taken against students with disabilities (i.e. entitled students, special education students, IEP students) than apply to actions taken against non-disabled students (i.e. general education students). Students who qualify for special education services are entitled to unique disciplinary protections. A student who is entitled to special education may not be denied a *Free and Appropriate Public Education (FAPE)* as a result of conduct that is a manifestation of their disability. Moreover, school districts are prohibited from taking disciplinary actions, such as prolonged suspensions or expulsion, that result in a change of placement for students with disabilities.

The district may remove an entitled child from their current placement, to an interim alternate education setting, other setting, or suspension, for up to 10 days, so long as a similar change in placement would be made for a child without a disability. However, a proposed suspension of more than 10 days, or a pattern of suspensions for more than 10 days, constitutes a change of placement requiring the district to send written prior notice (34 CFR 300.503) and inform parents of their due process hearing rights (34 CFR 300.520(a)(2)). Parents have the right to invoke “stay put” (34 CFR 300.514) or maintain their child in the current educational setting pending the outcome of a due process hearing.

When a child is removed from their current educational placement for more than ten days a manifestation determination must be conducted within 10 school days of the decision to remove the child. The manifestation determination process is used to confirm whether the student’s misconduct was a product of

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the child's disability or the result of the district's failure to review, revise, or implement the child's IEP or behavior intervention plan (BIP). If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability or was the direct result of the district's failure to implement the IEP [34 CFR 300.530(e)(3)] the behavior is considered a manifestation of the child's disability and is not subject to disciplinary action. In such circumstances, the child must be returned to their original education placement and an IEP meeting must be held to review and revise the student's BIP to address the behaviors of concern. If the child's behavior is not determined to be a manifestation of their disability the student is subject to the same disciplinary action that would be applied to a non-disabled student.

It is important to remember that when an entitled child is removed from their current educational placement for ten or more days in the same school year the district must continue to provide educational services for the duration of the child's removal [IAC 281--41.530(2)(b) 256B, 34 CFR 300.530(b) (2)]. These services must enable the child to continue to participate in the general education curriculum and to make progress toward their IEP goals [281--41.530(4) (a)]. The district is not required to provide the same services in exactly the same setting as the child received prior to the imposition of discipline [71 Fed. Reg. 46716 (2006)].

Special Discipline Considerations

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days regardless of whether the student's behavior is a manifestation of their disability, if the child:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA;
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA. (Comments to the 2006 Part B regulations suggest that the IDEA also gives school personnel the authority to remove a child with a disability to an interim alternate educational setting (IAES) when the child has inflicted serious bodily injury to himself [71 Fed. Reg. 46,749 (2006)].

A weapon is defined as a "...device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length." [18 USC 930(g) (2)]. Illegal drugs include "drug[s] or other substance[s] identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC Sec. 812(c))." [34 CFR 300.530(i)(1)]. It does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law." [34 CFR 300.530(i)(2)]. Serious bodily injury involves: a) substantial risk of death; b) extreme physical pain; c) protracted and obvious disfigurement; or d) protracted loss or impairment of the function of a bodily member, organ or mental faculty [71 Fed. Reg. 46,722 (2006)]. Most student assaults on other students, teachers or administrators will not meet this definition.

Physical Restraint of Students

State law forbids schools employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child.

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If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent.

WORK RULES

CELL PHONE USE

The following expectations define the use of cellular phones and other electronic devices as they pertain to school Paraprofessionals:

- Employees may possess cellular phones and other electronic devices while in school and at school activities.
- When employees do use cellular phones or other electronic devices, they must use them appropriately, responsibly, and professionally.
- All personal electronic devices shall be turned off, not used, and kept out of sight while employees are performing his/her employment responsibilities, e.g., teaching, supervising, attending meetings, etc. When applicable and acceptable, cellular phones may remain on, but must be placed on the silence mode.
- Employees may use personal cellular phones and other such electronic devices for school emergency situations during lunch break, other scheduled breaks, as long as it does not interfere with their employment responsibilities and instructional time of students.
- Employees are expected to use technology in an appropriate, professional manner. Employees should not make any inappropriate contact with students, parents or colleagues using any form of communication (written, verbal, or electronic). This includes participating in social networking sites, texting, emailing, twittering, etc.
- Employees who misuse their personal cell phone or other electronic devices shall be subject to disciplinary action in accordance with State Law and District Policy

CHAIN OF COMMAND

Paraprofessionals report to both the building administrator and their supervising teacher. The building administrator is their supervisor. The building administrator determines the paraprofessionals assignment (i.e., duties, hours, schedule, etc.), approves leaves, and completes performance evaluations, with input from the supervising teacher. The supervising teacher directs the day-to-day activities of the paraprofessionals. The Paraprofessional answers to both the supervising teacher and building administrator, but the administrator has the final word.

This being the case, it is important that paraprofessionals follow the prescribed chain of command. Issues and concerns should be taken first to the supervising teacher. If an issue cannot be resolved at this level, the paraprofessional and teacher should consult the building administrator. Every effort should be made to resolve problems at the program level and in the least obtrusive manner possible.

CONFIDENTIALITY

Paraprofessionals have access to confidential student information. They cannot share this information with others, including colleagues who do not have a legitimate educational interest in the student. The Family Education Right to Privacy Act of 1975 forbids school personnel from disclosing student records or "personally identifiable information" without the express written consent of parents. It is absolutely imperative that all district employees uphold the confidentiality of students and families. Failure to do is grounds for employee discipline, up to and including termination.

It is important to make a distinction between professional dialogues and gossip. Before talking about students, school personnel must always consider what is being discussed, where the discussion is occurring, and who might overhear the discussion.

When a conversation involves personally identifiable information, particularly that which is sensitive (i.e., disability status, family information, etc.), the parties should be sure that a legitimate educational interest is served in having the conversation. If the discussion includes information that is conjecture, rumor, opinion, or hearsay, chances are that confidentiality will be in question and the parties have moved from professional dialogue to gossip. If a discussion occurs in a public place (such as the playground, hallways, a busy teachers' lounge, the supermarket), there is a good chance that confidentiality could be violated. If others are listening who have no legitimate educational interest (such as a teacher who is eavesdropping, a nosy child on the playground, children in the hall, community members, etc.) the conversation must stop.

Paraprofessionals, and other school personnel, must also consider why the conversation is taking place before proceeding. If the parties have a legitimate educational interest in a student and are sharing information that will help them work with the child, then there is no problem with confidentiality. If the parties are gossiping to pass time, telling tales about a student or family, or conversing for other non-educational reasons, confidentiality has been breached.

As educators we are entrusted with sensitive student and family information. It crucial to that we not abuse this trust by engaging in casual gossip.

The acronym, CONFIDENTIAL, developed by the Iowa Department of Education, provides a helpful reminder:

- C – Control information about the students.
- O – Only share information with those people who have a need to know and who have proper authorization.
- N – Never discuss school information regarding students while attending social events.
- F – Forward inquires regarding students to teacher and supervisory personnel, if you are approached for confidential information.
- I – Interact with those who inquire in a manner in keeping with your responsibilities.
- D – Don't discuss student situations in the lounge with staff who have no need to know.
- E – Explanations for not discussing a student are easier than explanations for inappropriately divulging confidential information.
- N – Not sharing is caring.
- T – Think about privacy.
- I – It's important that things that happen at school, stay at school.
- A – Appropriate information exchange carries with it responsibility.
- L – Learn how to handle uncomfortable inquiries in positive and courteous, but confidential, ways.

EMPLOYEE INJURIES ON THE JOB

Employee and student safety is a major district concern. An employee should therefore remove him or herself from and report any situations where employee safety is compromised. If an employee becomes seriously injured on the job, the employee's supervisor will attempt to notify a member of the family, or an individual of close relationship as soon as the employee's supervisor becomes aware of the injury.

If possible, an employee may administer emergency or minor first aid. An injured employee will be turned

over to the care of the employee's family or qualified medical professionals as quickly as possible. The school district is not responsible for medical treatment of an injured employee.

It is the responsibility of the employee injured on the job to inform their building principal (within twenty-four hours of the occurrence) and contact the *EMC OnCall Nurse* work injury hotline, at 844-322-4668. This call automatically files an accident report. The injured employee can speak directly with a trained nurse who immediately assesses the injury and recommends the best course of action for the injured worker, or directs them to a qualified provider, if necessary.

An employee who fails to follow this policy may be subject to disciplinary action up to and including termination. It is the responsibility of Human Resources to file worker's comp claims.

DRESS CODE:

All employees are required to dress in a professional and appropriate manner. Attire should be neat, clean, and in good taste. Discretion and common sense call for avoiding extremes that might interfere with or have an adverse effect on the educational process (School Board Policy 405.1).

Paraprofessionals should also avoid wearing items that are potentially unsafe or restrict their movement. Loose fitting clothing and dangling jewelry can cause injury when grabbed or pulled. Tight fitting attire, such as pencil skirts, can limit mobility and diminish a paraprofessional's ability to respond to unexpected circumstances. Sandals or flip-flops may not provide adequate support to fulfill many of the duties paraprofessionals are expected to perform.

Paraprofessionals should refrain from wearing such items to school. They should also avoid wearing tank tops, short shorts, and halter tops as they are not considered professional attire. Questions regarding appropriate attire should be directed to the supervising teacher or building principal.

Wearing blue jeans and other casual attire must be authorized by the building principal.

LEAVES AND ABSENCES

In order to accomplish the goals and mission of the district, daily attendance by all employees is imperative. Employees are encouraged to limit absenteeism to emergencies and appropriate instances that cannot be scheduled outside of a workday. Employees must notify their principals of all times when they will be absent and submit leave requests. Absences arranged in advance (e.g., personal days) do not require a call when absent or when returning to work, unless outside the scheduled time off.

If an employee is absent for three consecutive workdays, without proper notification and authorization, the employee shall be considered to have abandoned his or her position and may be terminated. Misuse of leave procedures or misrepresentation of reasons for leave may lead to disciplinary action up to and including termination. Failure to report promptly at the starting time or leaving before the scheduled quitting time or failure to timely notify the proper supervisor of impending absence or tardiness, prior to designated starting time, is reason for disciplinary action even if the employee has not yet exhausted available paid leave.

The district uses the Frontline online absence management system to locate and place substitutes. Employees are asked to enter absences as soon as possible and no later than 7:30 a.m. the day of their absence. The Frontline system allows employees to enter absences up to a year in advance.

To enter an absence, employees must type www.login.frontlineeducation.com in their web browser's address bar and select *Sign In* for the "Absence Management" feature. When the *Sign In* page appears,

employees will enter their ID and password and click *Login*. (Employees who forget their login information may click the *Forgot* link for more information.) Employees must enter an absence from their absence management home page under the *Create an Absence* tab. They must fill out the absence details including the date of the absence, the absence reason, notes to the Administrator or substitute, and additional information. They can also attach files to the absence forms from here.

Employees may also download the Frontline Education app and follow the same procedures.

Employees may also enter an absence over the phone by dialing 1-800-942-3637. They will be prompted to enter their ID number (followed by a the # sign), then their PIN number (followed by the # sign).

LEAVE CATEGORIES

SICK LEAVE

Paraprofessionals shall be granted up to fifteen (15) days of leave with pay per year for personal illness and doctor visits. The district may require evidence to support a sick leave claim for any sick leave beyond three (3) days.

FAMILY AND MEDICAL LEAVE

Unpaid family and medical leave will be granted up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) per year to assist eligible employees in balancing family and work life. Requests for family and medical leave will be made to the superintendent or their designee. Employees eligible for family and medical leave must comply with the applicable administrative rules and the district's family and medical leave policy prior to starting family and medical leave.

For additional information regarding the Family and Medical Leave Act (FMLA) please contact Val Tracy at 712-623-6600, extension 1004 or visit the "Family and Medical Leave Act" section of the United States Department of Labor's website, at www.dol.gov/whd/fmla/.

PERSONAL LEAVE

Paraprofessionals shall receive up two days of *personal leave with pay* per school year to conduct business that cannot be conducted outside the normal workday. Employees must notify their building principal at least two days in advance of using *personal leave*, except in emergencies. *Personal leave with pay* may be accumulated up to four (4) days.

JURY DUTY LEAVE

When summoned for jury duty, employees will be paid their regular wages for days they were assigned to work, so long as they report to work during the time they are not fulfilling jury duty responsibilities. Any payment or remuneration for jury duty must be paid to the school district.

Employees who are called for jury service must notify their building principal within twenty-four hours after notice of the call to jury duty and must provide suitable proof of jury service to the school district. Employees are expected to report to work within one hour on any day when the employee is excused from jury duty during regular working hours.

EDUCATIONAL LEAVE

Attendance at educational meetings is permitted a full pay when approved by the employee's building principal.

EMERGENCY LEAVE

Employees shall be granted leave at full pay not to exceed eight (8) days per year for the following:

- a. Serious illness in the immediate family (i.e., spouse, children, son-in-law, daughter-in-law, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandparent or grandchild, step-child, step-parent, aunt, uncle, niece, nephew).
- b. The funeral of other relative and close friends not covered under "Bereavement Leave."

BEREAVEMENT LEAVE

The district understands that employees may need time off to attend visitations, memorial services, funerals and to mourn the loss of family members. Employees shall be granted up to five (5) days per incident in the event of a death in their immediate family (i.e., spouse, child, parent, grandparent, grandparent-in-law, grandchild, parent-in-law, sibling, sibling-in-law, custodial child residing with the employee/spouse, children-in-law, and guardianship of a minor child). The employee must notify the principal in advance except in cases of emergency.

DISCRETIONARY LEAVE

An employee who has exhausted all applicable leave available may request discretionary leave without pay. Discretionary without pay may be granted at the discretion of the Superintendent. The Superintendent will have complete authority to grant or deny such requests. In making this determination, the Superintendent will consider the effect of the employee's absence on the education program and school district operations, length of service, previous record of absence, the financial condition of the school district, the reason for the requested absence and other factors the superintendent believes are relevant to making this determination.

Requests for discretionary leave are not encouraged and such requests will generally be denied.

EXTENDED UNPAID LEAVES

Paraprofessionals may request an *extended leave* of absence. Such requests should be made to the superintendent at the earliest possible time. No *extended leave* may be granted without the superintendent's approval. The superintendent has complete discretion to grant or deny the requested unpaid leave. In making this determination, the superintendent will consider the effect of the employee's absence on the education program and school district operations, the financial condition of the school district, length of service, previous record of absence, the reason for the requested absence, and other factors the superintendent believes are relevant in making this determination.

If unpaid leave is granted, the duration of the leave period is coordinated with the scheduling of the education program whenever possible, to minimize the disruption of the education program and school district operations.

All *extended leaves* shall be without compensation or paid benefits, except when otherwise allowed at the discretion of the Board or required by law.

PROFESSIONAL LEAVE

Professional leave with pay will be allowed as approved by the building principal.

MILITARY SERVICE LEAVE

The board recognizes employees may be called to participate in the armed forces, including the National Guard. If an employee is called to serve in the armed forces, the employee will have a leave of absence for military service until the military service is completed.

The leave is without loss of status or efficiency rating and without loss of pay during the first thirty calendar days of the leave.

PAYROLL

Paraprofessionals will be paid in ten (10) to eleven (11) installments, on the 10th day of each month, based on the actual number of hours worked during the preceding month. Paychecks will be deposited electronically into employee's back accounts (i.e., Direct Deposit). Employees must provide the district with the name of their bank, their account number, and the bank's routing number to facilitate this process. Employee's may simply provide a voided check that contains this same information.

PROFESSIONAL ETHICS

Paraprofessionals occupy a unique position. They are engaged in the educational process with students, but many of their expectations are similar to those of classroom teachers. Given the singular nature of their work it is important that Paraprofessionals maintain the following ethical standards:

Accepting Responsibilities:

- Engage only in instructional and other activities for which you are qualified or trained.
- Do not communicate progress or concerns about students to parents, community members or other teachers; this is reserved only for communication with your supervising teacher.
- Refer concerns expressed by parents, students, or others to your supervising teacher.
- Recognize the supervisor has the ultimate responsibility for instruction and management and follow the prescribed directions.
- Help to see the best interests of individual students are met.
- Do not communicate progress or concerns about children and youth to parents
- Maintain confidentiality about all personal information and educational records concerning children, youth and their families

Relationships with Students and Parents:

- Discuss a child's progress, limitations, and/or educational program ONLY with the supervising teacher in an appropriate setting (i.e. do not discuss students in the teacher workroom with other teachers during lunch time).
- Express differences of opinion with your supervising teacher ONLY when students are absent from the room.
- Discuss school problems and confidential matters only with appropriate personnel.
- Do not engage in discriminatory practices based on a student's race, sex, cultural background, religion, or disability.
- Respect the dignity, privacy, and individuality of all students, parents, and staff members.

- Be a positive role model.

Relationship with the Teacher:

- Recognize the teacher as your supervisor.
- Establish communication and a positive relationship with the teacher.
- When problems cannot be resolved, use the school district's grievance procedures (a copy of which can be found on the district website).
- Discuss concerns about the teacher or teaching methods directly with the teacher in an appropriate setting.

Relationship with the School:

- Engage in behavior management strategies that are consistent with standards of the district.
- Accept responsibility for improving your skills.
- Know and follow school policies and procedures.
- Represent the school in a positive manner.

(Long, C (1996). *Piecing Together the Paraprofessional Puzzle: A handbook for orientation and training of first year Paraprofessionals*. St. Paul, MN: Minnesota Department of Children, Families, & Learning, p. 42.)

PROFESSIONAL DEVELOPMENT AND TRAINING

Paraprofessionals are required to complete mandatory trainings using the statewide AEA Online Learning System. First time users must create an account and register before they can proceed with required trainings. Previous users may log in using their email address and password.

Paraprofessionals are required to complete ***Bloodborne Pathogens Training*** annually and ***Bullying Prevention*** and ***Overview of State Requirements Seclusion and Restraint: Chapter 103*** every three years. Each of these trainings are offered at no cost to district employees.

Paraprofessionals are also mandatory reporters and must complete ***Mandatory Reporter: Child and Dependent Adult Abuse*** every five years.

Additional employment training and professional development requirements exist for Preschool and ECSE employees to meet DHS Licensing Standards and Quality Preschool Program Standards (QPPS).

TIMECLOCK

Paraprofessionals are responsible for clocking in and out of work using the Frontline System. This system requires employees to enter a unique User ID and Password to login. These personal identifiers should not be shared with others and no employee should ever ask a colleague to clock them in or out of work. This practice is akin to fraud and will result in disciplinary action, up to and including termination.

Paraprofessionals must clock in or out at the following times:

- "In" at the start of your shift
- "Out" and "in" any time you are leaving the premises (e.g., for an appointment)
- Anytime you will be transferring your hours worked to a different area or job duty (e.g., substitute for a teacher)
- "Out" at the end of your shift

Paraprofessionals must be diligent in clocking “in” and “out”, because “missed punches” must be reconciled and entered manually after the fact. This creates an unnecessary burden on others that is compounded by the number of hourly employees across the district. Failure to clock “in” or “out” as directed may result in disciplinary action, up to and including termination.

If the Frontline system fails to clock you “in” or “out” correctly, please notify your supervisor immediately.

Work Day

Paraprofessionals’ work days will vary by position and will be assigned by the district. Breaks may vary according to assignments. Paraprofessionals will be provided a 30 minute duty-free unpaid lunch. Paraprofessional’s may choose to eat their lunch in the building or off campus. Paraprofessionals should notify their supervising teacher and building secretary when they leave the building.

Appendix A: Performance Evaluation Instrument:

Red Oak COMMUNITY SCHOOL DISTRICT
Support Staff Evaluation

**EVALUATION INSTRUMENT FOR:
SPECIAL EDUCATION PARAPROFESSIONAL**

Paraprofessional:	Outstanding	Above Average	Average	Below Average	Not Applicable
1. Attitude					
2. Quality of Work					
3. Dependability					
4. Ability to accept and carry out responsibilities					
5. Respect supervisors and follow handbook (follow guidelines)					
6. Ability to keep school business confidential					
7. Establishes good rapport with students					
8. Establishes good rapport with parents/guardians					
9. Establishes good rapport with faculty and co-workers					
10. Works well with others in the office and building					
11. Handles discipline issues appropriately					

COMMENTS:

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Recommendations: (Check one for each category)

- | | Yes | No |
|-------------------------------------|-------|-------|
| 1. Re-evaluation | _____ | _____ |
| 2. Continued Employment | _____ | _____ |
| 3. Separation from Red Oak District | _____ | _____ |

You will have the right to add a letter of comment to the formal evaluation within five (5) days.

Signature Date
(Signature indicates that you have read this evaluation only)

Signature of Evaluator Date

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Appendix B

Acknowledgement of Receipt

I acknowledge that I have received and read the Red Oak Community School District Paraprofessional Guidelines. I understand these guidelines contain important information about the district and my role, responsibilities, and duties as an employee. I acknowledge I am expected to be familiar with the contents. I also understand that I should consult my building principal/assistant principal with any questions I have about the contents of the guidelines or any questions that I feel were not addressed.

I understand that the Paraprofessional Guidelines are a general source of information and may not include every possible situation that may arise. I acknowledge that the Paraprofessional Guidelines are not intended to, and do not constitute a contract between the ICSD and any one or all of its employees.

Employee's Signature Date

Employee's Name (Printed)

TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE – COPY PROVIDED TO EMPLOYEE

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Red Oak

Community School District
Support Staff Handbook



2022-2023

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The Red Oak Board of Education approved this handbook to clarify expectations and define rules to ensure the orderly and efficient operation of its schools and protect the rights and safety of all employees. The Board will review and update this handbook on an annual basis and according to the needs of the district. Employees will be notified of any changes to this handbook prior to the adoption of any changes and issuance of contracts and/or letters of assignment.

Students, parents, employees and others doing business with or performing services for the Red Oak Community School District are hereby notified that this school district does not discriminate on the basis of race, color, national origin, religion, creed, sex, disability, sexual orientation, gender identity, age (for employment), genetic information (for employment) socioeconomic status (for programs), or marital status (for programs) in its educational programs and employment practices.
 (Board Policy #102)

The school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed or marital status in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Justin Williams, 504/Equity Coordinator
 Red Oak Community School District
 604 S Broadway
 Red Oak, IA 51566
 (712) 623-6600

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code 280.3 (2007).

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OPENING STATEMENT

Welcome Letter

Dear Colleague,

School support personnel play an essential role in establishing positive relationships with students and families and maintaining supportive learning environments that enhance student learning and well-being. Bus drivers, secretaries, and paraprofessionals are vital to the success and effectiveness of the school district.

Bus drivers are often the first district staff students see in the morning and the last they interact with in the afternoon. They set the tone for the school day and help students end their day on a positive note. Paraprofessionals provide students the individualized supports they need to be successful. Their primary role is working directly with students to enhance academic outcomes, but they often serve as mentors, coaches, caregivers, and confidants. Secretaries keep the district operating in an orderly and efficient manner by performing a wide variety of duties that often go unnoticed by the casual observer. They are both the face and the heartbeat of the school.

This handbook is intended to be a resource for bus drivers, paraprofessionals, and secretaries. It describes the policies and procedures that guide their work. No handbook can address every possible question or scenario, but this guide represents the district's general work rules.

I hope you have an outstanding school year and thank you in advance for serving students and staff as part of the Red Oak CSD.

Respectfully,

Ron Lorenz

Definitions

- "The district" means the Red Oak Community School District (RED OAK CSD).
- "Parent" also means "guardian" unless otherwise stated.
- An administrator's title, such as superintendent or principal, also means that individual's designee unless otherwise stated.
- "School grounds" includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses.
- "School facilities" includes school district buildings and vehicles.
- "School activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

This handbook is a general source of information and may not include every possible situation that could arise. It is not intended and does not constitute a contract between the school district and employees. It is the employee's responsibility to refer to the district policies and/or administrative procedures for further information. Whenever the provisions of this handbook are in conflict with those of a board-adopted policy, an applicable collective bargaining agreement, or any other formal employment contract, the terms of the policy, collective bargaining agreement, and/or employment contract shall govern.

Vision, Beliefs, and Values

The Red Oak CSD's Vision:

Excellence for All... Whatever It Takes!

The Red Oak CSD's Belief Statement:

The Red Oak Community School District enables itself to provide the best opportunities for all students to academically, socially, and ethically prepare themselves for global citizenship.

The Red Oak CSD's Values:

- We keep students as our central focus.
- We expect hard work, risk-taking and continuous growth.
- We desire to work and live as a professional learning community.
- We create an environment for students and staff that promotes understanding, respect, and a celebration of individuality and diversity.
- We engage the Red Oak Community in achieving our vision - Excellence for All!
- We promote teamwork throughout the district to achieve our vision.
- We incorporate joy, fun, humor, and celebration in what we do.
- We develop leadership skills at all levels.
- We include stakeholders in our decision-making processes.
- We practice effective communication throughout the district.
- We encourage innovation but practice the effective and efficient use of our limited resources.

Federal Section 504 Policy (Board Policy 102.E1)

The Red Oak CSD does not discriminate in its educational programs and activities on the basis of a student's disability. If your child has been determined to have a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students, the district will provide these accommodations in accordance with Section 504 of the Rehabilitation Act of 1973. As a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made, notice prior to evaluation and placement of your child, and the right to periodically request a re-evaluation;
- inspection and review of your child's educational records, including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you

- have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- a hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and to have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), §504 or Iowa Code §280.3 should be directed to:

504 Coordinator, Red Oak Community School District
1304 East 2nd Avenue
Red Oak, IA 50125
(515) 961-9500,

who has been designated by the school district to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, §504 and Iowa Code 280.3 (2005).
(School Board Policy 102E4)

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to education records. The Act gives the parent/guardian the following rights:

1. Inspect and review his/her child's educational records.
2. Make copies of those records.
3. Receive a list of the individuals having access to those records.
4. Ask for an explanation of any item in the records.
5. Ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights.
6. Request a hearing on the issue if the school refuses to make the amendment.

If there are questions, please contact Superintendent Ron Lorenz, Section 504/ADA Compliance Coordinator for the Red Oak School District, (712) 623-6600, or lorenzr@redoakschool.org

Equal Opportunity Employment

The Red Oak CSD will provide equal opportunity to employees and applicants for employment in accordance with applicable equal opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. The district does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age, sexual orientation and gender identity in its employment and personnel practices. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years. A copy of the affirmative action plan can be obtained at the district's central administrative office.

Advertisements and notices for vacancies within the district will contain the following statement: *"The district is an EEO/AA employer."* The statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Red Oak Community School District, 604 s. Broadway St., Red Oak, IA 51566 or by phone at (712) 623-6600.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commission, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, 1-800-669-4000 or TTY 1-800-669-6820, www.eeoc.gov/field/milwaukee/index.cfm or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, IA 50319, (800) 457-4416, www.state.ia.us/government/crc/index.html. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Non-Discrimination Policy

The Red Oak CSD recognizes and respects the dignity and diversity of all individuals. Students, parents, employees, and others doing business with or performing services for the Red Oak CSD are hereby notified that this school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed or marital status in admission or access to, or treatment in, its programs and activities.

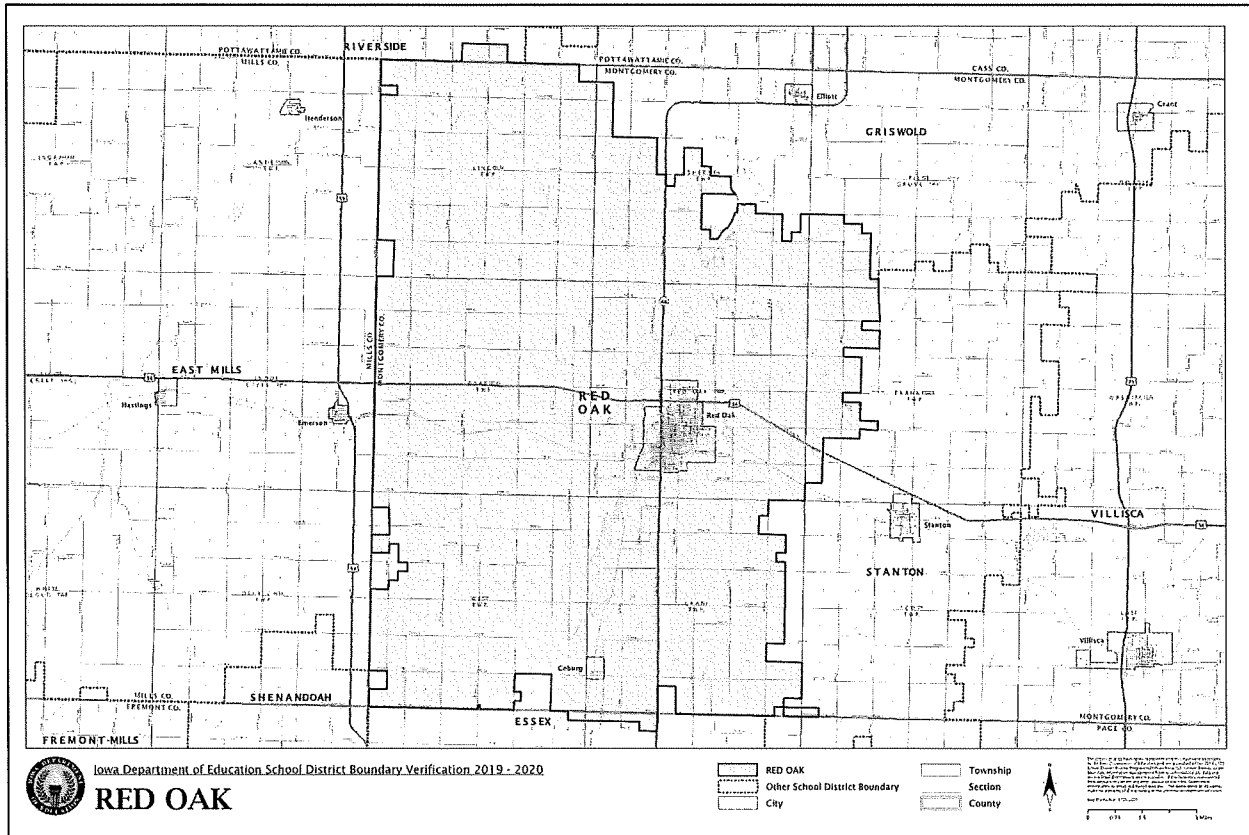
The school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed or marital status in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), §504 or Iowa Code §280.3 is directed to contact:

Jamie Sherley, 504/Equity Coordinator
Red Oak Community School District
604 S Broadway
Red Oak, IA 51566
(712) 623-6600

who has been designated by the school district to coordinate the district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, §504 and Iowa Code 280.3 (2007).(School Board Policy 102E1)

Map of School District

The Red Oak Community School District encompasses nearly 200 square miles and serves over 6,500 residents. It is bordered by the Riverside and Griswold school districts to the north, the Stanton CSD to the east, the East Mills CSD to the west, and the Essex CSD to the south. The district includes the communities of Red Oak, Coburg, Stennett, and Wales.



School Calendar

The district operates a school calendar that includes at least 1080 hours of instruction for students and 190 teacher work days. The calendar includes an additional 13.24 hours or 2 instructional days to hedge against cancellations, postponements and/or early dismissals due to inclement weather. Any additional instructional time that is missed will be made up at the end of the regular school year. The school year will not be cut short if no cancellations, postponements or early dismissals are required.

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Red Oak CSD 2022-2023 Calendar

Start: Aug 24 – Finish: May 26

Summary of Calendar

Days in classroom:
 First Semester 88
 Second Semester 90
 First Quarter 45
 Second Quarter 43
 Third Quarter 45
 Fourth Quarter 45

TOTAL CALENDAR DAYS 178
 TEACHER WORK DAYS 190

CALENDAR LEGEND

Preservice Days
 Begin Semester
 End Quarter
 Holidays
 Vacation Days
 Workday
 PD-2 hr. Early Dismissal
 P/T Conferences

HOLIDAYS:

Labor Day (9/5)
 Thanksgiving Day (11/24)
 Christmas Day (12/25)
 New Year's Day (1/1)
 Good Friday (4/7)
 Memorial Day (5/29)

Min. Instructional Day= 6.58 hrs.

Approximately 8:00 a.m. to 3:00 p.m.
 6.58 hours/395 minutes
 (not including 25 minute lunch)

Wed. Collab/PD Day= 4.58 hrs.

Approximately 8:00 a.m. to 1:00 p.m.
 4.58 hours/275 minutes
 (not including 25 minute lunch)

M	T	W	Th	F	Days/Hours
August (2022)					
1	2	3	4	5	
8*	9*	10	11	12	
15	16	17	18*	19*	
22*	23*	24	25	26	3 17.74
29	30	31		6	35.48
September (2022)					
5*	6	7	8	9	12 48.64
12	13	14	15	16	17 72.96
19	20	21	22	23	22 101.86
26	27	28	29	30	27 132.76
October (2022)					
3	4	5	6	7	32 194.96
10	11	12	13	14	37 225.46
17	18	19	20	21	42 256.36
24	25	26	27	28	47 287.26
31					48 293.84
November (2022)					
7	8	9	10	11	57 349.06
14	15	16	17	18	62 379.96
21	22	23	24*	25	64 393.12
28	29	30			67 410.86
December (2022)					
5	6	7	8	9	74 454.92
12	13	14	15	16	79 485.82
19	20	21	22	23	82 503.56
26*	27	28	29	30	82 503.56
January (2023)					
9	10	11	12	13	90 552.20
16	17	18	19	20	95 583.10
23	24	25	26	27	100 614.00
30	31				102 627.16
February (2023)					
6	7	8	9	10	110 675.80
13	14	15	16	17	115 706.70
20	21	22	23	24	120 737.60
27	28				122 750.76
March (2023)					
6	7	8	9	10	130 799.40
13	14	15	16	17	130 799.40
20	21	22	23	24	135 830.30
27	28	29	30	31	140 861.20
April (2023)					
3	4	5	6	7*	144 885.52
10	11	12	13	14	148 909.84
17	18	19	20	21	153 940.74
24	25	26	27	28	158 971.64
May (2023)					
1	2	3	4	5	163 1002.54
8	9	10	11	12	168 1033.44
15	16	17	18	19	173 1064.34
22	23	24	25	26	178 1095.24
29	30	31			
June (2023)					
5	6	7	8	9	
12	13	14	15	16	

* Additional Paid Teacher Contract Day

Date Events

July 25-26 New Staff Onboarding
 July 28-29 Teacher Exchange Days
 or Aug 8-9
 Aug. 18 Veteran Staff Report
 Aug. 18-23 Preservice Days
 Aug. 24 Begin 1st Semester

Sept. 5 Labor Day: No School
 Sept. 16 2 Hr. Early Dismissal:
 Homecoming

Oct. 4-6 Parent/Teacher Conferences
 Oct. 7 No School
 Oct. 26 End 1st Quarter (45 days)
 Oct. 27 Begin 2nd Quarter

Nov. 23 No School: Thanksgiving Break
 Nov. 24 Thanksgiving
 Nov. 25 No School: Thanksgiving Break

Dec. 21 2 Hr. Early Dismissal:
 Christmas Break
 Dec. 22 Christmas Break
 Jan. 2
 Dec. 25 Christmas

Jan. 1 New Years
 Jan. 3 No School: Teacher Workday
 Jan. 11 End 2nd Quarter (43)
 Jan. 12 Begin 3rd Quarter/2nd Semester

Feb. 14-16 Parent/Teacher Conferences
 Feb. 17 No School

March 13-17 No School: Spring Break
 March 22 End 3rd Quarter (45 Days)
 March 23 Begin 4th Quarter

April 7 No School: Good Friday
 April 10: No School

May 19 Senior's Last Day
 May 21 Graduation
 May 26 End 4th Quarter (45)
 11:30 Dismissal
 May 26 Teacher's Last Day

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District Contacts

Central Office		Office Phone: (712) 623-6600
604 S. Broadway St		
Contact	Role	Extension
Deb Drey	School Business Official	1003
Heidi Harris	Accounts Payable	1002
Barb Lombard	Transportation Supervisor	1009
Ron Lorenz	Superintendent	1000
Val Tracy	Human Resources	1004
Tammi Van Meter	Administrative Assistant	1001
Adam Wenberg	Maintenance Director	1007
Information Technology Department		Office Phone: (712) 623-6610
2011 N 8th St		
Kevin Herrick	Technology Director	4407
Christy Rea	IT Support Specialist	4406
Red Oak Early Childhood Center		Office Phone: (712) 623-6630
400 W 2nd		
Dr. Jane Chaillie	PK Principal	3000
Heather Hall	District Nurse	2005
Jacque Howell	Director	3100
Lisa Joint	Secretary	3001
Tasha Vestal	Assistant Director	3102
Inman Elementary		Office Phone: (712) 623-6635
900 Inman Dr		
Dr. Jane Chaillie	Principal	2000
Taylor Clark	Counselor	2007
Debbie Graber	Student Support Coordinator	2001
Heather Hall	District Nurse	2005
Elaine Pelzer	Secretary	2003
Tony Jones	Dean of Students	2001
Lori Vanderhoof	Secretary	2002
Jr/Sr High School		Office Phone: (712) 623-6610
2011 N 8th St		
Jeanne Bauman	Secretary	4003
Jessie Bruning	Secretary	4002
Mark Erickson	Activities Director	4007
Leanne Fluckey	TLC/Curriculum Coordinator	4008
Heather Hall	District Nurse	2005
Kathy Linke	Counselor	4101
Kelsey Mangold	Student Support Coordinator	4512
Nate Perrien	Principal	4000
Kim Pratt	Registrar	4102
Jamie Sherley	Assistant Principal	4001
Tracy Vannausdle	Counselor	4103
Food Service		Office Phone: (712) 623-6635
900 Inman Dr		
Katie Van Meter	Director	2008

Board Policies

Board policies are established for the success, safety, and protection of all school employees in the performance of their job duties. Board policies are available at <https://redoak.iowaschoolfinance.com/policy/board-policies>. Employees are expected to know existing board policies and know to refer to the policies when necessary.

If you have questions about board policies, please contact Ron Lorenz at extension 1000.

Handbook Subject to Change

Although every effort will be made to update the handbook on an annual basis, the district reserves the right, and has the sole discretion, to change any policies, procedures, benefits, and terms of employment except as may be required by contractual agreements and law. The district reserves the right, and has the sole discretion, to modify or change any portion of this handbook at any time. However, employees will be notified of such changes prior to their adoption and issuance of contracts and letters of assignment.

COMPENSATION AND BENEFITS

Compensation

Support Staff base hourly rate will be determined from the Red Oak Support Staff Association Master Contract.

Differentials may be added to the base hourly rate as follows:

Secretary:

- Minimum AA (or equivalent) Degree (e.g.-secretarial, accounting, or other pertinent programs) \$0.75/hour
- Workshops (20 clock hours total) for workshops in areas dealing with Microsoft Office, Office Machines/Equipment, Working with Students, Child Abuse Identification & Reporting, Public Relations, Communication Skills, First Aid \$0.10/hour
- College credit courses not leading to a degree dealing with Microsoft Office, Office Machines/Equipment, Working with Students, Child Abuse Identification & Reporting, Public Relations, Communication Skills, First Aid \$0.15/hour
- Bilingual proficiency in a language spoken by enrolled students other than English \$0.15/hour

Para-Professional

- Current Teaching Degree (license currently in effect) \$1.00/hour
- Minimum AA (or equivalent Degree (e.g-early childhood development, psychology, other pertinent programs) \$0.75/hour
- Para-educator Level I Roles and Responsibilities (30-clock hours course) \$0.20/hour
- Para-educator Level I Behavior Improvement (30-clock hours course) \$0.20/hour
- Para-educator Level I Communication-Ethics & Confidentiality (30-clock hours course) \$0.20/hour
- Para-educator Level I Certification Earned outside of GHAEA. (If earned outside of the AEA, it must be renewed and kept current to receive the differential pay.) \$0.60/hour
- Para-educator Level II Special Needs PK-12 (30-clock hours course) \$0.20/hour
- Para-educator Level II Early Childhood PK-3 (30-clock hours course) \$0.20/hour
- Para-educator Level II English as a Second Language PK-12 (30-clock hours course) \$0.20/hour
- Para-educator Level II Career & Transition Grades 5-12 (30-clock hours course) \$0.20/hour
- Para-educator Level II Certification Earned outside of GHAEA. (If earned outside of the AEA, it must be renewed and kept current to receive the differential pay.) \$0.80/hour
- Workshops (20 clock hours total) for workshops in areas dealing with Child Abuse Identification & Reporting, Working with Students, Public Relations, Technology, Media Equipment, First Aid \$0.10/hour
- College credit courses not leading to a degree dealing with Child Abuse Identification & Reporting, Working with Students, Public Relations, Technology, Media Equipment, First Aid \$0.15/hour
- Bilingual proficiency in a language spoken by enrolled students other than English \$0.15/hour

Workshops are outside of the regular workday, unless personal leave is used to participate in a workshop.

Compensation for Extra-Curricular Supervision

Support Staff may volunteer to supervise or work at extra-curricular events outside of the regular workday. If the employee volunteers to work at least three (3) events, they will be given an activity pass for the employee and guest to attend regularly scheduled district activities.

Group Insurance Benefits

The district provides full-time staff with single medical insurance, single dental insurance, long-term disability (LTD) insurance, and \$20,000 of group life insurance, including accidental death and dismemberment coverage. Employees have the option to purchase additional life insurance, vision coverage for glasses or contacts, and a flexible benefit plan.

Documents detailing the insurance plan design and enrollment period will be provided to all eligible employees prior to their effective start date. New employees should make arrangements to meet with the district's benefits specialist immediately following board approval of their hiring. Benefits begin on the first of the month following the employee's thirty day probationary period. Questions regarding insurance benefits should be directed to Valerie Tracy at (712) 623-6600, extension 1004 or tracyv@redoakschools.org.

Group Health Continuation (COBRA)

The Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) requires that your group health plan allow Qualified Beneficiaries to continue group health coverage after it would otherwise end. The term "group health" includes any medical, dental, vision care, and prescription drug coverage that are included in the group health plan. COBRA qualifying events are any of the following that cause a covered employee or qualified beneficiary to lose coverage:

- death of a covered employee;
- termination, voluntary or involuntary (other than for gross misconduct), of the covered employee's employment;
- loss of eligibility due to a reduction in hours of the covered employee's employment;
- divorce or legal separation of the covered employee from the employee's spouse;
- the covered employee becomes entitled to benefits under Title XVIII of the Social Security Act;
- a dependent child ceasing to be a dependent under the generally applicable requirements of the plan; or
- bankruptcy reorganization under Title 11 for persons with retiree coverage if it causes a substantial loss of coverage within one year before or after filing.

Employees must notify the administration office of an event that changes the coverage status of members. Employees should notify the administration office within 60 days in case of the following events:

- A birth, adoption or placement for adoption.
- You lose eligibility for coverage under Medicaid or the Hawk-I plan.
- You become eligible for premium assistance under Medicaid or Hawk-I.

For all other events, employees must notify the administration office within 31 days of the event:

- Marriage
- Exhaustion of COBRA coverage
- You or your spouse or dependent loses eligibility for creditable coverage or his or her employer or group sponsor ceases contribution to creditable coverage
- Spouse loses coverage through his or her employer
- Dependent child resumes status as a full-time student
- Addition of a natural child by court order
- Appointment as a child's legal guardian
- Placement of a foster child in your home by an approved agency
- Death of an enrolled family member
- Divorce or annulment (legal separation may result in removal from coverage)
- Medicare eligibility

If employees do not provide timely notification of an event that requires them to remove an affected family member, their coverage may be terminated. If employees do not provide timely notification of a coverage enrollment event, the individual affected by the event is subject to the 18 month pre-existing condition exclusion period.

Iowa Public Employees' Retirement System

The district participates in the Iowa Public Employees' Retirement System (IPERS). This defined benefit plan provides a lifetime retirement benefit to you upon retirement in accordance with a formula based on your age, years of service and the average of your highest five years of wages. For additional information, please contact IPERS at 1-800-622-3849 or visit the IPERS website at www.ipers.org/index.html.

Payroll Deductions

The district will make payroll deductions for federal income tax withholdings, Iowa income tax withholdings, social security, and the Iowa Public Employee's Retirement System. Employees may elect to have payments withheld for district related and mutually agreed upon group insurance coverage and/or tax sheltered annuity programs. All payroll deductions require written authorization. (Board Policy 706.2)

Federal income tax, social security (OASDI and Medicare), state and local taxes, deductions for various benefit coverages and any other deductions will be itemized on the payroll stub.

The district is required to withhold tax from employee paychecks and to report taxable income according to the requirements of federal, state and local government agencies, and the Social Security Administration. All employees are required to complete the appropriate tax withholding forms prior to being placed in the payroll system. Revised tax forms are also required whenever the employee's tax status or number of allowable exemptions changes. W-4 withholding forms are available at the District Administrative Center. Current and cumulative year-to-date tax totals withheld are displayed on payroll check stubs.

Travel Compensation – Inside the District

Employees required to travel in their personal vehicle between school district buildings to carry out the duties of their position will be reimbursed at the current IRS standard mileage rate of 53.5 cents per mile and must have the travel pre-approved by the Superintendent or designee.

Travel Compensation – Outside the District

Employees traveling on behalf of the district and performing approved school district business are required to use school vehicles when available. When school vehicles are not available, employees will be reimbursed for their actual and necessary expenses for using their personal vehicles. Actual and necessary travel expenses will include, but not be limited to, transportation and/or mileage costs, lodging expenses, meal expenses and registration costs.

Travel outside of the school district must be pre-approved. Pre-approval will include an evaluation of the necessity of the travel, the reason for the travel, and an estimate of the cost of the travel to qualify as approved school district business. Travel outside the school district by employees, other than the superintendent, is approved by the superintendent. All out-of-state travel must be approved by the Board of Education.

Reimbursement for actual and necessary expenses will be allowed for travel outside the school district if the employee received pre-approval for the travel. Prior to reimbursement of actual and necessary expenses, the employee must provide the school district with a *detailed* receipt, indicating the date, purpose, and nature of the expense for each claim item. Employees will not be reimbursed for expense claims that are not accompanied by a receipt. Expense claims will be reimbursed following the next board meeting.

Reimbursement for actual and necessary expenses for travel outside the school district will be limited to the pre-approved expenses. Pre-approved expenses for registration are limited to the actual cost of the registration. A daily allowance is provided for meals and incidentals that occur during out-of-state travel requiring an overnight stay. (Meals are not reimbursed unless an overnight stay is required.) This allowance is the equivalent of the city specific per diem rates established by the U.S. General Services Administration (GSA).

Worker's Compensation

In accordance with Iowa Code 280.21A, an employee who, in the course of employment, suffers a personal injury causing temporary total disability, or a permanent partial or total disability, resulting from an episode of violence toward that employee, for which workers' compensation is payable, shall be entitled to receive workers' compensation, which the school district may supplement in order for the employee to receive full salary and benefits for the shortest of:

1. one year from the date of disability; or
2. the period during which the employee is disabled and incapable of employment.

During this period, the employee has the option whether or not to use accumulated sick leave to supplement the worker's compensation provided. The district may request that the employee provide medical certification justifying the leave and stating its nature and duration. This language is drawn from the Iowa Code §280.12A, as adopted in 1994.

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EMPLOYEE RELATIONS

Background Checks

All district employees are subject to criminal, dependent adult abuse and child abuse background checks at least every five years.

Purchased services providers, such as accompanists, choreographers, clinicians, or other contractors who work directly with students and are not already employed by the school district, must undergo a comprehensive background check. Staff/sponsors must ensure these background checks are completed before allowing purchased service providers to work with students. These individuals must complete a release of information authorizing the school district to conduct a background check. Background checks may take up to one week to complete, so authorization must be submitted well in advance. The cost of each background check will be borne by the school district.

Conflict of Interest

No employee may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated (Board Policy 402.1). Such actions may subject the employee to disciplinary action, up to and including termination.

Employees will not act as an agent or dealer for the sale of textbooks or other school supplies to the school district. Employees will not participate for personal financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or parents. Employees will not engage in outside work or activities where the source of information concerning the customer, client or employer originates from information obtained because of the employee's position in the school district.

Since employees have access to information and a captive audience that could present a conflict of interest, employees may only solicit other employees or students for personal or financial gain with the prior, advance approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may, upon five days' notice, require the employee to cease approved solicitations as a condition of continued employment.

Employee Orientation

Employees must know their roles and duties. New employees will participate in an orientation program. The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. Payroll procedures and employee benefit programs and accompanying forms will be explained by Central Office Staff.

Employee Records

The district will maintain personnel records on employees. The records are important for the daily administration of the educational program, for implementing board policy, for budget and financial planning, and for meeting state and federal requirements

The records will include, but not be limited to, records necessary for the daily administration of the school district, salary records, evaluations, application for employment, references, and other items needed to carry out board policy. Employee personnel files are school district records and are

generally considered confidential records and therefore are not open to public inspection or accessibility. Only in certain limited instances, when the employee has given a signed consent or non-confidential records such as an employee's salary, an employee's individual contract, or if the employee resigned in lieu of termination and the documented reasons why, will employee personnel records be accessible to individuals other than the employee or authorized school officials.

Employees may have access to their personnel files, with the exception of letters of reference, and copy items from their personnel files at a time mutually agreed upon between the superintendent and the employee. The school district may charge a reasonable fee for each copy made.

Employee Searches

Employees should have no expectation of privacy in their classrooms, desks, computers or other school district provided space or equipment. The school district may look into these items when needed. Anything on the school district's computers, server, website, etc. and in school district files, etc. are considered a public record and open to public inspection. If the school district conducts an examination or inspection under the terms of this policy, there will be at least two individuals present at the time of the examination or inspection. Should the school district get a request to see this information, at that time, a determination will be made whether the information can be withheld as confidential information.

Employees retain their right to privacy of personal items that are brought into the workplace but do not become part of the workplace (e.g., purses, backpacks, etc.). Such items are not subject to search without the consent of the employee.

The school district assumes no responsibility or liability for any items of personal property which are placed in the desk or work space which is assigned to employees.

Evaluation/Performance Review

Evaluation of employees on their skills, abilities and competences is an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation process is to maintain employees who meet or exceed the board's standards of performance, to clarify the employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The performance review process is not intended to be punitive or prescriptive. On the contrary, it is a collaborative effort between administrators and employees, aimed at providing employees differentiated opportunities to enhance their performance. Emphasis is placed on formative assessment measures that demonstrate an employee's growth or professional development over time.

Board Policy 405.3 – Employee Complaints

Complaints of employees against fellow employees should be discussed directly between employees.

If necessary, complaints will be brought directly to the immediate supervisor, principal or superintendent and will be made in a constructive and professional manner. Complaints will never be made in the presence of other employees, students or outside persons to include social media. This policy is designed to create an appropriate process for pursuing general employee complaints. Employees wishing to address a complaint on a topic with a more specialized procedure such as

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master contract grievances or bullying or harassment claims should follow the appropriate process set forth in the master contract, employee handbook or other board policies specific to that topic.

Mandatory Cooperation in Workplace Investigations

Any workplace investigation conducted by administrative staff or their designee will receive complete cooperation of all employees. Employees may be disciplined, up to and including termination, for making any untrue statement or providing information that is dishonest, misleading, inaccurate or incomplete during the course of the investigation and related procedures. Employees may also be disciplined, up to and including termination, for impeding, obstructing or failing to cooperate with the investigation and related procedures. (Board Policy 405.5)

Mandatory Reporting of Post-Employment Arrests and Convictions

Any employee who is arrested or convicted shall report such to the district administration. Failure to do so shall incur discipline, up to and including termination.

Nepotism

More than one family member may be an employee of the school district. No district employee shall be involved in hiring a family member. The employment of more than one individual in a family is on the basis of their qualifications, credentials and records.

No district employee shall serve in a supervisory capacity over one of their family members who is a contracted employee of the district. No district employee shall attempt to influence the evaluation or conditions of employment of the employee's family member with anyone who serves in a supervisory capacity over that family member. (Board Policy 402.2)

Probationary Status

Support Staff shall complete a thirty-day probationary period. Benefits will begin on the first day of the month after completion of the probationary period.

Qualifications, Recruitment and Selections

Job applicants for all positions will be considered on the basis of the following: training, experience, and skill; nature of the occupation; demonstrated competence; and possession of, or ability to obtain, state license if required for the position.

All job openings shall be submitted to the Iowa Department of Education for posting on TeachIowa, www.teachiowa.gov/, the online state job posting system. Additional announcements of the position may occur in a manner which the superintendent believes will inform potential applicants about the position. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

Release of Credit Information

The following information will be released to an entity with whom an employee has applied for credit or has obtained credit: title of position, income and number of years employed. This information will be released without prior written notice to the employee as it is all public information. Confidential information about the employee will be released to an inquiring creditor with a written authorization from the employee.

Transfers

The assignment of an employee to a different building or a different job classification shall be considered a transfer.

The employer shall email staff notices of openings creating an opportunity to transfer. Employees wishing to transfer should check their emails.

If an employee voluntarily transfers from a job classification to another job classification, the employee could receive his/her former hourly rate of pay or the new classification rate whichever is greater. Consultation between the Superintendent and Association President would be used if and when needed.

If an employee is involuntarily transferred from one job classification to another job classification, the employee shall receive his/her former hourly rate of pay or the newly-hired rate of pay for the new classification, whichever is greater.

Hours of Work

The work day may vary by position and begins at a time established by the district. The specific work hours for each employee may vary according to the needs of the employer. Employee work hours, starting and stopping times, and the assignment of employees during those hours shall be established by the employer.

Employees who are assigned to work at least six (6) hours per day shall have an unpaid thirty (30) minute duty-free meal period to be arranged with the immediate supervisor, except para-professionals assigned to classrooms. Para-professionals so assigned shall have an unpaid meal period of at least twenty-five (25) minutes.

Employees who work six (6) hours or more per day shall be entitled to two (2) ten (10) minute break periods. Employees who work four (4) hours but less than six (6) hours per day shall be entitled to one (1) ten (10) minute break period. Employees working overtime shall be entitled to one (1) additional ten (10) minute break period for each two (2) hours of overtime worked. The break periods shall be scheduled by the supervisor.

Inclement Weather

Nothing in this handbook shall require the employer to keep district buildings open in the event of inclement weather or other adverse conditions.

The following addresses wages paid in the event of early/late starts or school closed days due to inclement weather:

	Early/Late Start	School Closed
9, 10, and 11 Month Employees	Pay Full Day	No Pay or Make Up if practical

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DISTRICT PROCEDURES AND GUIDELINES

Cash Handling

Whenever possible, cash collections should be received directly by a Building Secretary or the Activities Director who will issue the student or parent a receipt. A copy of these receipts must also be forwarded to the district business office. If other employees collect money from students for any purpose, these proceeds must be turned in to the Building Secretary who will issue a receipt to the employee and forward a copy to the business office. If an employee collects money, a log or spreadsheet must be kept listing at a minimum the student names, amounts received, and check numbers or amounts of cash received. These funds must be taken to the main office the same day they are collected. Money should never be kept overnight in a desk drawer or file cabinet. Money must be locked at all times. The Building Secretary will deposit funds within two days and forward a copy of the deposit summary and slip to the business office.

Child Labor

The district complies with both state and federal child labor laws. Under Iowa Child Labor laws, Iowa Code Chapter 92, minors under the age of 18 are prohibited from working in certain occupations, performing certain duties and from using certain equipment. For more information on federal child labor laws, contact the U.S. Department of Labor, Wage and Hour Division, in Des Moines at (515) 284-4625 or visit www.iowadivisionoflabor.gov/child-labor.

Committees

The district may use committees to research and/or address matters that are important to employees and the district (e.g. benefits advisory committee). Committee members may be appointed or volunteer to participate. In some cases, an application process may be utilized to select committee members. The role of committee members is generally to provide input and perspective on issues. When asked to make recommendations, committee members are expected to support the majority decision of the group.

Copyright

Copyright is a form of intellectual property that protects original works of authorship including literary, dramatic, musical, and artistic works. The copyright laws of the United States make it illegal for anyone to duplicate copyrighted materials without permission. Severe penalties are provided for unauthorized copying of all materials covered by the act unless the copying falls within the bounds of the "fair use" doctrine. Any duplication of copyrighted materials by district employees must be done with permission of the copyright holder or within the bounds of "fair use."

Additional information regarding copyright and fair use can be found at the *"Frequently Asked Questions about Copyright"* section of the United States Copyright Office located at copyright.gov/help/faq/index.html.

Credit Cards

Employees may use school district credit cards for actual and necessary expenses incurred in the performance of work-related duties. Employees who use a district credit card must submit a detailed receipt indicating the date, purpose and nature of the expense for each item within ten (10) days of the purchase. Employees who do not provide a receipt will be liable for the expense.

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Employees who lose receipts are responsible for contacting the vendor and obtaining a copy of the receipt.

Employee Discipline

Employee violations of board policy and work rules may result in discipline, up to and including termination. Employees whose employment is terminated will be given the appropriate level of due process as required by law. The district will give the employee notice of the charges against them and a meaningful opportunity to respond, investigate the matter thoroughly and fairly, make a decision based on a preponderance of evidence, and notify the employee of its decision.

The district uses progressive discipline procedures to prevent and correct undesirable employee behavioral issues and ensure employees are treated in a fair manner. In most cases, the district will follow the steps below. However, the district may combine or skip steps depending on the facts of each situation and the nature of the offense.

Step One – Verbal Warning

The employee and the principal or immediate supervisor shall meet to bring attention to the existing conduct issue. The principal or immediate supervisor shall discuss the nature of the problem and clearly describe district policies and procedures. The principal or immediate supervisor shall document this meeting. Employees in Step One shall be placed on the awareness phase of an intensive assistance plan.

Step Two – Written Warning

If the issue in Step One is not corrected, the employee and the principal or immediate supervisor shall meet to review the existing behavioral issue and any additional incidents. The principal or immediate supervisor shall outline the consequences for failing to meet conduct expectations to the employee. Employees in Step Two shall be placed on the assistance phase of an intensive assistance plan. Both the written warning and intensive assistance plan will cite the specific conduct which must be corrected and the time period in which the employee must do so.

The principal or immediate supervisor shall document the Step Two meeting and give a copy of the documentation to the employee. The original copy shall be placed in the employee's personnel file.

Step Three – Letter of Reprimand (Final Written Warning)

When employee misconduct is habitual or egregious a letter of reprimand will be issued by the district administration. This letter serves as a final warning that if the employee misconduct is not corrected immediately the district will pursue further disciplinary action up to and including termination. The letter of reprimand will cite the employee's wrongful actions, the local work rule(s), board policies or state mandates that have been violated, pending consequences and future disciplinary implications. The superintendent or designee will meet with the employee to discuss the misconduct and clarify expectations for continued employment with the district.

Step Four – Suspension

When the issue in step three is not resolved the employee may be placed on paid or unpaid administrative leave or suspension as a punitive measure or pending a recommendation for dismissal. Suspension may also be imposed when there is a need to protect the health, safety or welfare of other while an investigation is conducted.

Recommendation for Termination of Employment

If the issue in Steps Three or Four are not corrected, the employee may be subject to the termination procedures as outlined in Iowa Code and in board policy. The assistant superintendent will discuss the appropriate action with the superintendent. The superintendent has the authority to recommend the termination of an employee to the Board.

Email Retention

The district provides employees with email to communicate and conduct the business of the district. The district expects employees to manage and protect records resulting from email communications. Such email may include, but is not limited to, correspondence and attachments, calendar schedules, forms, and other data transmitted electronically. Email retention guidelines are implemented to comply with the Federal Rules of Civil Procedure, E-Discovery, and the Public Records Act. Staff should be aware that email messages are likely public records when they are created, sent, or stored through the district's email system - this includes any emails that are of personal nature that pass through the email system. It will be the practice of the district to utilize an auto-archiving system to retain all emails and other records covered by this policy for a period of no more than five years. While the district will employ the technical resources to retain email, it is the responsibility of each staff member to maintain any copies of emails and other records covered by this policy that he/she has been made aware of that are part of an outstanding public record request, and/or any litigation hold notices and/or reasonably anticipated litigation. Staff shall retain such records until notified by administration that the request has been closed and/or litigation is finally concluded. Emails or other records covered by this policy that also fall within the scope of such laws or policies which specifically address retention of District records should be treated in accordance with the requirements of those laws and policies. This policy applies to the extent not preempted by federal, state, or local policies, laws or regulations.

Employee Recognition

The district recognizes and appreciates the services of its employees. Employees who retire or resign may be honored by the board, administration and staff in an appropriate manner.

If the form of honor deemed appropriate by the administration and employees involves unusual expense to the school district, the superintendent will seek prior approval from the board.

Employee Publication or Creation of Materials

Materials created by employees and/or the financial gain therefrom are the property of the school district if school materials and/or time were used in their creation and/or such materials were created in the scope of the employee's employment unless prior arrangements are made. The employee must seek prior written approval of the superintendent concerning such activities.

Gift Law

Iowa Code Chapter 68B prohibits administrators, teachers, coaches, and members of their immediate families from accepting or receiving, either directly or indirectly, gifts valued at more than three dollars from restricted donors. A restricted donor is defined as any person or company who is currently or is seeking to be a party to a sale, purchase, lease, or other type of contract with the school district.

An employee who knowingly and intentionally violates the gift law may be punished in ALL of the following ways:

- Both the donor and recipient are guilty of a serious misdemeanor. Serious misdemeanors are punishable by up to one-year incarceration and a fine between \$250 and \$1,500, plus a 30% surcharge and court costs.
- The gift law specifically gives the public employer permission to fire the employee who takes a gift in violation of this law.
- Finally, violation of the gift law is a violation of the Board of Educational Examiner's Code of Ethics. Therefore, the public employee who is also licensed by the BoEE could lose his or her license.

School personnel who are offered such gifts must decline them. Employees who unknowingly accept such a gift should turn it in to the school immediately.

Payroll

Support Staff employees will receive their pay for actual hours worked in the previous month on the tenth day of month. When a pay date falls on a Saturday or Sunday, that pay date will shift to the nearest preceding workday. When the pay date is a holiday, paychecks are issued the last working day before the holiday.

All district employees are required to be enrolled in a direct deposit system through their personal bank. Except in rare or unusual circumstances pay will be issued electronically through direct deposit. Employees will receive electronic pay stubs through a preferred email address(es).

Paychecks are calculated, prepared and issued by the Payroll Clerk. Employees are encouraged to report any miscalculations or questions about their check to Valerie Tracy, at 623-6600 ext. 1004, as soon as possible.

Employees are also encouraged to carefully review their pay stubs for accuracy. Paystubs contain important information, including year to date earnings and employer withholdings (i.e., state and federal income tax, Medicare, social security, insurance premiums) and contributions (i.e., IPERS). Employees are responsible for verifying their accuracy.

Personnel Data Changes

It is the responsibility of each employee to promptly notify the district of any changes in personnel data. Personal emailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personal data has changed, notify the administration office.

Purchasing

Employees must submit all requests for purchases to their supervisor for approval. Purchases, charges, or commitments to buy goods or services for the district cannot be made without a district Purchase Order (PO) number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Employees cannot simply buy items and expect to be reimbursed.

In unique circumstances, an employee may check out a district credit card from the district office to purchase consumables and submit a requisition for a purchase order after the fact. In such cases, the employee must submit the requisition and provide a receipt immediately following the purchase.

Employees should contact Heidi Harris, in the Accounting Department, at 623-6600, extension 1002, for additional information on purchasing procedures.

Reimbursements

Employees will be reimbursed for pre-approved travel (see Travel Compensation—Outside the District) and other allowable expenses. Employees must provide the school district with a detailed receipt, indicating the date, purpose, and nature of the expense for each claim item before they are reimbursed. Credit card receipts cannot be used to request reimbursements.

School Fees

Iowa law identifies the types of fees schools can charge. School districts only have the authority to charge fees for textbooks, school supplies, eye and ear protective devices, summer school, driver's education and transportation for students not eligible for free transportation. For those that are charged, the fees must be waived or reduced for those students who meet the eligibility requirements for free or reduced price meals. Employees cannot charge a student fee for anything without prior consent from the Central Office.

Students whose families meet the income guidelines for free and reduced-price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the Valerie Tracy at 623-6600, extension 1004 at registration time. This waiver does not carry over from year to year and must be completed annually. This information is confidential.

School Nutrition Program

The district partners with OPAA Food Management Inc. to provide nutrition services to students and employees. Employees may purchase meals and other items, including milk. The cost of an adult breakfast costs \$2.15 and an adult lunch is \$4.13. Employees may purchase meals on a day-to-day basis or deposit funds in a lunch account. Employees may not charge meals or carry a negative lunch balance.

School Publicity and Community Relations

The district staff is the connection between the schools and the community. Employees are expected to work in a professional manner with parents and the community, when appropriate, for their positions.

The board president is the spokesperson for the board, and the superintendent is the spokesperson for the school district. It is the responsibility of the board president and superintendent to respond to inquiries from the news media about the school district.

CONDUCT IN THE WORKPLACE

Employee Use of Cellular Phones

School district and personal phones and message devices are to be used appropriately at times that do not conflict with the employees' duties. All personal calls should be made during sanctioned breaks. District telephones are only for official school business. Failure to follow this guideline will result in disciplinary action, up to and including termination.

Fighting

Any verbal or physical altercations between or among employees or others will not be tolerated and may subject the employee(s) to disciplinary action, up to and including termination.

Fraud/Unlawful Gain

Any deliberate deception which secures an employee unfair or unlawful gain will be grounds for discipline and may be turned over to law enforcement.

Neglect of Duties

All employees are mindful that students are not to be left unattended and employees should not place themselves in any position where student safety is at risk or neglect of duty could be claimed. Employees, in a supervisory role, needing to leave an area where students are present must ensure another adult is present before leaving.

Offensive or Abusive Language

Threatening, intimidating, or using abusive and profane language by school district employees towards others, including derogatory slurs, will not be tolerated. Violation will incur discipline, up to and including termination.

Performing Unauthorized Work While on Duty

All district employees are prohibited from performing unauthorized work while on duty. Doing so could result in discipline, up to and including termination.

Use of School Facilities and Equipment

The district attempts to maintain equipment and supplies which permit work to be accomplished in the most efficient and effective manner possible. While employees are encouraged to use these items, it is important to understand that they are school district property to be used for conducting school district business.

When using school property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines. Employees must refrain from overloading electrical systems by using multiple extension cords/power strips simultaneously (e.g., "daisy chaining" extension cords/power strips by plugging one into another), using extension cords to operate appliances or lights, using non-UL approved (i.e., round, three pronged) extension cords or using extension cords other than on a temporary basis. Employees must never use candles or other open flames in district facilities, except in laboratory or other

curricular appropriate settings. Doors (i.e., fire stops) must never be held open with jams, wedges or other blocking devices. Items must never be stored in the way of electrical panels or fire exits. Flammable liquids, aerosols and solvent must be stored only in approved areas.

Please notify the principal or facilities department if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others.

Abuse or misuse of school district or non-district owned property is to be reported immediately to the building principal. Failure to do so will limit district responsibility and/or increase employee responsibility. It is expected all employees will use care and caution when using district and non-district property.

Abuse or misuse or unauthorized use of district property, private property, materials and/or equipment is subject to disciplinary action.

Use of Time

An employee is responsible for the time on the job which he/she is assigned. Each employee must develop work habits and systems to eliminate back-tracking or poor usage of time. This requires initiative and planning on the employee's part. Do not allow students, teachers, fellow workers or others to interrupt your work with lengthy conversations; simply excuse yourself and say you have work to do.

Actions such as the following are strictly prohibited by employees and will result in discipline, up to and including termination: loafing, loitering, sleeping, engaging in unauthorized personal business or prolonged visiting while on duty.

EMPLOYEE STANDARDS OF CONDUCT

Break for Meal Periods

Leaving the place of duty during a work shift without permission of the building principal, except during lunch break periods, is cause for discipline, up to and including termination. Employees are expected to return to work immediately upon completion of a paid or sanctioned unpaid break.

Dress and Grooming

All employees are required to dress in a professional and appropriate manner. Any clothing which could be deemed unsafe could result in disciplinary action. Employees' "clothing should be neat, clean, and in good taste. Discretion and common sense call for an avoidance of extremes, which would interfere with the educational process." (School Board Policy 405.1)

Clothing deemed inappropriate will be discussed with the employee. Questions about appropriate attire should be addressed to the building principal. Also, as role models for students, all staff members are expected to not only dress appropriately, but to practice exemplary hygiene.

Wearing blue jeans and other casual attire must be authorized by the building principal.

Employee Outside Employment

The board believes that the primary responsibility of employees is to the duties of their position within the school district as outlined in their job description. The board expects that district employees will give the responsibilities of their positions in the school district priority over any other employment. Employees with external employment must keep the two positions separate and the external job cannot impact the school district job. Should a supervisor believe the external position is impacting the internal one; the supervisor will address it with the employee.

The district may request the employee to cease the outside employment as a condition of continued employment with the district. (Board Policy 403.5)

Employee Political Activity

Employees have full equality with other citizens in the exercise of their political rights and responsibilities, but employees shall refrain from certain political activities in the workplace and on district property under the jurisdiction of the board. Such prohibitions include, but are not limited to:

1. Engaging in any activity for the solicitation, promotion, election or defeat of any referendum, candidate for public office, legislation or other political action during work hours/while engaged in official duties and in the presence of any student.
2. Soliciting or receiving from any employee or other person any contribution or service for any political purpose during work hours/while engaged in official duties.
3. Using classrooms, buildings or students for the purpose of solicitation, promotion, election or defeat of any referendum, candidate for public office, legislation, or other political action. (This provision does not apply to employee use of district facilities if they are related to third-party events/activities authorized by the district that are outside the employee's scope of employment.)
4. Using school equipment or materials, including district email, for the purpose of solicitation, promotion, election or defeat or any referendum, candidate for public office, legislation or other political action.

Engaging in prohibited political activities may be grounds for disciplinary action, up to and including termination. (Board Policy 402.12)

Employees may request a leave of absence to run for public office.

Gifts

Employees will not, either directly or indirectly, solicit, accept or receive any gift or series of gifts, unless the gift is valued at less than three dollars or has a negligible resale value. Honorariums may be received but must be turned over to the school district unless the employee was on his or her own time, the donor does not meet the definition of "restricted donor" or the gift or honorarium does not meet the definition of gift or honorarium.

Insubordination

Insubordination, disobedience, failure or refusal to follow the written or oral instructions of supervisory authority or to carry out work assignments will not be tolerated. Insubordination will result in discipline up to and including termination.

Relationships with Co-Workers

School district employees are encouraged to create an environment where co-workers' collaboration and cooperation add to the overall functioning of the district and fulfillment of individual job responsibilities. All employees must have a respectful attitude toward their job and co-workers, and they should not allow students, teachers, fellow workers or others to interrupt or demean their work.

Staff Technology Use/Social Networking

Usage of the school district's computer resources is a privilege, not a right, and use entails responsibility. All information on the school district's computer system is considered a public record. Whether there is an exception to keep some specific content confidential is determined on a case-by-case basis. Therefore, users of the school district's computer network must not expect, nor does the school district guarantee, privacy for email or use of the school district's computer network including websites visited. The school district reserves the right to access and view any material stored on school district equipment or any material used in conjunction with the school district's computer network.

Employees shall not post confidential or proprietary information, including photographic images, about the school district, its employees, students, agents or others on any external web site without consent of the superintendent. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the school district when utilizing external websites. Employees shall not use the school district logos, images, iconography, etc. on external websites. Employees, students and volunteers need to realize that the internet is not a closed system and anything posted on an external site may be viewed by others, all over the world. Employees, students and volunteers who do not want school administrators to know their personal information should refrain from exposing it on the internet. Public social media networks, outside of those sponsored by the district, may not be used for classroom instruction or school sponsored activities without the prior authorization of the Superintendent, or designee.

Employees are expected to read and adhere to the board approved policies & regulations pertaining to Internet/Network Appropriate Use and Social Media and Texting.

Theft

All thefts should be reported immediately to a principal or supervisor. Any employee found to be involved in theft of the district's or another person's property will result in appropriate discipline, up to and including termination.

Treatment of Patrons of the District

Patrons of the district are to be treated with respect on school grounds and at school events. Employees should be courteous at all times, and report to district administration any mistreatment by district patrons.

Volunteers

The board recognizes the valuable resources it has in the members of the Red Oak community. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching. The school district may officially recognize the contributions made by volunteers.

STUDENT AND CLASSROOM ISSUES

Abuse of Students by a School District Employee

School district employees are encouraged to create professional relationships with students so as to assist with their learning. Employees must not create relationships with students that are unhealthy or illegal. Adults must always be in a position to be trusted and caring for students, but the district will not tolerate any inappropriate relationships.

Physical or sexual abuse of students, including sexual behavior, by employees will not be tolerated. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. Employees are required to assist in the investigation when requested to provide information and to maintain confidentiality of the reporting and investigation process.

Child Abuse Reporting

The district believes in protecting our students and we strive for them to be productive without outside factors weighing on their ability to learn. In compliance with state law and to provide protection to victims of child abuse, the board believes incidents of alleged child abuse should be reported to the proper authorities. Employees are required as mandatory reporters, to report alleged incidents of child abuse they become aware of within the scope of their professional duties.

Child abuse is the result of the acts or omissions of a person responsible for the care of a person under the age of 18 who has suffered one or more of the categories of child abuse as defined in Iowa Code 232.68 (physical abuse, mental injury, sexual abuse, denial of critical care, failure to supervise, child prostitution, presence of illegal drugs, manufacturing or possession of a dangerous substance, bestiality in the presence of a minor, allows access by a registered sex offender, allows access to obscene material, or child trafficking).

When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter shall make an oral report of the suspected child abuse to the Iowa Department of Human Services within 24 hours of becoming aware of the abusive incident and shall make a written report to the Iowa Department of Human Services within 48 hours following the oral report. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency will also be notified.

Within six months of their initial employment, mandatory reporters will take a two-hour training course involving the identification and reporting of child abuse, or submit evidence they have taken the course within the previous five years. The course will be re-taken at least every five years.

To take the course, employees must login to the AEA PD Online Learning System at <https://training.aeapdonline.org/>.

To file a report of suspected child abuse, employees should call the Iowa Department of Human Services (IDHS) 24 hour hotline at 1-800-362-2178. For more information (i.e., Guide for Mandatory Reporters) and to download the Suspected Child Abuse form, employees may go to the IDHS website at <http://dhs.iowa.gov/child-abuse>.

Corporal Punishment, Restraint and Detaining Students

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. School employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to persons or property.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

- the size and physical, mental, and psychological condition of the student;
- the nature of the student's behavior or misconduct provoking the use of physical force;
- the instrumentality used in applying the physical force;
- the extent and nature of resulting injury to the student, if any; and
- the motivation of the school employee using physical force.

School employees may use “reasonable and necessary force, not designed or intended to cause pain” to prevent harm to persons or property, or to accomplish any of the following:

- to quell a disturbance or prevent an act that threatens physical harm to any person;
- to obtain possession of a weapon or other dangerous object within a pupil's control;
- for the purposes of self-defense or defense of others as provided for in Iowa Code §704.3;
- for the protection of property as provided for in Iowa Code §704.4 or §704.5;
- to remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises;
- to protect a student from the self-infliction of harm;
- to protect the safety of others; or
- using incidental, minor, or reasonable physical contact to maintain order and control.

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a student. If a student is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent. For additional information regarding Iowa law on this issue, please visit the “Timeout, Seclusion, and Restraint” section of the Iowa Department of Education's website, located at <https://educateiowa.gov/pk-12/learner-supports/timeout-seclusion-restraint>.

Physical Restraint

School employees are limited in the application of physical force to limit or restrict a student's ability to move freely. Physical restraint must not be used as discipline for minor infractions and may be used only after other disciplinary techniques have been attempted, and only if reasonable under the circumstances. Physical restraint must be reasonable and limited in duration according to the situation. If an employee is compelled to physically restrain a student who uses sign language or an augmentative mode of communication as his or her primary mode of communication, the student must be permitted to have his or her hands free of restraint for brief periods, unless an employee determines that such freedom appears likely to result in harm to self or others. District employees may not use prone restraints or hold a student face down on the floor in any circumstance. District employees may not use a physical restraint that obstructs the airway of a student.

Physical Confinement and Detention

Physical confinement occurs when a student's egress is restricted, in a time-out room or some other enclosure, regardless of whether the student is inside or outside the classroom. Physical confinement must not be used as discipline for minor infractions and may be used only after other disciplinary techniques have been attempted and only if reasonable under the circumstances. Time-out at a desk, in a corner, at the back of a class, in the hall, after school detention, or other typical in-school suspension arrangements are not considered physical confinement unless the student is forcibly restricted from leaving the area. If a student is physically confined and detained within a school facility, the following conditions must be observed:

- The area of confinement must be of reasonable dimensions, and must be free from hazardous or dangerous objects or instruments, according to the age, size, and physical and mental condition of the student subject to confinement
- The area of confinement must have sufficient light and adequate ventilation. A comfortable temperature must be maintained, consistent with the remainder of the school facility.
- Reasonable break periods must be provided for the student to attend to bodily needs. Sleep is not considered a "bodily need."

The length of confinement may last no longer than necessary to allow the student to regain control of their behavior, the behavior has ended, or a medical condition puts the student at risk. If seclusion or restraint lasts for more than fifteen (15) minutes, an employee must get approval from an administrator to continue and every thirty (30) minutes thereafter. Students must be provided with breaks with breaks for personal and bodily, unless doing so would endanger the child or others.

"Adequate and continuous" adult supervision must be provided for the duration of a student's confinement. This does not mean "non-stop, line-of-sight" view of the student, but rather the close proximity of an adult who can easily detect changes in the student's status or condition and respond quickly.

Parental Notification and Documentation

School personnel must notify a child's parent or guardian of a seclusion or restraint as soon as practicable after the situation is under control, but no later than within one (1) hour or the end of the school day, whichever comes first.

Parents must be provided written documentation of incidents of seclusion or restraint postmarked by the end of the third (3rd) school day following the occurrence. Parents may elect to receive email or fax notification as well. Written documentation must include: the date of the incident; beginning and ending times; a description of the employee's actions before, during and after the incident; any approval for seclusion and restraint exceeding fifteen (15) minutes and a rationale for the time extension; a description of the less-restrictive means attempted to avoid seclusion or restraint; a description of any injuries to the student, others, or property damage; a description of future approaches to the student's behavior, including any consequences or disciplinary actions; and the time and manner by which parents were notified.

Debriefing Meetings

Written notice and documentation must include a letter inviting the parents to any debriefing meeting that includes the date, time and place of the meeting as well as a list of the employees or individuals who will attend. Debriefing meeting must occur: upon the first incident of restraint or seclusion for a student in a school year; whenever personal injury occurs of any kind; whenever a reasonable educator would determine a debriefing is necessary; whenever suggested by a student's IEP team; whenever agreed to by a parent and school officials; and after seven (7) instances of seclusion and/or restraint. Debriefing meetings should collaboratively examine and determine what caused an

incident resulting in the use of physical restraint or seclusion, discuss how the use of restraint or seclusion could have been avoided and how future incidents can be avoided, and plan for and implement positive and preventative behavior supports. A formal agenda and written report are required of all debriefing meetings.

Field Trips

In certain classes, field trips and excursions are authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school district. If a field trip is required for a course, students are expected to attend the field trip, unless an appropriate reason prohibits attendance. The field trip must be approved by the building principal in advance.

Before authorizing field trips the principal will consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions. The Board's approval will be required for field trips and excursions outside the state. Board approval will be required for field trips and excursions which involve unusual length or expense.

Student trips should be arranged well in advance. Activity trip requests must be forwarded to the building principal at least ten days prior to the scheduled trip. A detailed schedule and budget must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed. Following student trips, the teacher may be required to submit a written summary of the event.

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible children. Employees are expected to comply with IDEA. For additional information regarding IDEA, please visit The United States Department of Education website, located at www.idea.ed.gov/. Additionally, employees are expected to follow school district procedures for identifying students who need additional assistance and meet the needs of identified students.

Standardized Testing and Assessment

Assessment is an important part of the education process and the school district is committed to ensuring the integrity of testing and assessment practices. Employees are expected to administer standardized tests consistent with Iowa law and Board of Educational Examiners ethical codes that promote the integrity of the assessment and the validity of student responses. Failure to do so may result in disciplinary action up to and including termination.

Student Conduct and Discipline

Discipline of General Education Students

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students and students to learn more effectively in the classroom.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the

jurisdiction of the school district; while on school-owned and/or school-operated chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Discipline will be administered depending on the severity and frequency of the acts of misconduct. The imposition of discipline will be within the discretion of the individual responsible for imposing the discipline. In instances where there has been a violation of the law, as well as school rules, appropriate law enforcement officials will be contacted and may become involved in the district's administration of discipline. The school reserves the right to seek restitution from the parents/guardians of a student or the student for damage caused by the student.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered vehicles; while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension to determine whether to impose further sanctions against the student which may include expulsion. Assault for purposes of this section of this policy is defined as:

- an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
- any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or
- intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

The school district may impose a range of disciplinary measures for acts of misconduct. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion. Discipline will be administered depending on the severity and frequency of the acts of misconduct. The imposition of discipline will be within the discretion of the individual responsible for imposing the discipline. In instances where there has been a violation of the law, as well as school rules, appropriate law enforcement officials will be contacted and may become involved in the school district's administration of discipline. The school reserves the right to seek restitution from the parents/guardians of a student or the student for damage caused by the student. The school district shall insure due process for the students and parents.

A restriction from school activities means a student will attend school, classes, and practice, but will not participate in other school activities.

Removal from the classroom means a student is sent to the building principal's office. It shall be within the discretion of the person in charge of the classroom to remove the student.

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.

Suspension means; either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

Following the suspension of a special education student, an informal evaluation of the student's placement will take place. The Individual Education Program (IEP) is evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension.

If a special education student's suspensions, either in or out of school, equal ten days on a cumulative basis, a staffing team will meet to determine whether the IEP is appropriate. (School Board Policy 503.1)

Discipline of Student Entitled to Special Education

All school personnel should be aware that different rules and limitations apply to disciplinary measures taken against students with disabilities (i.e. entitled students, special education students, IEP students) than apply to actions taken against non-disabled students (i.e. general education students). Students who qualify for special education services are entitled to unique disciplinary protections. A student who is entitled to special education may not be denied a *Free and Appropriate Public Education (FAPE)* as a result of conduct that is a manifestation of their disability. Moreover, school districts are prohibited from taking disciplinary actions, such as prolonged suspensions or expulsion, that result in a change of placement for students with disabilities.

The district may remove an entitled child from their current placement, to an interim alternate education setting, other setting, or suspension, for up to 10 days, so long as a similar change in placement would be made for a child without a disability. However, a proposed suspension of more than 10 days, or a pattern of suspensions for more than 10 days, constitutes a change of placement requiring the district to send written prior notice (34 CFR 300.503) and inform parents of their due process hearing rights (34 CFR 300.520(a)(2)). Parents have the right to invoke "stay put" (34 CFR 300.514) or maintain their child in the current educational setting pending the outcome of a due process hearing.

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When a child is removed from their current educational placement for more than ten days a manifestation determination must be conducted within 10 school days of the decision to remove the child. The manifestation determination process is used to confirm whether the student's misconduct was a product of the child's disability or the result of the district's failure to review, revise, or implement the child's IEP or behavior intervention plan (BIP). If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability or was the direct result of the district's failure to implement the IEP [34 CFR 300.530(e)(3)] the behavior is considered a manifestation of the child's disability and is not subject to disciplinary action. In such circumstances, the child must be returned to their original education placement and an IEP meeting must be held to review and revise the student's BIP to address the behaviors of concern. If the child's behavior is not determined to be a manifestation of their disability the student is subject to the same disciplinary action that would be applied to a non-disabled student.

It is important to remember that when an entitled child is removed from their current educational placement for ten or more days in the same school year the district must continue to provide educational services for the duration of the child's removal [IAC 281--41.530(2)(b) 256B, 34 CFR 300.530(b) (2)]. These services must enable the child to continue to participate in the general education curriculum and to make progress toward their IEP goals [281--41.530(4) (a)]. The district is not required to provide the same services in exactly the same setting as the child received prior to the imposition of discipline [71 Fed. Reg. 46716 (2006)].

Special Discipline Considerations

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days regardless of whether the student's behavior is a manifestation of their disability, if the child:

- a. carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
- b. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA;
- c. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA. (Comments to the 2006 Part B regulations suggest that the IDEA also gives school personnel the authority to remove a child with a disability to an interim alternate educational setting (IAES) when the child has inflicted serious bodily injury to himself [71 Fed. Reg. 46,749 (2006)].

A weapon is defined as a "...device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length." [18 USC 930(g) (2)]. Illegal drugs include "drug[s] or other substance[s] identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC Sec. 812(c))." [34 CFR 300.530(i)(1)]. It does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law." [34 CFR 300.530(i)(2)]. Serious bodily injury involves: a) substantial risk of death; b) extreme physical pain; c) protracted and obvious disfigurement; or d) protracted loss or impairment of the function of a bodily member, organ or mental faculty [71 Fed. Reg. 46,722 (2006)]. Most student assaults on other students, teachers or administrators will not meet this definition.

Student Funds and Fundraising

Student fundraising for school activities may occur upon approval of the principal. Student organizations may have no more than three fund raising projects per year, and only one person-to-

person sales campaigns. School-sponsored student organizations must identify a specific purpose for fundraising. Fund raising for events that are not sponsored or sanctioned by the school district is prohibited. All Funds raised remain in the control of the school district and the board. All funds should be turned in to the office as soon as possible and teachers/sponsors should never leave money in their rooms overnight.

Student Records

School employees are entrusted with confidential information – whether it is about students or fellow employees. Employees must not disclose confidential student information unless it is permitted by law. Please contact your building principal or central office if you have a request for student records.

Give careful thought to what you discuss concerning school matters whether with parents, colleagues, and members of the community. Rumors and criticism are promoted by outside gossip. Many rumors and unnecessary criticism can be avoided by referring community members to the school principal or appropriate staff member. Employees must exercise significant care and judgment when handling confidential information. A break in confidentiality can result in disciplinary action, up to and including termination, and expose the employee to personal liability for violation of Iowa's privacy law.

Transporting of Students by Employees

Generally, transportation of students is in a motor vehicle owned by the school district and driven by a school bus driver. Employees who drive school vehicles must obtain a chauffer's license (the additional cost is paid by the district) and authorize the district to conduct an annual check of their personal driving records. The use of seat belts (if available) are required when driving or riding in school owned vehicles. The use of cell phones (voice or text) is strictly prohibited while driving school owned vehicles. A chaperone must accompany each trip (the driver is not the chaperone).

Students may also be transported in private vehicles for school purposes. It is within the discretion of the superintendent to determine when this is appropriate.

Individuals transporting students for school purposes in private vehicles must have the permission of the superintendent and meet all applicable requirements set by the district. Private vehicles will be used only when:

- The vehicle is in good condition and meets all applicable safety requirements
- The driver possesses a valid drivers' license
- Proof of insurance has been supplied to the superintendent and insurance satisfies the minimum coverage requirements for driving personal vehicles in the State of Iowa, and
- The parents of the students to be transported have given permission to the superintendent

Parent permission does not have to be in writing, but must be given directly to an administrator. A form signed by the building principal or program director and required supporting documentation must be forwarded to the superintendent in order to obtain authorization to transport students in private vehicles. In signing this form, the building principal or program director indicates they support the approval of the request.

Administrators must communicate these requirements to staff. Administrators may identify 2-3 certified staff from their respective buildings to go through the process to obtain annual approval to transport students.

Employees authorized to transport students in a private vehicle are eligible for mileage reimbursement. The district will reimburse employees authorized to transport students in a private vehicle for the increased cost of the Class D3 Chauffeurs License.

It is within the discretion of the superintendent to determine when it is appropriate to transport students in private vehicles.

The school district assumes no responsibility for those students who have not received the approval of the superintendent and who ride in private vehicles for school purposes.

This policy statement applies to transportation of students for school purposes in addition to transporting students to and from their designated attendance center. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

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HEALTH AND WELL-BEING

Administering Medication

The supervision of any medication distribution to students shall be in strict compliance with the rules and regulations of the board. District employees may not dispense or administer any medications, including prescription and non-prescription drugs, to students except as outlined in board policy 508.3.

Only authorized practitioners, such as licensed registered nurses or health associates who have successfully completed a medication administration course will administer medication. Medication will only be administered when the student's parent or guardian provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container either as dispensed or in the manufacturer's container. Medication shall be stored in a secured area unless an alternate provision is documented.

Students with asthma and other airway constricting diseases may self-administer their life saving medication when a parent provides written permission, and the physician provides a prescription. This privilege may be withdrawn if misused by a student. (Iowa Code 280.16, Board Policy 508.3)

Anti-Bullying and Anti-Harassment (Board Policy 104)

The district is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff and volunteers is against federal, state and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers and students shall not engage in bullying or harassing behavior in school, on school property or at any school function or school-sponsored activity.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones and electronic text messaging.
- "Harassment" and "bullying" shall mean any electronic, written, verbal or physical act or conduct toward a student based on the individual's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
 1. Places the student in reasonable fear of harm to the student's person or property.
 2. Has a substantial detrimental effect on the student's physical or mental health.
 3. Has the effect of substantially interfering with a student's academic performance.

4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities or privileges provided by a school.
- "Trait or characteristic of the student" includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status.
 - "Volunteer" means an individual who has regular, significant contact with students.

Filing a Complaint

A student who believes they have been harassed or bullied should notify the appropriate building principal or designee, who will be the designated Level 1 Investigator. The alternate investigator shall be a building principal from another building within the district. The investigator may request that the student complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible. The investigator has the authority to initiate an investigation in the absence of a written complaint.

School employees, volunteers and students shall not engage in reprisal, retaliation or false accusation against a victim, witness or an individual who has reliable information about an act of bullying or harassment.

Investigation

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the superintendent. The investigator will provide a copy of the findings of the investigation to the superintendent.

Decision

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall

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any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds

Bloodborne Pathogens

All employees are required to take the bloodborne pathogens training on an annual basis. To take the course, employees must login to the AEA PD Online Learning System at <https://training.aeapdonline.org/>.

A *Job Safety and Health* poster developed by the Occupational Safety and Health Administration (OSHA) and the Iowa Workforce Development Department of Labor will be displayed in each building workroom. This poster outlines employees' rights to be notified of potential workplace hazards, request an OSHA inspection of unsafe or unhealthy working conditions, file an OSHA complaint, and review OSHA citations. The poster also reiterates the districts obligation to furnish employees a workplace free of recognized hazards, comply with OSHA safety and health standards, and correct identified hazards.

It is the responsibility of the superintendent to write an exposure control plan to eliminate or minimize district occupational exposure to bloodborne pathogens. The plan for designated employees will include, but not be limited to, scope and application, definitions, exposure control, methods of compliance, Hepatitis B vaccination and post-exposure evaluation and follow-up, communication of hazards to employees, and record keeping.

Communicable Diseases – Employees

Employees with a communicable disease will be allowed to perform their customary employment duties provided they are able to perform the essential functions of their position and their presence does not create a substantial risk of illness or transmission to students or other employees. The term "communicable disease" will mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases is included in the school district's bloodborne pathogens exposure control plan. The procedures will include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping.

Communicable Diseases – Students

Employees should be alert to any signs of contagious diseases—especially any skin irritations. The school nurse should be contacted immediately upon any suspicion of potential contagious disease. The school nurse will investigate all reports and take appropriate action.

Students excluded from school after having contracted a contagious disease may not return without written permission of a medical doctor or certified health professional. If a student fails to obtain written doctor's permission to return, they shall be excluded from school for the full course of the disease as stipulated by the Iowa State Department of Health.

Employee Injury on the Job

Employee and student safety is a major district concern. An employee should therefore remove him or herself from and report any situations where employee safety is compromised. If an employee

becomes seriously injured on the job, the employee's supervisor will attempt to notify a member of the family, or an individual of close relationship, as soon as the employee's supervisor becomes aware of the injury.

If possible, an employee may administer emergency or minor first aid. An injured employee will be turned over to the care of the employee's family or qualified medical professionals as quickly as possible.

It is the responsibility of the employee injured on the job to inform their building principal (within twenty-four hours of the occurrence) and contact the *EMC OnCall Nurse* work injury hotline, at 844-322-4668. This call automatically files an accident report. The injured employee can speak directly with a trained nurse who immediately assesses the injury and recommends the best course of action for the injured worker, or directs them to a qualified provider, if necessary.

Employee Physical Examination

The district believes good health is important to job performance. Employees will present evidence of good health, in the form of a physical examination report, prior to their employment with the school district. Employees whose physical or mental health, in the judgment of the administration, may be in doubt, will submit to additional examinations when requested to do so, at the expense of the school district.

The physical shall be taken on the employee's own time. The employee will be reimbursed for charges not reimbursable under the employee's health insurance plan, with maximum reimbursement limited to fifty dollars (\$50). The school district will provide the standard examination form to be completed by a physician. Employees identified as having reasonably anticipated contact with blood or infectious materials will receive the Hepatitis B vaccine or sign a written waiver stating that they will not take the vaccine.

First Aid Procedures

The responsibility in all accidents and illnesses lies with the parents. School personnel may render minor first aid only. We do not treat or diagnose. When major emergencies or accidents (deep lacerations, fractures, serious burns, head injuries, seizures) occur in the classroom or on the campus, these steps should be followed:

1. Place the student in a safe place. Take him/her to the nurse's office if it is possible.
2. Report the emergency to the nurse and to the principal, who in turn will notify the parents.
3. If the parents cannot be reached, the principal or nurse will call the family physician.
4. Complete the proper accident report after the appropriate care has been given.

Procedures for Diabetic Students

At the first indication of any warning sign such as excessive hunger, perspiration, headache, nervousness, blurred vision, irritability, confusion, drowsiness or abdominal pain, give the student sugar or bring the student to the office. Insulin reactions occur when the amount of sugar in the blood is too low. An imbalance of insulin, too much exercise or too little food may cause insulin reactions. The student experiencing a reaction may need coaxing to eat.

Food Requirements

Food Outside of School Meals

All food that is sold to students must comply with state and federal nutritional standards. This includes products that are served through the district's food service program, as well as foods and beverages that are sold outside of regular school meals. Products sold in vending machines, student stores, approved fundraising activities or other school-sponsored events are subject to these requirements. Teachers should consult with the school nurse and building principal prior to selling food items in their classrooms or as part of a fundraiser.

Snacks

Snacks that are served during the course of the school day must complement the district's efforts to promote good nutrition and healthy eating habits. Snacks such as fruits and vegetables and beverages such as water are the best alternatives. Snacks such as candy items, some chips, and soft drinks are prohibited. Only pre-packaged snacks are allowed. Staff members are encouraged to contact the building principal with questions regarding acceptable snack items.

Food as a Reward/Punishment

School personnel may not use foods or beverages as rewards for academic performance or good behavior. Likewise, school personnel may not withhold foods or beverages (including food served through meals) as a punishment.

Foods During Celebrations

Schools should evaluate their celebration practices that involve food during the school day. All foods should be pre-packaged or produced in a commercial kitchen, with nutritional information available.

Hazardous Chemical Disclosure

Each employee will annually review information about hazardous substances in the workplace. When a new employee is hired or transferred to a new position or work site, the information and training, if necessary, is included in the employee's orientation. When an additional hazardous substance enters the workplace, information about it is distributed to all employees, and training is conducted for the appropriate employees. The district's Facilities Director will maintain a file indicating which hazardous substances are present in the workplace and when training and information sessions take place.

Health Services

Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement, and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental, and social well-being. Student health services ensure continuity and create linkages between school, home, and community service providers.

Smoke and Tobacco Free Workplace (Board Policy 903.5)

The district is committed to providing a safe and healthy workplace and to promoting the health and well-being of employees. As required by Iowa Code Chapter 142D, the Iowa Smokefree Air Act, and also motivated by a desire to provide a healthy work environment, the district prohibits smoking, and

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the use of tobacco and nicotine products as cited in board policy, on all school grounds and in school vehicles.

Community members failing to abide by this policy will be required to cease their use of tobacco or leave the school district premises immediately.

District personnel failing to abide by this policy may be subject to disciplinary action. The superintendent will make the determination whether to require the employee to undergo substance abuse treatment or to discipline the employee. An employee who violates the terms of this policy may be subject to discipline up to and including termination.

Substance Free Workplace

Alcoholic beverages, illegal substances, and legal substances used illegally shall not be consumed at any time during the employee's work shift. It is in violation of school district work rules for an employee to report to work in an unsafe condition, or in a condition which impairs the employee's judgment or performance of job functions due to the use of alcohol or other substances. Unauthorized possession or use of alcoholic beverages or other substances during work hours, while on district time or property, or while engaging in district business will result in discipline, including immediate dismissal.

It is a violation of the federal Substance-Free Workplace law for an employee to unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in Schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 C.F.R. 1300.11 through 1300.15 and Iowa Code Chapter 124.

"Workplace" is defined as the site for the performance of work done in the capacity as an employee. This includes school district facilities, other school premises or school district vehicles. Workplace also includes off school property if the employee is at any school-sponsored, school-approved or school-related activity, event or function, such as field trips or athletic events where students are under the control of the school district or where the employee is engaged in school business.

Employees who operate school vehicles are subject to mandatory random and scheduled federal drug and alcohol testing if a commercial driver's license is required to operate the vehicle and the vehicle transports sixteen or more persons including the driver. For regulations and forms please visit the Federal Motor Carrier Safety Administration website located at www.fmcsa.dot.gov/rules-regulations/topics/drug/drug.htm?

EMPLOYEES ARE FURTHER NOTIFIED it is a condition of their continued employment that they comply with the above policy of the school district and will notify their supervisor of their conviction of any criminal drug statute for a violation committed in the workplace, no later than five days after the conviction.

Visitors in the Workplace

To provide for the safety and security of students, employees and the facilities of the Red Oak CSD, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps

maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors are required to enter the building through the main entrance and report to the office. If a visitor declines to go to the office, staff should immediately notify a building administrator.

LEAVES AND ABSENCES

Absenteeism

In order to accomplish the goals and mission of the district, daily attendance by all employees is imperative. Employees are encouraged to limit absenteeism to emergencies and appropriate instances that cannot be scheduled outside of a workday. Employees must notify their principals of all times when they will be absent or to submit leave requests. Absences arranged in advance (e.g., personal days) do not require a call when absent or when returning to work, unless outside the scheduled time off.

If an employee is absent for three consecutive workdays, without proper notification and authorization, the employee shall be considered to have abandoned his or her position and may be terminated. Misuse of leave procedures or misrepresentation of reasons for leave may lead to disciplinary action. Failure to report promptly at the starting time or leaving before the scheduled quitting time or failure to timely notify the proper supervisor of impending absence or tardiness, prior to designated starting time, is reason for disciplinary action even if the employee has not yet exhausted available paid leave.

The district uses the Frontline online absence management system to locate and place substitutes. Employees are asked to enter absences as soon as possible and no later than 7:30 a.m. the day of their absence. Failure to enter absences in a timely manner may be grounds for disciplinary action.

The Frontline system allows employees to enter absences up to a year in advance. To enter an absence, employees must type www.login.frontlineeducation.com in their web browser's address bar and select *Sign In* for the "Absence Management" feature. When the *Sign In* page appears, employees will enter their ID and password and click *Login*. (Employees who forget their login information may click the *Forgot* link for more information.) Employees must enter an absence from their absence management home page under the *Create an Absence* tab. They must fill out the absence details including the date of the absence, the absence reason, notes to the Administrator or substitute, and additional information. They can also attach files to the absence forms from here.

Employees may also download the Frontline Education app and follow the same procedures.

Teachers must leave lesson plans and instructional materials for substitutes prior to any absence.

Adoption Leave

The district grants up to five days of leave with pay to employees who adopt a child to finalize the adoption and aid the child. The employee must notify the principal as soon as possible. The minimum use of *adoption leave* must be in half day increments.

Association Business Leave

Leaders of the Red Oak Education Association will be granted up to six (6) days of leave to attend the conferences, conventions, and/or other activities of the local, state, and national organization. Any other requests for leave to attend to Association business must be approved by the Superintendent. The Association will reimburse the district for the cost of substitute teachers. Employees must notify their building principal in advance. The minimum use of such leave must be in half day increments.

Bereavement or Funeral Leave

The district understands that employees may need time off to attend visitations, memorial services, funerals and to mourn the loss of family members (i.e., (spouse, child, parent, grandparent, grandparent-in-law, grandchild, parent-in-law, sibling, sibling-in-law, custodial child residing with employee/spouse, children-in-law, and guardianship of child (minor)). Employees will be granted up to five (5) days bereavement leave per occurrence, to do so. In extreme circumstances, an employee may be granted more than the five consecutive days at the discretion of the Superintendent or their designee. Minimum use of bereavement leave must be in half day increments. The employee must notify the principal in advance except in cases of emergency.

Employees may use "Emergency" leave to attend the funerals of relatives and close friends not covered under "Bereavement" leave.

Employee Holidays

No employee is required to work on employee holidays. The employee paid holidays are as follows:

Labor Day	Thanksgiving Day
Thanksgiving Friday	Christmas Eve Day
Christmas Day	New Year's Day
Spring Break (2 Days)	Good Friday
Memorial Day	

(If spring recess falls on Good Friday, Support Staff will receive three (3) Spring Break Days paid.)

Employees will be paid for the number of hours they would otherwise be regularly scheduled to work on the holiday. Employees on unpaid leave are not eligible for holiday pay. Should the holiday fall on a weekend, the employer shall announce the holiday date to coincide with the employee's holiday.

Emergency Leave (Serious Family Illness)

Employees will be granted up to eight (8) days per year to care for immediate family members suffering from serious illness or injury. Immediate family members include a spouse, children, son-in-law, daughter-in-law, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandparent or grandchild, step-child, step-parent, aunt, uncle, niece, nephew. The minimum use of Family Emergency Medical Leave must be in half day increments.

Unpaid family and medical leave will be granted up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) per year to assist eligible employees in balancing family and work life. Requests for family and medical leave will be made to the superintendent or designee. Employees eligible for family and medical leave must comply with the applicable administrative rules and the district's family and medical leave policy prior to starting family and medical leave.

For additional information regarding the Family and Medical Leave Act (FMLA) please contact Valerie Tracy at 712-623-6600-9500, extension 1004 or visit the "Family and Medical Leave Act" section of the United States Department of Labor's website, at www.dol.gov/whd/fmla/.

Emergency leave may also be used to attend the funerals of relatives and close friends not covered under "Bereavement" leave.

Emergency Leave Bank

A voluntary Emergency Leave Bank will be created for the use of employees who choose to donate to the bank. Employees may donate one (1) day of accumulated Emergency Leave to the Emergency Leave Bank. In doing so, they forfeit this day from their Emergency Leave balance. New members must donate by September 15 or within twenty (20) days of their hire date. Existing members may donate when the bank becomes depleted. Those who choose to donate may draw from the bank when immediate family illness forces them to use all their remaining Emergency and Personal Leave.

Participants in the Emergency Leave bank may request up to an additional eight (8) days of Emergency Leave per year. The Superintendent and the Association President will jointly approve or deny each request. They will consider the following criteria in assessing such requests:

1. Is the family illness serious enough to require the absence of the employee?
2. Have all other Emergency Leave and Personal Leave days been used?
3. Will this illness require the absence of the employee for more than eight (8) working days?

The purpose of the Sick Leave Bank is to assist employees by providing paid leave in situations involving extended family illness. It is not intended to cover routine absences nor absences of non-serious medical conditions (e.g., influenza, routine pregnancy, etc.).

Discretionary Leave

An employee who has exhausted all applicable leave available may request discretionary leave. Discretionary leave, with or without pay, may be granted at the discretion of the Superintendent. The Superintendent will have complete authority to grant or deny such requests. In making this determination, the Superintendent will consider the effect of the employee's absence on the education program and school district operations, length of service, previous record of absence, the financial condition of the school district, the reason for the requested absence and other factors the superintendent believes are relevant to making this determination. Requests for discretionary leave are not encouraged and such requests will generally be denied.

Other Leaves of Absence

Employees may be granted unpaid leaves of absence upon written request and upon approval of the superintendent or the superintendent's designee. The employee shall make application for such authorization at least five (5) work days in advance except in cases of emergency, in which case authorization must be requested as soon as possible and not more than five (5) work days after the absence.

While on unpaid leaves, the employee's interest in the retirement funds, accumulated sick leave, seniority, and salary shall be frozen.

Jury Duty Leave

The board recognizes employees may be summoned for jury duty. Employees who are called for jury service will notify their building principal within twenty-four hours after notice of call to jury duty and will provide suitable proof of jury service to the school district.

An employee required to serve as a juror shall, upon presenting such evidence to the employer, be paid his/her regular wages if assigned to work those days, provided the employee reports to duty during such time as not required to be on jury duty. Pay received for jury service, except mileage, shall be remitted to the employer.

Personal Leave

Employees shall receive two (2) days of *personal leave* with pay per school year to conduct business that cannot be conducted outside the normal workday. Personal leave days may be accumulated up to four (4) days. Employees hired after the start of the school year shall have personal days prorated, rounded to the nearest half day. Employees will be compensated for any full unused personal days at the rate of fifty dollars (\$50.00) per eight-hour day. Employees may not receive compensation for more than two (2) personal days. Employees shall receive payment for personal leave full days prorated to match the hours the work.

Employees must notify their building principal at least three (3) days in advance of using *personal leave*, except in emergencies. No more than two (2) days of personal leave may be used immediately before or immediately after Thanksgiving vacation, Christmas vacation, and spring break.

Military Service Leave

The board recognizes employees may be called to participate in the armed forces, including the National Guard. If an employee is called to serve in the armed forces, the employee will have a leave of absence for military service until the military service is completed.

The leave is without loss of status or efficiency rating and without loss of pay during the first thirty calendar days of the leave.

Sick Leave

Personal illness leave ensures that employees can take care of health needs. Employees shall be granted 15 days of leave for illness or injury at full pay each year. Unused *sick leave* days may be accumulated to a total of 90. All *sick leave* days must be used in half day increments.

Sick Leave Bank

A voluntary sick leave bank will be created for the use of employees who choose to donate to the bank. Employees may donate one (1) day of accumulated sick leave to the sick leave bank. In doing so, they forfeit this day from the sick leave balance. New members must donate by September 15 or within twenty (20) days of their hire date. Existing members may donate when the bank becomes depleted. Those who choose to donate may draw from the bank when personal illness forces them to use all their remaining sick and personal leave.

Participants in the sick leave bank may request up to an additional fifteen (15) days of sick leave per year. The Superintendent and the Association President will jointly approve or deny each request. They will consider the following criteria in assessing such requests:

1. Is the illness serious enough to require the absence of the employee?
2. Have all other sick leave and personal days been used?
3. Will this illness require the absence of the employee for more than ten (10) working days?

The purpose of the sick leave bank is to assist employees by providing paid leave in situations involving extended personal illness. It is not intended to cover routine absences nor absences of

non-serious medical conditions (e.g., influenza, routine pregnancy, etc.). Participants who are eligible for long-term disability may not request additional sick leave from the sick leave bank.

SAFETY AND SECURITY

Asbestos Notification

Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was designed to determine the extent of asbestos concerns in the schools and to act as a guide in formulating asbestos management policies for the schools. The school district facilities have been inspected by a certified asbestos inspector as required by AHERA. The inspector located, sampled and determined the condition and hazard potential of all material in the school facilities suspected of containing asbestos. The inspection and laboratory analysis records form the basis of the asbestos management plan.

A certified management planner has developed an asbestos management plan for the school district facilities which includes: notification letters, training for employees, a set of procedures designed to minimize the disturbance of asbestos-containing materials, and plans for regular surveillance of the materials. A copy of the management plan is available for inspection in the office.

Building Security

The district is committed to maintaining a safe and secure learning environment for students and staff. In order to accomplish this, it is the responsibility of all employees to do their part in creating this safe and secure environment. Employees should contact their building principal to report any security/safety hazard(s) or condition(s) they identify.

To provide for the safety and security of students, employees and the facilities of Red Oak, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors are required to enter the building through the main entrance and report to the office. If a visitor declines to go to the office, staff should immediately notify a building administrator.

Employees who lose or misplace their access card or keys must notify their building principal immediately.

Drills and Evacuations

Periodically the school holds emergency fire, tornado, and other disaster drills. Fire and tornado drills are each conducted regularly during the academic school year with a minimum of two before December 31 and two after January 1.

At the beginning of each semester, teachers must notify students of the procedures to follow in the event of an emergency. Emergency procedures and proper exit areas must be posted in all rooms. When drills are staged, every staff member and student must follow proper procedures.

Emergency Closings, Inclement Weather and Other Interruptions

When the superintendent decides the weather threatens the safety of students and employees, they will notify the following radio and television stations to broadcast a school closing announcement:

Radio Stations	Television Stations
KCSI..... 95.3 FM	KMTV.....Channel 3
KOAK.....1080 AM	WOWT.....Channel 6
KMA.....99.1 FM	KETV.....Channel 7
KSOM.....96.5 FM	KTPM.....Channel 42

Employees and parents will be contacted via text messages, emails, and/or automated telephone calls in addition to the notification provided to the television and radio stations listed above. A notice will also be posted on the district's website.

Threats of Violence

All threats of violence - whether oral, written or symbolic - against students, employees, visitors, or to school facilities are prohibited. All such threats will be promptly investigated. Law enforcement may be contacted. Threats issued and delivered away from school or school activities may be grounds for

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disciplinary action if the threat impacts the orderly and efficient operation of the school. Employees engaging in threatening behavior will face disciplinary consequences up to and including termination.

If the threat or an actual situation of weapons/violence occurs at a school site, the following procedures will be implemented. Flexibility in this procedure will depend on the situation and the discretion of the administration. The building administrator will have discretion in determining whether to evacuate the building or parts of the building until law enforcement arrives.

Weapons Threat:

- Announce STAY PUT. Students should move immediately to the closest classroom with an adult. Staff may have areas of supervision responsibility depending on the building and the schedule.
- Call 911.
- Call central office at 623-6600.
- Staff in classrooms with students:
 - A. Close doors and lock, if possible.
 - B. Turn off lights.
 - C. Close window shades.
 - D. Secure rooms.
- Staff outdoors with students:
 - A. Do NOT re-enter building.
 - B. Take students to a safe location.
 - C. Keep students together.
- Staff members should take roll.
- Building office secretary should obtain emergency cards to use once building is evacuated.
- Administration will check the building after clearance from law enforcement.

Parent(s)/Guardian(s) should have a plan for unanticipated dismissal due to weapons/violence at school: a Family Plan for Emergency Dismissal.

Bomb Threats:

All school personnel are responsible to do what is prudent and possible in the event of imminent danger for students. Imminent danger could include any condition that threatens the safety of students while they are in the building. Examples could include bomb threat, structural failure, gas leaks, etc. The administrator in charge of the building will make the final decision concerning the evacuation of the building. Employees receiving or discovering a bomb threat or similar emergency should immediately notify the building administrator.

If a decision is made to stay in the building, the following steps will be used:

1. An announcement will be made to the staff and students.
2. Students and staff are to remain calm and continue with assigned seat work.
3. The daily schedule may be suspended which will result in students and staff remaining in a particular room until further notified.
4. Students and staff are not to use their cell phones until given permission by the building administrator.
5. Students and building staff will be given more information once the administration and/or police have had the opportunity to assess the situation.
6. Parents who choose to pick up their child at school will be allowed to do so once the building administration and police department have given clearance.

7. Providing additional communication to parents and all school employees will be given at the appropriate time.

If a decision is made to evacuate the building, the following steps will be used:

1. When a full evacuation announcement is made, normal fire evacuation procedures will be followed unless different instructions are given. Students may be directed to alternative sites in the event of inclement weather.
2. Students and staff are to remain calm.
3. Students and staff are not to use their cell phones until given permission by the building administrator.
4. Teachers should check to see if all students are present. If a student is missing, it must be reported to an administrator and/or emergency personnel.
5. Students and building staff will be given more information once the administration and/or police have had the opportunity to assess the situation.
6. Parents who choose to pick up their child at school will be allowed to do so once the building administration and police department have given clearance.

Providing additional communication to parents and all school employees will be given at the appropriate time.

Visitors/Guests

The board welcomes the interest of parents and other members of the community and invites them to visit the school buildings and sites. Visitors, which include persons other than employees or students, must notify the principal of their presence in the facility upon arrival. All visitors are required to enter the building through the main entrance and report to the office. If a visitor declines to go to the office, staff should immediately notify a building administrator.

Individuals who wish to visit a classroom while school is in session are asked to notify the principal and obtain approval from the principal prior to the visit so appropriate arrangements can be made and class disruption can be minimized.

Visitors will conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while attending school events. Visitors failing to conduct themselves accordingly may be asked to leave the premises. Children who wish to visit school must be accompanied by a parent or responsible adult.

It is the responsibility of employees to report inappropriate conduct. It is the responsibility of the superintendent and principals to take the action necessary to cease the inappropriate conduct. If the superintendent or principals are not available, a school district employee is responsible for taking the action necessary to cease the inappropriate conduct.

Weapons

The district believes weapons and other dangerous objects in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, and visitors on the school district premises or property within the jurisdiction of the school district.

Employees are prohibited from bringing weapons and other dangerous objects on school grounds or at school sponsored activities. Employees found to be in violation of this policy will be subject to discipline up to and including termination.

A weapon is considered anything which is designed for use in inflicting injury upon a human being or animal and which is capable of inflicting injury when used in the manner for which it was designed. Any object that is used in such a way as to indicate that the individual intends to inflict injury upon another and which is capable of inflicting injury will also be considered a weapon. Weapons include but are not limited to knives of all types, firearms, stun guns/tasers, clubs, nunchucks, throwing stars, metal knuckles, black jacks, fireworks, explosives or other chemicals, or simulated weapons. This also includes any instrument of device or any sort whatsoever which is actually used in such a manner as to indicate that the individual intends to inflict death or injury upon the other, and which, when so used, is capable of inflicting death upon a human being. (Board Policy 502.6)

Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt in accordance with law and board policy. For more information, visit the Iowa Department of Education Legal Lesson on Firearms on School Grounds at <https://www.educateiowa.gov/resources/laws-and-regulations/legal-lessons/firearms-school-grounds-january-2013-school-leader>.

TERMINATION OF EMPLOYMENT

Support staff employees who wish to resign during the school year must notify the superintendent in writing of their intent to resign and final date of employment no less than thirty (30) days prior to their last working day. Board Policy 401.5- Employee Resignation

Appendix

Acknowledgement of Receipt

I acknowledge that I have received or can access a copy of the Red Oak Community School District's Support Staff Handbook available at redoakschooldistrict.com.

I understand the employee handbook contains important information about the district and my role, responsibilities, and duties as an employee. I acknowledge I am expected to be familiar with the contents. I also understand that I should consult my building principal with any questions I have about the contents of the employee handbook or any questions that I feel were not addressed.

I understand that the employee handbook is a general source of information and may not include every possible situation that may arise. I acknowledge that the Employee Handbook is not intended, and does not constitute a contract between the Red Oak CSD and any one or all of its employees.

Employee's Signature

Date

Employee's Name (Printed)

TO BE PLACED IN EMPLOYEE'S PERSONNEL FILE – COPY PROVIDED TO EMPLOYEE

805 Radon Mitigation

The district recognizes the importance of providing healthy learning environments for students, employees and community members in district buildings. The district will take appropriate measures as required by law to assess radon levels in attendance centers and provide for mitigation or other measures where appropriate.

It is the responsibility of the superintendent to create administrative regulations necessary to carry out this policy.

Approved
Reviewed
Revised

805R1. Radon Mitigation

The district will create and the board will approve a plan to assess levels of radon gas present in district attendance centers. Funding for any costs related to radon testing or mitigation will be paid from the state school foundation aid received to the district or from revenues received from the Secure an Advanced Vision for Education fund.

Each district attendance center will undergo a short-term test for the presence of radon gas at least once by July 1, 2027. Short-term test means a test using a device that remains in an area for two to seven days to determine the amount of radon in the air.

Radon testing will be performed by an individual certified to conduct such testing pursuant to Iowa Code section 136B.1 or by district employees who have completed a school radon testing training program approved by the Iowa Department of Education and the Iowa Department of Public Health.

If the results of any short-term test at an attendance center are at or above four picocuries per liter, the district will conduct a second short-term test in spaces with elevated levels within sixty days of the first test. If the averaged test results of the first and second tests are at or above four picocuries per liter, the district will retain an individual credentialed to develop a radon mitigation plan.

The plan may include further diagnostic testing, corrective measures, and active mitigation. The mitigation plan will be completed within two years of first short-term test unless the district plans to abandon or renovate the attendance center within five years and renovation includes radon mitigation.

All new school construction will include radon resistant construction techniques.

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Approved
Reviewed
Revised

2022 IASB Legislative Resolutions

STUDENT ACHIEVEMENT AND ACCOUNTABILITY

1. RESEARCH-BASED INITIATIVES

Supports implementation of initiatives in Iowa's PK-12 education system that:

- Are research-based;
- Are focused on student achievement; and
- Do not "re-purpose" existing education funds.

2. STANDARDS AND ACCOUNTABILITY

Supports continued progress in the development of rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school prepared for college or to enter the workforce, including the following state actions:

- Provide and fund technical assistance to help school districts fully implement the Iowa Core Content Standards which defines what students should know and be able to do in math, science, literacy, social studies, and 21st century skills;
- Continue to improve the statewide assessment to ensure alignment to the Iowa Core Content standards and provide the necessary funding and technological capacity for every student to successfully complete the assessment;
- Support research-based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Ensure that curriculum decisions about how to teach remain in the hands of local schools and teachers; and
- Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.
- Provide programming and funding for career and technical education and apprenticeships.

IASB supports development of model content standards, recommended assessments and professional development supports in additional content areas but opposes expanding accountability, reporting and accreditation requirements in these areas.

3. PRESCHOOL

Supports continued funding to ensure that all 4 and 5-year-olds have access to the Statewide Voluntary Preschool Program.

Supports an increase in funding from the current weighting of 0.5 to 1.0 full-time equivalent to increase the ability of districts to provide services such as full-day programming and transportation to ensure that all 4 and 5-year-olds have the ability to attend the Statewide Voluntary Preschool Program.

Districts should be given maximum flexibility to assign costs to the program.

4. EARLY LITERACY

Supports continued progress in early literacy, including:

- Continued development of and funding for research on best practices for improving proficiency in early literacy strategies.
- Continued funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.

- The continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.
- Additional funding for programs designed to ensure that all students meet literacy expectations by the end of 3rd grade.

5. ENGLISH LEARNERS

Supports sufficient and on-time funding for English-learners (EL) until the students reach proficiency.

6. ACHIEVEMENT GAP FROM LOSS OF IN-PERSON INSTRUCTION

Supports additional resources to school districts and AEAs to:

- Identify achievement gaps among individual students that have occurred as a result of health pandemics or natural disaster breaks in instruction; and
- Provide remediation for all students impacted negatively by loss of instruction due to health pandemics or natural disaster school closings.
- Equitably distribute any state or federal funds to school districts and AEAs
- Allow for maximum flexibility and local decision-making to spend funds to meet student and district needs.

7. DROPOUT/AT RISK

Supports the inclusion of dropout prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Supports allowing districts to request additional dropout prevention modified supplemental amount up to the 5% maximum cap. Opposes changes to the compulsory age of attendance unless sufficient funds are provided to implement strategies to retain those students.

8. MENTAL HEALTH

Supports efforts to establish comprehensive community mental health systems to offer preventative and treatment services and comprehensive school mental health programs that include:

- Increased access for in-school and telehealth services;
- Increased access to mental health professionals via in-person or telehealth visits;
- Creation of a categorical funding stream designated for mental health professionals serving students and ongoing teacher, administrator, and support staff mental health training;
- Ongoing teacher, administrator, and support staff training to improve the awareness and understanding of child emotional and mental health needs;
- Integration of suicide prevention and coping skills into existing curriculum;
- Expanding state-funded loan forgiveness programs to include mental health professionals who agree to provide services to schools;
- An ongoing mental health resources clearinghouse for schools and community providers; and
- Trainings that include a referral plan for continuing action provided by mental health professionals outside of the school district.

9. SPECIAL EDUCATION—STATE

Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost and needs, including educational programming and health care.

10. SPECIAL EDUCATION—FEDERAL

Supports federal commitment to fund 40% of the cost of educating students receiving special education services through the Individuals with Disabilities Education Act (IDEA). We urge the federal government to modernize and fully fund IDEA by emphasizing improved outcomes for students with disabilities.

11. AREA EDUCATION AGENCIES

Supports full and equitable funding across all area education agencies to provide essential services in a cost-effective manner to school districts including, but not limited to:

- Special education;
- Technology;
- Professional development;
- Curriculum assessment;
- Student assessment data analysis
- Teacher training on social-emotional learning and services for students in schools; and
- Creating and maintaining an online platform for students for remote learning.

12. SCHOOL CALENDARS

Supports the authority of locally elected school boards to determine the school calendar to best meet student needs, including but not limited to school start dates, year-round schools, and the use of virtual learning opportunities in response to natural disasters, weather or other emergencies.

EDUCATOR QUALITY

13. TEACHER LEADERSHIP AND DEVELOPMENT

Supports adequate resources for research-based programs and strong instructional leadership, including:

- Teacher leadership and development;
- Beginning teacher mentoring programs;
- Quality professional development programs, including those that prepare teachers for online or remote learning strategies; and
- Ongoing and additional cultural competency training.

14. MARKET-COMPETITIVE WAGES

Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in areas required to meet graduation and Iowa content standards. These incentives and flexibility should additionally be used to help diversify Iowa's teaching profession.

15. BENEFITS

Supports allowing school districts to voluntarily enroll their employees in the state's health, dental and life/long-term disability insurance pools.

16. TEACHER RECRUITMENT & LICENSURE

Supports additional tools to attract individuals to the teaching profession, especially for teacher shortage areas including:

- Alternative teacher licensure upon completion of research-based teaching pedagogy training in addition to content knowledge in a curricular area;
- Pathways for individuals with non-traditional or international educational backgrounds to meet licensure qualifications;
- Reciprocity agreements with other states with high-quality education programs so as to increase diversity among our certified teachers and administrators;
- Expansion of programs such as: Teach Iowa Scholar, Troops to Teachers, Teacher Intern Program, and others as approved by the Board of Educational Examiners;
- Programs designed to recruit and retain teachers that will better match the demographic makeup of our student population; and

- Advocate for funding of loan forgiveness programs, grants, and stipends that will make education careers a more attractive and affordable option.

17. STAFF REDUCTIONS

Supports giving school districts and AEAs the option to waive the termination requirements in *Iowa Code* Section 279.13 to reduce staff in response to reductions in funding.

18. LABOR/EMPLOYMENT LAWS

Supports labor and employment laws that balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.

FISCAL RESPONSIBILITY AND STEWARDSHIP

19. SCHOOL FUNDING POLICY

Supports a school foundation formula that:

- Provides sufficient and timely funding to meet education goals;
- Equalizes per pupil funding for all program areas;
- Equitably funds all Area Education Agencies;
- Provides a funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts;
- Includes factors based on changes in demographics including socio-economic status, remedial programming, and enrollment challenges;
- Reflects actual costs for special education services;
- Incorporates categorical funding in the formula within three years; and
- Includes a mix of state aid and property taxes.

20. SUPPLEMENTAL STATE AID

Supports setting supplemental state aid:

- At a rate that sufficiently supports local districts' efforts to plan, create and sustain world-class schools;
- For FY 2023, by January 28, 2022; and
- For FY 2024 and future budget years, at least 14 months prior to the certification of the school's district budgets.
- Within the statutory requirements allows districts to make sound financial decisions on programs and staffing levels in order to provide the best possible education to all students.
- By a formula driven method for establishing the supplemental state aid growth rate if it is not set within the statutory requirements.
- That maintains an appropriate balance between using the state's general fund and property tax revenue.

21. BUDGET GUARANTEE

Supports increasing the budget guarantee amount to 3% to provide additional stability to school districts with declining enrollment.

22. PROPERTY TAXES

Supports holding school districts harmless in property tax restructuring. Supports efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts. Supports improved transparency and limits on the use of Tax Increment Financing (TIF) including the following requirements:

- To receive input from all affected taxing bodies before creation of a TIF district; and
- To limit the duration of all TIF districts.

23. BOND ISSUES

Supports allowing school bond issues to be passed by a simple majority vote.

Supports the authority to levy a combination of property taxes and income surtaxes to pay the indebtedness.

Supports legislation to clarify that revenue bonds do not count toward a 5% statutory debt limit.

24. SPECIAL LEVY FUNDS

Supports flexibility in the use of voter and board-approved special levy funds.

25. TAX BASE

Supports:

- A non-partisan annual review and analysis of all income, sale, or property tax exemptions and other tax credits or deductions currently provided in Iowa law. This would include an analysis of the impact on Iowa's economy and state tax revenues. Creation of a new tax credit must undergo a non-partisan cost-benefit analysis, including the impact on Iowa's economy and state tax revenues.
- Elimination of any tax credits that are deemed not effective and redirect any revenue increases from the elimination of those credits to enhance funding for public education.
- The legislative body, through legislation and the administrative rules process, being the sole authority to make tax law changes, restrict future tax bases or provide additional tax breaks that decrease revenue to the state.
- Transparency of current tax laws and proposed tax law changes on the direct and indirect impact on public school funding.

IASB opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.

26. FRANCHISE FEES

Opposes the imposition of franchise fees on school corporations unless the board of directors agrees to such a fee.

27. UNFUNDED MANDATES

Opposes mandates that do not provide adequate and direct funding for successful implementation.

28. BROADBAND ACCESS & CONNECTIVITY

Supports infrastructure investments and expanded access to affordable high-speed internet including:

- Incentivizing providers to expand service in Iowa with a priority on addressing those areas with access to the slowest speeds.
- Establishing minimum download and upload speeds in order for providers to receive grant funding or other incentives.

GOVERNANCE

29. LOCAL ACCOUNTABILITY AND DECISION-MAKING

Supports providing local school boards with decision-making authority regarding methods to accomplish desired educational outcomes. IASB opposes overly restrictive or inefficient limitations which inhibit

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innovation, efficiency, and the ability of school boards to meet local needs. Local accountability and decision-making include:

- **Student Achievement:** As locally elected officials, school boards should have the ability to set priorities, customize programming, and maximize community strengths to improve outcomes for all students;
- **Accountability & Reporting:** Data collection for state accountability should enhance the ability of school boards to focus on student learning and school improvement. IASB supports streamlining state-level reporting on management operations and eliminating duplicative or inefficient reporting processes;
- **Funding flexibility:** School boards should have the ability to maximize existing resources to meet local needs;
- **Transparency:** School boards should have flexibility to provide public access to records in ways that promote transparency for citizens while balancing the cost to taxpayers; and
- **Flexibility on Health and Safety Emergencies:** School boards should have the ability to make decisions, in partnership with local health officials, regarding the health and safety needs of students, staff, families and the community.

30. EXPANDING EDUCATIONAL OPPORTUNITIES

Supports providing the flexibility to expand educational opportunities and choices for students and families. Educational options must remain under the sole authority of locally elected school boards charged with representing community interests and accountability. IASB supports efforts including:

- Investment in magnet and innovation schools; expansion in flexible program offerings; and greater partnerships among schools and community organizations;
- Establishment of charter schools under the direction of the locally elected public school board; and
- Establishment or use of online schools or classes while maintaining per pupil funding.

Supports opportunities for continued collaboration between public and nonpublic schools; however, the association opposes the use of additional taxpayer funds for the creation of vouchers or educational savings accounts or an increase in tax credits or deductions directed toward nonpublic schools.

31. ELECTIONS

Supports a minimum of four special election dates per calendar year for bond referendums, votes on levies and revenue purpose statements and filling school board vacancies.

32. SHARING AND REORGANIZATION

Supports continuation of sufficient incentives and assistance to encourage sharing or reorganization between school districts including the establishment of regional schools. Supports expanding the positions eligible for operational sharing incentives.

33. HOME SCHOOL REPORTING

Supports requiring parents/guardians home schooling their children without the support of a certified teacher to register with their public school attendance centers.