



Red Oak Community School District

604 S Broadway

Red Oak, Iowa 51566

712.623.6600

www.redoakschooldistrict.com

Regular Board of Directors Meeting and Work Session

Special Note: Following the adjournment of the regular board of directors meeting, the board will participate in a work session to engage in long-range facilities and program planning. Due to technology constraints, this session will not be broadcasted remotely, but the public is welcome to physically attend.

Meeting Location: Red Oak Inman Elementary Campus OR
VIA Internet and phone for others-visit website for information

Monday, August 9, 2021 – 5:30 pm

- Agenda -

- 1.0 Call to Order – Board of Directors President Bryce Johnson
- 2.0 Roll Call – Board of Directors Secretary Deb Drey
- 3.0 Approval of the Agenda – President Bryce Johnson
- 4.0 Communications
 - 4.1 Good News from Red Oak Schools
 - 4.2 Visitors and Presentations
- 5.0 Consent Agenda
 - 5.1 Review and Approval of Minutes from July 26, 2021 *pg 1*
 - 5.2 Review and Approval of Monthly Business Reports *pg 2-7*
 - 5.3 Open Enrollment Requests Consideration
 - 5.3.1 Open Enrollment for 7th grader Lydia Childs from Griswold Community School District to Red Oak Community School District for the 2021-2022 school year due to a move on April 15th, 2021
 - 5.4 Personnel Considerations
 - 5.4.1 Resignation of Juan Ramos as Paraprofessional at Jr./Sr. High School effectively immediately
 - 5.4.2 Resignation of Katie VanMeter as Certified Nursing Assistant effectively 8-3-2021.
 - 5.4.3 Hiring of Debbie Graber as TLC Mentor for the 2021-2022 school year
 - 5.4.4 Hiring of Jewell Moore as TLC Mentor for the 2021-2022 school year
 - 5.5 Use of ESSER Funds
 - 5.5.1 Purchase of Furniture for Inman Collaboration Space (\$6,090.24) *pg 8-10*
 - 5.5.2 Purchase 2nd Step Guidance Curriculum at Inman Elementary (\$7,219.83) *pg 11*

5.6 Consortium Agreements

5.6.1 Discussion/Approval of Southwest Iowa Apex Consortium Agreement with
Glenwood Community School District for the 2021-2022 school year

6.0 General Business for the Board of Directors

Pg 12-25

6.1 Old Business

6.1.1-None

6.2 New Business

6.2.1 Discussion/Approval of Hiring a FFA Assistant Sponsor for the 2021-2022
school year in the amount of \$3,240

6.2.2 Discussion/Approval of 2021-2022 Teacher Handbook Pg 26-98

6.2.3 Discussion/Approval of Red Oak CSD Activity Fund Manual Pg 99-117

6.2.4 Discussion/Approval of 2021-2022 Paraprofessional Guidelines Pg 118-152

6.2.5 Discussion/Approval of First Reading of Board Policy 401.5- Employee
Contract Release-Licensed Employees Pg 153

7.0 Reports

7.1 Administrative

7.2 Future Conferences, Workshops, Seminars

7.3 Other Announcements

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

8.0 Next Board of Directors Meeting:

Monday, August 23, 2021 – 5:30 pm

Red Oak Inman Elementary

Red Oak CSD Inman Elementary Campus

9.0 Adjournment

Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Red Oak Inman Elementary/ Phone/Internet
Red Oak Inman Elementary Campus
July 26, 2021

The regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Bryce Johnson at 5:30 p.m. at the Red Oak Inman Elementary School Media Center.

Present

Directors: Bret Blackman via internet due to travel, Roger Carlson, Bryce Johnson, Kathy Walker

Superintendent Ron Lorenz, Business Manager Deb Drey

Approval of Agenda

Motion by Director Carlson, second by Director Walker 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

Several Red Oak students excelled at the Montgomery County Fair.

Summer athletes received Hawkeye 10 recognition. Hawkeye 10 All-Academic Team included Emma Bierbaum, Alexa McCunn, Cami Porter, Kamryn Wendt, Garrett Couse and Chloe DeVries. Alex McCunn and Dawson Bond were named to the 2nd Team and Garret Couse was Honorable Mention.

Dawson Bond, Garrett Couse, and Chase Roeder received All District honors.

Consent Agenda

Motion by Director Walker, second by Director Carlson to approve the consent agenda as presented including meeting minutes, monthly business reports, open enrollments, personnel considerations, and use of ESSER and General Funds. Motion carried unanimously.

Standing Process for Disposition of Buildings

Motion by Director Carlson, second by Director Walker to authorize the standing process as described for the disposition of Webster and Bancroft buildings. Motion carried unanimously.

2021-2022 Snow Removal Bid

Motion by Director Walker, second by Director Carlson to approve The Green Tree bid for snow removal for the 2021-2022 school year. Motion carried unanimously.

Adjournment

Motion by Director Carlson, second by Director Walker to adjourn the meeting at 5:52 p.m.
Motion carried unanimously.

Next Board of Directors Meeting

Monday, August 9, 2021 – 5:30 p.m.
Red Oak Inman Elementary/Phone/Internet
Red Oak CSD Inman Elementary Campus

Bryce Johnson, President

Deb Drey, Board Secretary

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
APPLE COMPUTER, INC.	27751406	2,940.00
10 9010 1000 100 4055 739	iPad 8th Generation	2,940.00
Vendor Name APPLE COMPUTER, INC.		<u>2,940.00</u>
BATTEN SANITATION SERVICE	073021BS	4,490.00
10 9010 2630 000 0000 421	Admin/BB/BBF/BBF Sanitation	120.00
10 0109 2630 000 0000 421	Jr/Sr HS Sanitation 7/2021	1,456.67
10 0418 2630 000 0000 421	IES Sanitation 7/2021	1,456.66
10 0445 2630 000 0000 421	ROECC Sanitation 7/2021	1,456.67
Vendor Name BATTEN SANITATION SERVICE		<u>4,490.00</u>
CAPITAL SANITARY SUPPLY CO.	050900A	256.00
10 0109 2620 000 0000 618	District Janitorial Supplies	256.00
Vendor Name CAPITAL SANITARY SUPPLY CO.		<u>256.00</u>
CDW GOVERNMENT, INC.	G775983	231.00
10 9010 1000 100 4055 739	TrippLite PDU	231.00
CDW GOVERNMENT, INC.	H073379	2,195.56
10 9010 1000 100 4055 739	HDMI Cables	69.40
10 9010 1000 100 4055 739	Dell P2222H 22" Monitor	1,016.72
10 9010 1000 100 4055 739	Dell P2422H 24" Monitor	1,109.44
Vendor Name CDW GOVERNMENT, INC.		<u>2,426.56</u>
CENTURY LINK	072521CL	555.52
10 9010 2490 000 0000 530	Districtwide Long Distance	555.52
Vendor Name CENTURY LINK		<u>555.52</u>
CHAT MOBILITY	081021CM	103.68
10 9010 2510 000 0000 532	Admin Mifi's 7/2021	103.68
Vendor Name CHAT MOBILITY		<u>103.68</u>
CHEMSEARCH	7460969	421.66
10 9010 2640 000 0000 433	Water Treatment - 8/2021	421.66
Vendor Name CHEMSEARCH		<u>421.66</u>
CHILTON, KRISTINA	72021KC	37.44
10 0418 1000 100 4043 618	Summer School Science Supplies	37.44
Vendor Name CHILTON, KRISTINA		<u>37.44</u>
CITY OF RED OAK	071521CORO	1,418.33
10 9010 2620 000 0000 411	Admin/BB/BBF/SBF - 7/2021	482.11
10 0109 2620 000 0000 411	Jr/Sr HS Water - 7/2021	352.14
10 0418 2620 000 0000 411	IES Water - 7/2021	401.39
10 0445 2620 000 0000 411	ROECC Water - 7/2021	182.69
Vendor Name CITY OF RED OAK		<u>1,418.33</u>
COMMITTEE FOR CHILDREN	2022498	7,342.00
10 0109 1000 100 4055 618	Subscription 2nd Step Guidance Online	7,342.00
Vendor Name COMMITTEE FOR CHILDREN		<u>7,342.00</u>

2

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount	
Account Number	Detail Description		Amount
CORE TECH	CW140315	32.51	
10 9010 2235 000 0000 359	Tech Support - Phone		32.51
Vendor Name	CORE TECH		32.51
Decker Equipment/School Fix	3000124612	238.77	
10 0418 2620 000 0000 618	Assistant Glides for Desks		238.77
Decker Equipment/School Fix	391343A	2,304.00	
10 0418 2620 000 0000 618	Glides for Desks		2,304.00
Decker Equipment/School Fix	392480A	128.81	
10 0418 2620 000 0000 618	Glides for Desks		128.81
Vendor Name	Decker Equipment/School Fix		2,671.58
DEMCO LIBRARY SERVICES, INC	6977819	104.84	
10 0418 2222 000 0000 618	Supplies for Media Center		104.84
Vendor Name	DEMCO LIBRARY SERVICES, INC		104.84
DICKEL DUIT OUTDOOR POWER, INC.	51750	14.30	
10 9010 2640 000 0000 618	Air Filter for Push Mower		14.30
DICKEL DUIT OUTDOOR POWER, INC.	51871	71.31	
10 9010 2640 000 0000 618	Mower Blades		71.31
DICKEL DUIT OUTDOOR POWER, INC.	52010	73.27	
10 9010 2640 000 0000 618	Mower Deck Belt		73.27
Vendor Name	DICKEL DUIT OUTDOOR POWER, INC.		158.88
DUDE SOUTIONS, INC.	88671	6,221.37	
10 9010 2235 000 0000 358	DudeSolutions Maintenance		3,873.42
10 9010 2235 000 0000 358	DudeSolutions HelpDesk		1,240.58
10 9010 2235 000 0000 358	DudeSolutions TripDirect		1,107.37
Vendor Name	DUDE SOUTIONS, INC.		6,221.37
FASTENAL COMPANY	84189	196.90	
10 9010 2640 000 0000 618	Grease Gun Replacement		196.90
Vendor Name	FASTENAL COMPANY		196.90
FBG SERVICE CORPORATION	905361	31,867.25	
10 9010 2630 000 0000 340	District Janitorial - 7/2021		31,867.25
Vendor Name	FBG SERVICE CORPORATION		31,867.25
Fulcrum Management Solutions, Inc.	INV2932	20,000.00	
10 9010 1000 100 4055 618	ThoughtExchange Small Room Contract		20,000.00
Vendor Name	Fulcrum Management Solutions, Inc.		20,000.00
Goranson, Amber	73121AG	35.00	
10 9010 1942 000 0000	Registration Refund		35.00
Vendor Name	Goranson, Amber		35.00
GREAT AMERICA FINANCIAL SERVICES	29823117	1,421.80	
10 9010 2520 000 0000 618	Admin Copier Lease - 8/2021		250.78
10 0109 1000 100 0000 359	Jr/Sr HS Copier Lease - 8/2021		541.55
10 0418 1000 100 0000 359	IES Copier Lease - 8/2021		381.07
10 0445 1000 100 0000 359	ROECC Copier Lease - 8/2021		248.40

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	GREAT AMERICA FINANCIAL SERVICES	<u>1,421.80</u>
Hansen, Heather	073121HH	55.00
10 9010 1942 000 0000	Registration Refund	<u>55.00</u>
Vendor Name	Hansen, Heather	55.00
HEALTHY TURF LANDSCAPING, INC	5535	375.00
10 9010 2630 000 0000 435	Summer Fertilizer/Weed Control	<u>375.00</u>
Vendor Name	HEALTHY TURF LANDSCAPING, INC	375.00
HIGH PLAINS HOLDING CO LLC	210355	5,750.00
10 9010 2620 000 4055 618	40 Ft Conex Container	<u>5,750.00</u>
Vendor Name	HIGH PLAINS HOLDING CO LLC	5,750.00
HOLT WOODWORKING, INC. BDA LEADING EDGE LAMINATING	46520	1,023.00
10 0418 1000 100 0000 612	Lamination Rolls	<u>1,023.00</u>
Vendor Name	HOLT WOODWORKING, INC. BDA LEADING EDGE LAMINATING	1,023.00
Illuminate Education, Inc.	60706	1,800.00
10 0109 2240 100 0000 325	Secondary Assessments: FastBridge Subscr	<u>1,800.00</u>
Vendor Name	Illuminate Education, Inc.	1,800.00
INTECONNEX	11768	42,984.02
10 9010 1000 100 4055 739	Inman Camera Project	<u>42,984.02</u>
Vendor Name	INTECONNEX	42,984.02
James, Debbie	073121DJ	35.00
10 9010 1942 000 0000	Registration Refund	<u>35.00</u>
Vendor Name	James, Debbie	35.00
JOHNSON AUTO PARTS	245338	52.52
10 9010 2640 000 0000 618	Grease - District	52.52
JOHNSON AUTO PARTS	245342	0.96
10 9010 2640 000 0000 618	Grease Fitting	<u>0.96</u>
Vendor Name	JOHNSON AUTO PARTS	53.48
McGraw-Hill	118207914001	101.51
10 0418 1000 100 0000 612	Everyday Math EM4 2020 Materials	101.51
McGraw-Hill	118367311001	2,186.10
10 0109 1000 100 4043 618	PreAlgebra with ALEKS Intervention Syste	<u>2,186.10</u>
Vendor Name	McGraw-Hill	2,287.61
MEDIACOM	072121MCINT	1,550.00
10 9010 2236 000 0000 536	Districtwide Internet 8/2021	1,550.00
MEDIACOM	072121MCPRI	844.33
10 9010 2236 000 0000 536	Districtwide PRI Lines 8/2021	<u>844.33</u>
Vendor Name	MEDIACOM	2,394.33

4

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount	
Account Number	Detail Description		Amount
MEIS, NEVADA	073121NM	50.00	
10 9010 2134 000 0000 271	Mandatory Physical Reimbursement		50.00
Vendor Name	MEIS, NEVADA		<u>50.00</u>
ONESOURCE THE BACKGROUND CHECK COMPANY	20210731	7.50	
10 9010 2310 000 0000 340	BACKGROUND CHECKS - 7/2021		7.50
Vendor Name	ONESOURCE THE BACKGROUND CHECK COMPANY		<u>7.50</u>
RED OAK GLASS INC.	17391	168.00	
10 9010 2620 000 0000 618	Bathroom Mirrors		168.00
Vendor Name	RED OAK GLASS INC.		<u>168.00</u>
RED OAK HARDWARE HANK	114608	799.00	
10 9010 1200 217 3303 739	Refrigerator for SPED Life Skills		799.00
RED OAK HARDWARE HANK	115895	35.99	
10 9010 2310 000 0000 611	Window Envelopes for Checks		35.99
RED OAK HARDWARE HANK	116129/30	49.41	
10 0418 1000 100 0000 618	School Supplies/5th grade		35.98
10 0418 1000 100 4043 618	Summer School Science		13.43
Vendor Name	RED OAK HARDWARE HANK		<u>884.40</u>
Reese, LaHoma	73121LR	55.00	
10 9010 1942 000 0000	Registration Refund		55.00
Vendor Name	Reese, LaHoma		<u>55.00</u>
RIVERSIDE TECHNOLOGIES, INC	324941-IN	65,339.03	
10 9010 1000 100 4055 739	Network Cabling Cat6/Cat6A		65,339.03
RIVERSIDE TECHNOLOGIES, INC	326498-IN	520.00	
10 9010 2235 000 4055 359	Managed Service 8/2021		520.00
Vendor Name	RIVERSIDE TECHNOLOGIES, INC		<u>65,859.03</u>
Rogers, Jared	073121JR	35.00	
10 9010 1942 000 0000	Registration Reimbursement		35.00
Vendor Name	Rogers, Jared		<u>35.00</u>
SCHOOL BUS SALES	01P13172	61.84	
10 9010 2640 000 0000 433	Parts for Lower Door Hinge		61.84
Vendor Name	SCHOOL BUS SALES		<u>61.84</u>
SCHOOL SPECIALTY LATTA DIV.	1010901646	415.41	
10 0418 2410 000 0000 611	IES Supplies for Office		415.41
SCHOOL SPECIALTY LATTA DIV.	308103798686	602.12	
10 0109 1000 100 0000 612	Jr/Sr HS Art Supplies		602.12
SCHOOL SPECIALTY LATTA DIV.	308103798939	1,946.35	
10 0418 2620 000 0000 618	6th Grade School Supplies		1,946.35
SCHOOL SPECIALTY LATTA DIV.	308103800329	712.13	
10 0418 1000 100 0000 612	3rd Grade School School Supplies/ Specia		712.13
Vendor Name	SCHOOL SPECIALTY LATTA DIV.		<u>3,676.01</u>
SELLERS PEST CONTROL-ART SELLERS	29576	175.00	

RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 9010 2620 000 0000 425	District Pest Control 7/2021	175.00
Vendor Name	SELLERS PEST CONTROL-ART SELLERS	175.00
ULINE	136409301	1,909.39
10 0418 2620 000 0000 618	6 Shelving Units	1,909.39
Vendor Name	ULINE	1,909.39
UPPER EDGE TECHNOLOGIES INC	62697	2,815.00
10 9010 2235 000 0000 618	Lenovo 300e Gen 2 Palmrest	236.00
10 9010 2235 000 0000 618	Lenovo 300e Gen 2 Motherboard	150.00
10 9010 2235 000 0000 618	Lenovo 300e Gen 2 Audio Board	29.00
10 9010 2235 000 0000 618	HP ProBook x360 LCD Touch	1,650.00
10 9010 2235 000 0000 618	HP ProBook x360 Palmrest	750.00
UPPER EDGE TECHNOLOGIES INC	62718	5,600.00
10 9010 2235 000 0000 618	HP ProBook x360 LCD Touch	3,600.00
10 9010 2235 000 0000 618	HP ProBook x360 Palmrest	2,000.00
Vendor Name	UPPER EDGE TECHNOLOGIES INC	8,415.00
VANNAUSDLE, MIRANDA	073121MV	70.00
10 9010 1942 000 0000	Registration Refund (2)	70.00
Vendor Name	VANNAUSDLE, MIRANDA	70.00
VECTOR SOLUTIONS	29750	1,560.00
10 9010 1200 217 3303 320	Exceptional Child Courses - Level 3 staf	520.00
10 9010 1200 214 3302 320	Exceptional Child Courses - Level 2 staf	520.00
10 9010 1200 211 3301 320	Exceptional Child Courses - Level 1 staf	520.00
Vendor Name	VECTOR SOLUTIONS	1,560.00
Victory Mounds Inc	1107	120.00
10 9010 2620 000 0000 618	Softball Clay Maintenance	120.00
Vendor Name	Victory Mounds Inc	120.00
Waters, Jason	073121JW	35.00
10 9010 1942 000 0000	Registration Refund	35.00
Vendor Name	Waters, Jason	35.00
Weber, Kyle	73121RW	35.00
10 9010 1942 000 0000	Registration Refund	35.00
Vendor Name	Weber, Kyle	35.00
WESTLAKE ACE HARDWARE	2518063	418.14
10 0418 2620 000 0000 618	IES Maintenance Supplies 7/2021	137.08
10 0109 2620 000 0000 618	Jr/Sr HS Maintenance Supplies 7/2021	109.88
10 9010 2620 000 0000 618	District Maintenance Supplies 7/2021	171.18
Vendor Name	WESTLAKE ACE HARDWARE	418.14
Williams, Troy	73121TW	45.00

6

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 9010 1942 000 0000	Registration Refund (2)	45.00
Vendor Name Williams, Troy		<u>45.00</u>
Wilson Language Training Corporation	1865125	5,197.61
10 0109 1000 100 4043 618	WRS Introductory Set, Steps 1-6, 4th Ed.	598.00
10 0418 1000 100 4043 618	WADE Examiner's Recording Form B, 4th Ed	89.40
10 0418 1000 100 4043 618	WADE Examiner's Recording Forms, AB, 4th	89.40
10 0418 1000 100 4043 618	Just Words Teacher's Kit	3,928.80
10 0418 1000 100 4043 618	Alphabet Wall Strip	107.00
10 0418 1000 100 4043 618	Shipping (estimated)	385.01
Vendor Name Wilson Language Training Corporation		<u>5,197.61</u>
WOODRIVER ENERGY LLC	253037	1,842.60
10 0418 2620 000 0000 621	IES Gas - 6/2021	1,142.64
10 0445 2620 000 0000 621	ROECC Gas - 6/2021	80.81
10 0109 2620 000 0000 621	Jr/Sr HS Activity Gas - 6/2021	31.63
10 0109 2620 000 0000 621	Jr/Sr HS Gas - 6/2021	156.19
10 0109 2620 000 0000 621	Jr/Sr HS Tech Gas - 6/2021	431.33
Vendor Name WOODRIVER ENERGY LLC		<u>1,842.60</u>
Fund Number 10		<u>230,078.28</u>
Checking Account ID 1		230,078.28
Checking Account ID 3	Fund Number 21	STUDENT ACTIVITY FUND
GRAPHIC EDGE, LLC, THE	1503651	54.67
21 0109 1400 920 6600 618	Baseball Shirts	54.67
Vendor Name GRAPHIC EDGE, LLC, THE		<u>54.67</u>
GRAPHIC IDEAS	20106	50.00
21 0109 1400 950 7407 618	FFA Jacket	50.00
Vendor Name GRAPHIC IDEAS		<u>50.00</u>
IA HIGH SCHOOL SPEECH ASSOC.	080321IHSSA	28.00
21 0109 1400 910 6110 618	Large Group Speech Registration	28.00
Vendor Name IA HIGH SCHOOL SPEECH ASSOC.		<u>28.00</u>
Josh, Kippley	073121	409.32
21 9010 1400 920 6600 320	Clinic Reimbursement/Hotel	409.32
Vendor Name Josh, Kippley		<u>409.32</u>
Fund Number 21		<u>541.99</u>
Checking Account ID 3		541.99



AOI

Furniture Proposal

Quote Number	22493
Project Number	
Date	07/23/2021
Customer PO Number	
Customer Account	REDOAK
Account Manager	Eric Pefley
Page	1 of 3

BILL TO
 Red Oak Community Schools
 2011 N 8th St
 Red Oak, IA 51566

ATTN: Adam Wenberg
 Phone: 712-621-3368
 Email: wenberga@redoakschools.org

INSTALL AT
 Red Oak Community Schools
 2011 N 8th St
 Red Oak, IA 51566

ATTN: Adam Wenberg
 Phone: 712-621-3368
 Email: wenberga@redoakschools.org

Line	Quantity	Description	Unit Price	Extended Amount
9	18.00 Each	Herman Miller WC410N--BK-G1-YX-BK *Caper Stacking Chair, Molded Seat, No Arms OPTION: BK:*black OPTION: G1:*graphite OPTION: YX:*Floor Saver Glide insert, hard floors only OPTION: BK:*black	142.35	2,562.30
10	2.00 Each	Herman Miller DT1AS.3072LP--CL-CL-MS-57-NTG *Everywhere Rectangular Table,Squared Edge,Lam Top/Thermo Edge,Post Leg 30D 72W OPTION: CL:*cool grey neutral OPTION: CL:*cool grey neutral OPTION: MS:*metallic silver OPTION: 57:*glides OPTION: NTG:*no grommet	423.15	846.30
11	1.00 Each	Herman Miller DT1CS.60LP--CL-CL-MS-57 *Everywhere Round Table,Squared Edge,Lam Top/Thermo Edge,Post Leg 60Dia OPTION: CL:*cool grey neutral OPTION: CL:*cool grey neutral OPTION: MS:*metallic silver OPTION: 57:*glides Mark Line For: Tag TG: 60	528.15	528.15
12	3.00 Each	Herman Miller Y1324.8A10--4Z-0K *Connect S400,3 Simplex Rcpt,2 Data Openings,2 USB Ports,Pwr Cord w/ Plug End,10FT Cord/Conduit OPTION: 4Z:*standard OPTION: 0K:*silver anodized	392.83	1,178.49
13	1.00 Each	D&I-AOI Installation RECIEVE, DELIVER AND INSTALL PRODUCT	975.00	975.00

Order Sub-Total : \$6,090.24
Total Order : \$6,090.24

8

AOI

Furniture Proposal

Quote Number	22493
Project Number	
Date	07/23/2021
Customer PO Number	
Customer Account	REDOAK
Account Manager	Eric Pefley
Page	2 of 3

Financing Options Available

Term	Monthly Payment
36 Months	\$189.71
60 Months	\$121.44

Notes:

- A) Monthly payment financing amounts above are illustrated with a \$1.00 end of term Purchase Option.
 - B) These monthly payment financing amounts exclude applicable sales taxes.
 - C) Monthly payment rate information does not constitute an offer or extension of credit. All transactions are subject to credit approval and such other terms and conditions as may be required by our financing partner LEAF Commercial Capital, Inc. Rates are applicable on new furniture/equipment and specifically authorized used equipment.
- For more information contact your AOI Corporation Account Representative or Leaf Commercial Capital.

PLEASE REVIEW THIS QUOTATION AND NOTIFY US PROMPTLY OF ANY CORRECTIONS REQUIRED
THANK YOU FOR THE OPPORTUNITY TO BE OF SERVICE
PRICING EXPIRES 30 DAYS FROM QUOTE DATE

All orders are subject to AOI Terms and Conditions.

Customer Signature

Date

Name



AOI

Furniture Proposal

Quote Number	22493
Project Number	
Date	07/23/2021
Customer PO Number	
Customer Account	REDOAK
Account Manager	Eric Pefley
Page	3 of 3

Terms And Conditions

- Standard payment terms are Net 10 days from invoice. A 50% deposit is required on all orders.
- A 3% convenience fee will be added to invoice if a credit card is used. Credit cards will be charged in full at time of order.
- Products are made to order. AOI Corporation offers no return or restocking programs. Products may be returned only with prior written approval of AOI Corporation and the product manufacturer.
- Client changes submitted after final plan approval, and resulting in additional work, will be billed at our hourly rate, or through a mutually agreed upon addendum to the contract.
- All labor estimates have been based on AOI Corporation having clear access and use of receiving docks for product deliveries. The receiving area should be free and clear of other trades and products to prevent any delays.
- AOI Corporation will have scheduled elevator access for transporting product within the building.
- Each area in which furniture will be installed, will be substantially free and clear of other trades allowing us to stage and build product according to plan.
- Storage fees will be assessed when delays require AOI Corporation to warehouse product thirty 30 days past the scheduled installation date.
- Labor fees will be assessed when delivery address changes from the client site to an alternative receiving location.
- AOI Corporation will accept installation change requests from authorized client representatives only. Any agreed upon changes will be billed on an hourly basis, and invoiced monthly.
- Unless otherwise stated, all quoted installation work to be performed during normal business, Monday through Friday.
- Construction flaws effecting furniture installation will be reviewed as they are encountered.
- AOI Corporation is responsible for general cleaning of workstations following installation. This does not include excessive construction debris (i.e. drywall dust) resulting from construction work still in progress in the build areas.
- AOI Corporation is not responsible for product damage resulting from deliveries received directly by client representatives. AOI does not file freight claims on products drop shipped to a customer location.
- AOI may charge, and the Customer shall pay, taxes which AOI is required to collect and remit by law in connection with any sale. Customer shall pay unless AOI has received, in advance of the initial delivery, sufficient written documentation from Customer establishing exemption from such tax(es).
- Pricing expires 30 days from proposal date.
- All designs, plans, drawings, specifications, samples, and the contents there in regarding this sale shall remain the property of AOI, and may not be used, reproduced or distributed without express written permission of AOI

<p>for 6th Grade</p>	<p>Social Emotional Instructional Resource: Second Step Middle School is grounded in the latest research in adolescent brain development and social psychology. This curriculum includes units in bullying & harassment, mindsets & goals, thoughts, emotions, decisions, managing relationships, and social conflict. It provides a consistent, research-based program with interactive, 25-minute lessons and discussion-based activities. 2nd Step is the guidance curriculum we purchased last year with the CARES grant, but the materials only cover K-5. In order to ensure consistency, the jr/sr high school guidance department reviewed and recommended purchase of the middle school course that is available online. Unfortunately, we can't use that subscription for the 6th grade as they are housed in a different building. To ensure a consistent guidance program for our K-8 students, we would now like to purchase a 5-year subscription for the 6th grade.</p>	<p>\$7,219.83</p>	<p>ESSER - Social Emotional</p>
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Agreement to Establish a Consortium to Jointly Administer an Instructional Program Located in space within the boundaries of the Glenwood Community School District

This Agreement between the member school districts whose signatures appear at the end of this document (hereafter "members"), including the Glenwood Community School District (hereafter "host"), is to establish a jointly administered program for the enrollment of students from the host and members' school districts, hereafter called the Southwest Iowa Apex Consortium (hereafter "SWIAC"), pursuant to Iowa Code sections 28E.3 and 280.15(1) to provide quality education and activities for students enrolled from each member district, by the most efficient and economically responsible means; and

Whereas, each member wishes to enroll one or more of its students in classes or programs that are offered and available at the SWIAC Consortium and that are not otherwise available at each member's site, and

Whereas, the host is willing to jointly administer the programs and activities at the SWIAC Consortium with the members with the costs determined as stated in this Agreement, and

Whereas, Iowa Code section 28E.3 provides, in part, that the boards of directors of two or more school districts may by agreement jointly administer any power, privilege or authority each member school district is capable of exercising individually, and

Whereas, Iowa Code section 280.15, subsection 1, provides, in part, that the boards of directors of two or more school districts may by agreement jointly share services of school personnel, acquire and share classrooms, facilities, and equipment,

Therefore, the member school districts agree to establish a jointly administered instructional program in the form of a Consortium as authorized by Iowa Code under the following terms and conditions:

PURPOSE

Each member school district, pursuant to Iowa Code, has responsibility for the educational outcomes of its resident students. Members agreeing to be part of this Consortium Agreement by sending students to the SWIAC Consortium will become members of the Consortium. This Agreement describes the arrangement for the provision of instructional services for the Consortium. This Agreement further describes certain terms and conditions to participate in SWIAC through a consortium arrangement for the students of each member district, including the host district, and other students not residents of any member district. This Agreement provides a means by which the members may jointly and cooperatively provide greater educational opportunities for students through the offering of educational programs and the collective operation of facilities for student use by exercising powers, privileges, and authority and proceeding to participate in and help administer the program, pursuant to the joint powers authorized by Iowa Code.

A school district, which is not a member of the consortium, may contact the host district member of the Intake Committee for one of its students to be enrolled into the SWIAC Consortium; however, the fact that a school district submits a request to enroll one of its students does not guarantee that the student will be assigned to the consortium site. Upon receipt of a request to enroll a student from a non-member school district, the Intake Committee member will review the student's IEP and determine whether the student is eligible to enroll in the program and whether the program has capacity to admit the student into the program. If a student is eligible to enroll in the program and the program has capacity, the non-member district's request to enroll the student will be forwarded to the host district business office to arrange SWIAC membership for the non-member district. Should the district refrain from joining the consortium, the student will not be enrolled in the SWIAC Consortium program. Should the district agree to join the consortium, given the student's eligibility and program capacity, the district's request for enrollment will be reviewed by the SWIAC Intake Committee. Upon approval for enrollment by the Intake Committee, the student will be enrolled in the Consortium program at the earliest possible date. If the student is eligible to enroll in the program and the district agrees to join the SWIAC, but the program does not have capacity, the non-member school district will be notified by the host district Intake Committee member that it cannot enroll the student in the consortium program. At that time, the resident district remains responsible for locating an appropriate program for the student elsewhere.

PROGRAM DESCRIPTION

Apex serves students grades Pre-K (at least age 3 with an instructional individualized education plan (IEP) through 12 with significant (Level III) cognitive or behavioral needs, e.g., including but not limited to students with BD, SED, ASD, and other intellectual and developmental disabilities, and students with dual diagnoses who have exhausted special education services in the student's resident school district. The overwhelming majority (95%) of students served by Apex have a DSM-5 diagnosis. Apex serves students who have been assigned to the consortium site by their resident districts, which are members of the consortium, and such assignment has been recommended by the IEP team in the student's resident school district.

The Apex Program is based on sound, well-researched theoretical foundations (e.g., Social Learning Theory, Social Interactionist Perspective, Coercion Theory, Cognitive-Behavioral Theory, and Behavior Momentum Theory) and includes:

- A predictable environment with clear social, emotional, behavioral, and academic expectations
- Attention for students who meet those expectations
- Effective correction when students miss expectations
- A Response-to-Intervention approach utilizing research-supported interventions to address social, emotional, behavioral, and academic needs and a variety of assessments to assess intervention fidelity and outcomes

Children may be enrolled in the SWIAC Consortium after completing the intake process and receiving the approval for enrollment from the Intake Committee. The Intake Committee will be comprised of a representative from the host district, Apex, a member district, an AEA special

education consultant, and an AEA regional administrator. The Intake Committee will determine the enrollment status of any SWIAC Consortium student applicant referred to the Consortium and address any concerns about the student referral. Children excluded from enrollment in the SWIAC Consortium include children who (a) are not from a SWIAC Consortium member district, (b) are actively suicidal or homicidal and not under the care and supervision of a psychiatrist, and (c) have a medical or physical challenge that cannot be adequately addressed by Apex staff (as determined by the Intake Committee). Students attending Apex are transported to and from the program campus by the student's resident district or by a contracted arrangement made by the resident district. Pursuant to this Agreement, instructional services will be provided by Apex.

NAME/ORGANIZATION

To accomplish the purposes stated above and to carry out joint and cooperative activity associated with the program, there is hereby created the Southwest Iowa Apex Consortium (SWIAC; hereafter "Consortium"). This Consortium shall consist of the original member districts and host district, and shall include additional districts added from time to time, but said Consortium shall not be considered a separate legal entity for purpose of Iowa Code Chapter 28E.

"Host district" means the district of location.

"Member district" means each public school district whose board has agreed to participate in the Consortium program, including the host district.

"Administrators" mean the superintendents of each public school district whose board has agreed to participate in the Consortium program, including the host district.

"Fiscal agent" means the district that is established within the terms of this Agreement to provide the administrative business services, including student, staff, and financial accounting/management on behalf of the Consortium.

FISCAL AGENT

The host district will serve as the fiscal agent for purposes of all administrative business services associated with participation in the Consortium pursuant to the terms of this Agreement. The fiscal agent shall receive funds, handle student, staff, and financial accounting, make timely payments, and provide timely itemized billings to member districts. The host district agrees to enter into the Student Record Information System (SRI) students in classes offered through the SWIAC Consortium Program.

ADMINISTRATION

The SWIAC Consortium shall be governed and administered by the superintendents of each participating member school district (collectively, "the Administrators"). However, contracts

must be approved and signed by the board president and board secretary of the governing boards of member districts rather than the Administrators.

The administrators of the district which are members of the Consortium shall have all powers, privileges, and authority necessary and incidental to manage the affairs of the Consortium, to exercise any power common to the members, and to work with each other to manage this program. The Administrators shall also carry out the intent and purpose of this Agreement not inconsistent with law or this Agreement.

The powers and responsibilities of the Administrators shall include general administrative duties which may arise from time to time, including, but not limited to:

- A. Setting policy and directing administrative regulations for the Consortium.
- B. Evaluating and preparing required reports on the effectiveness of the Consortium and the contracted instructional program from Apex.
- C. Assessing the educational needs and interests of the students within their respective district.
- D. Providing long-range planning for the Consortium.
- E. Discussing collective purchases for supplies, equipment, rental/leases, etc., on behalf of the Consortium.
- F. Meeting periodically, as needed, to discuss issues associated with the instructional program contracted from Apex and the Consortium.
- G. Other reasonable and necessary administrative duties.

Votes and approvals by the Administrators may be accomplished by a consensus, a vote at a meeting or by written affirmation by letter or e-mail. However, if the fiscal agent is entering into a contract or agreement on behalf of the Consortium, the governing boards of the member districts shall first approve the contract or agreement. The participating member districts may at any time restrict the powers of the fiscal agent of the Consortium.

JOINT MEETINGS

The Administrators shall meet at least twice each school year, or more often if necessary, to discuss items of mutual concern.

BOARD APPROVAL

Consortium membership shall be approved by the board of directors of each member district. Failure of a board of directors to approve the Consortium Agreement shall remove that school district from Consortium membership.

JURISDICTION

The students attending the Consortium program shall be allowed to participate in the student activities in their districts of residence and will be subject to the eligibility rules of their resident districts. Students in the Consortium continue to be enrolled in their resident districts and are subject to the testing requirements, graduation requirements, and disciplinary procedures of their

resident districts. The Consortium will contract with the service provider to administer required assessments and forward the results of the individual assessments to each resident district. The resident districts remain responsible for the achievement of resident students pursuant to the provisions of the No Child Left Behind Act. Permanent school records shall be maintained at the student's resident district.

The resident districts, through the Consortium, must be actively involved in monitoring adherence to all pertinent state and federal laws, including, but not limited to: testing requirements, No Child Left Behind provisions, IDEA provisions, EDGAR provisions, OMB circular A-87 and A-133 provisions, FERPA provisions, teacher licensure, curriculum development, professional development and expectations, and core curriculum implementation.

Member district students shall be under the jurisdiction of, and be the responsibility of, the host district while in attendance at the Consortium, except as set out in this Agreement. Member district students may be subject to the same academic, disciplinary, and other additional requirements that apply to host district resident students. Member district students may also be subject to additional disciplinary action at their resident district. All disciplinary or other hearings, if any, will be conducted by the administration or board of directors hosting the program with the exception of hearings regarding suspension of more than ten (10) days and expulsions, which will be held by the resident district. The board of the resident district will work with the host district to determine an appropriate course of action to the extent of the Consortium program.

INDEPENDENCE RETAINED

It is expressly understood and agreed to by the member districts that nothing contained in this Agreement shall be construed to create a partnership, association or other affiliation or like relationship between the member districts, it being specifically agreed that their relationship is and shall remain that of independent parties participating in a cooperative mutual relationship in the Consortium. In no event shall a school district be liable for the debts and/or obligations of another school district.

It is further expressly understood and agreed to by the member districts that nothing contained in this Agreement shall be construed to create a partnership, association or other affiliation or like relationship between the member district (or consortium) and the contracted service provider. In no event shall a school district or the consortium be liable for the debts and/or obligations of the contracted service provider. Likewise, in no event shall the contracted service provider be liable for the debts and/or obligations of a school district or the consortium.

NON-DELEGATION

Unless specifically provided in this Consortium Agreement, the Agreement shall not be construed as a delegation of the authority by the boards of directors of any member school districts or the powers or responsibilities conferred upon them by Iowa Code.

DISPUTE RESOLUTION AND ARBITRATION

In the event that the member districts are unable to agree to the interpretation or operation of this Agreement, the dispute shall be referred to a "Conflict Resolution Committee" made up of the president and vice-president of the board of directors of the host district and the chief administrator of the area education agency (AEA) in which the Consortium program is located. The Committee shall meet to discuss the dispute and make recommendations to the Administrators as to resolution of the dispute.

In the event that the dispute remains unresolved, the fiscal agent shall request that a mediator knowledgeable in Iowa school district matters be appointed by the chief administrator of the AEA in which the Consortium program is located to assist in a negotiated resolution to the dispute.

In the event that mediation does not resolve the dispute, it will be submitted to arbitration by a single neutral arbitrator who is knowledgeable in Iowa school district matters appointed by the chief administrator of the AEA in which the Consortium program is located.

SPECIAL EDUCATION

Each member district referring students to the Consortium, shall remain responsible for insuring the special education instructional and related services offered to its students at the Consortium provides a free and appropriate public education (FAPE) pursuant to federal and state law.

Each district is to maintain a file on each resident student attending the Consortium program. For special education students, this file should contain the student's current IEP and progress reports.

The resident district, working with the private provider and the fiscal agent district, is responsible for IEP development and review.

LIMITED ENGLISH PROFICIENT

If any student enrolled and served in the Consortium requires a limited English proficient [LEP] program, the resident district shall be billed for the cost of those services provided above the regular instructional program provided. This will be billed as an individualized cost and will be considered non-special education costs.

STAFFING

Instructional staff for the consortium will be contracted for and are the employees of the contracted service provider, unless this Agreement assigns member districts to provide specific staff positions for the Consortium. Staff providing special education services will be considered employed by the contracted service provider.

The fiscal agent may employ, on behalf of the Consortium, an appropriately licensed person or assign a portion of an appropriately licensed person's time (with time records to show exclusively devoted to the Consortium) to perform the duties of a principal or special education director. Only the employing member district has the power to terminate the employment of the principal/director; however, if a majority of administrators give notice seeking the removal of the principal/director from the Consortium program, the employing member district shall in good faith attempt to reassign or terminate the employment of the principal/director.

If the time records support that a specific portion of the time of the principal or special education director was exclusively devoted to special education at the consortium, the fiscal agent shall provide such records to each member district. The member districts may use this information to request approval of the School Budget Review Committee (SBRC) to treat this cost as a special education cost. Otherwise, without SBRC approval, the cost cannot be expended from special education funding.

TRANSPORTATION

Transportation of active member students to and from the Consortium site will be determined by the resident member district and will not be the responsibility of the host district. In addition, any additional supervision required for a member district student(s) while en route to and from the Consortium site will be the sole responsibility of the resident member district.

The host district agrees to allow vehicles from active member districts to cross its boundaries for purposes of providing such transportation.

PROPERTY

It is not contemplated that the Consortium will acquire, hold or dispose of any real property as part of this undertaking. However, the fiscal agent in the Consortium may enter into leases or sublease arrangements for a classroom to house the program, with approval of the member districts' boards, if that space is not owned or leased by an Iowa school district. Any allowable lease or sublease arrangements may be payable from the Physical Plant and Equipment Levy Fund or other legally authorized funds but not General Fund. Classrooms must meet all legal requirements for classroom space. Any lease for space shall be limited to the space within the classroom used exclusively for the consortium and shall reflect the fair rental value (FRV) for the community in which the private facility is located.

Existing equipment, supplies, furniture, and textbooks of each member district may be used in the Consortium program. Such use will be determined by the Administrators based upon the appropriate need for the item. An inventory of exchanged items will be maintained.

Upon termination of this Consortium Agreement, identifiable exchanged items shall be returned to the district of original ownership. All items purchased separately by each member district during the term of this Agreement shall remain the property of that member district.

Each member district shall be responsible for its own buildings, non-instructional equipment and supplies, school buses, custodial and maintenance, utilities, insurance, and similar costs outside of the Consortium.

NON-MEMBER DISTRICTS

Occasionally, a district which is not a member of the Consortium may want to refer students to the SWIAC Consortium through the IEP process, with the approval of the governing board of the resident district. Any non-member district that wishes to enroll a student in the consortium must first join the consortium prior to enrolling the student for in the program.

FINANCIAL PROVISIONS

Members agree to pay Consortium costs to the fiscal agent for their students' enrollment in the Consortium Program. The costs shall be computed by determining actual costs for providing educational services to each member's students with IEPs as defined in this Agreement. Billable costs will include staff salaries and benefits; employee travel; supplies and materials; contract services; and equipment related to special education services for enrolled student in the Consortium Program. Billing will be done monthly with itemized billing quarterly.

A member district may be involuntarily terminated at the end of a school year by a majority vote of the Administrators for failure to pay timely or otherwise not abiding by the terms of this Agreement, if the billings were correctly calculated and appropriate, allowable costs pursuant to state guidance.

If statutory changes or additions, (i.e., state incentives for such sharing), mandate adjustments in the payments required pursuant to this Agreement, addenda shall be executed to bring the Agreement into compliance with statutory requirements.

The fiscal agent shall receive no more than one (1) percent of the regular program DCPD for each student (FTE) enrolled and served in the Consortium program. This is a regular education cost and cannot be charged to special education and includes covering incidental administrative costs such as clerical and business services, postage, and telephone.

The fiscal agent member district shall establish an operating budget for the Consortium program. The budget shall include all anticipated revenues and expenditures for instruction, instructional supervision, and operation and maintenance. If the revenues or cash flow are insufficient to meet the costs of the Consortium, the Administrators shall discuss adjustments to the revenues, expenditures or budget. The budget and any amendments to the budget shall be approved by a majority of the Administrators. Because the costs to districts must be based on actual resident students enrolled and served in the Consortium program, and students may move, drop out or join the program throughout the school year, the budget estimated to be paid by each member district may require adjustment throughout the year accordingly.

The fiscal agent member shall provide itemized billings for the costs set out in this Agreement, within thirty (30) days of the end of each month. No billing shall be provided directly to resident

districts from a third party provider, including the purchased service provider. Each member shall promptly pay its amount at its next board meeting, but no later than thirty (30) days from receipt of the itemized bill. If any costs were estimated in the first three quarters, the final quarter's billing shall be adjusted to ensure that the costs are the actual costs for special education for the entire year and the correct share of costs pursuant to this Agreement.

"Itemized" billing means a bill in sufficient detail that each member district can meet its legal fiscal responsibilities, including but not limited to, determining performance of the IEP requirements for each of its students, reporting expenditures from the correct funding source in accordance with the permissive uses guidance document issued in December 2013, filing Medicaid claims or special education claims or determining that such claims have been filed and billed costs reduced by that amount, etc.

Each resident district shall be billed for and pay the actual costs of the educational program for each of its resident students pursuant to the IEP. "Actual costs" is a term referring to the excess costs of providing instruction for children requiring special education, above the costs of instruction of pupils in a regular curriculum. "Actual costs" should not be confused with the common meaning of actual as 'all costs incurred' which might include non-instructional costs or costs of instruction that are substantially similar to the costs of instruction in regular curriculum. To the extent that the costs are directly related to the provision of special education services pursuant to the IEPs, these costs are special education costs in the member districts. In the case of a Consortium, the general purpose percentage [GPP] would not be billed as a part of the actual costs, because the non-IEP costs are being allocated to member districts otherwise; billing for GPP would result in duplicated billing.

Specialized costs for identified limited English proficient (LEP) students above the costs of providing instruction for students in a regular curriculum, may be billed to each member district of such identified LEP students in the proportion that each member's student FTE enrolled in the Consortium program and using that specialized LEP instruction bears to the total of all members' student FTE enrolled and using that specialized LEP instruction. Costs must be exclusively for identified LEP students and must be related to LEP instruction above the regular curriculum. Such costs will be billed as an individualized cost and may be paid from the LEP weighted funding (280.4), from SBRC modified supplemental amount (257.31(5)"j"), or from general fund, general purpose funding.

In the case where a lease agreement is approved by the Administrators and their respective boards, and the facility being leased is not a school building owned or leased by a member district, the annual cost of the lease may be billed to each member district in the proportion that each member's student FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled during that school year. This must be agreed to by the majority of the Administrators. The lease would be paid from either PPEL or SAVE and is not a special education cost. No costs related to debt, facility use charges or new construction/remodeling may be charged. No lease or use of space cost is permitted if the building is owned or leased by a member school district. The lease agreement will cover only classroom space utilized exclusively by the consortium and shall be at the FRV for the community in which the classroom space is located. The FRV will include operation and maintenance costs.

If a lease agreement is not approved and the cost of insurance other than employee insurances for the host district is increased as a result of the Consortium Program (liability), the excess cost of liability insurance over the normal cost of liability in the host district, may be billed to each member district in the proportion that each member's student FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled during that school year. This must be agreed to by the majority of the Administrators. The cost is a management fund cost.

Each resident district shall be billed for and pay costs related to the use of the host district's facilities for operation of the SWIAC consortium classroom if those costs exceed the costs the host district would have had if the consortium classroom was not in that district school building. The non-instructional costs may include maintenance (janitorial services, snow and ice removal, and lawn care) estimated at \$9,196.20, and utilities and services (gas, electricity, water, sewer, garbage disposal, and pest control) estimated at \$11,348.00. Costs shall exclude any costs of the Apex Program which are not exclusively related to offering the special education instructional program to the consortium. Because the consortium is located on district property, there shall be NO use charge, lease or rental charged to school districts. Operation and maintenance costs, if allowable, are General Fund costs and may be billed to each member district in the proportion that each member's student FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled during that school year.

Food service will be provided by the host district in the same way that food service is provided to other students attending public school within the district boundaries.

The cost of teachers and aides that are not included in actual costs of special education (salaries, FICA, IPERS, health insurances (but not such things as early retirement incentives, TSAs, worker compensation payments or premiums, unemployment)), may be billed to each member district in the proportion that each member's student FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled during that school year. This must be agreed to by the majority of the Administrators. These costs would be general fund, general purpose expenditures.

Professional development and teacher travel that is specific and unique to the students served in the Consortium Program, may be billed to each member district in the proportion that each member's student FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled during that school year. This must be agreed to by the majority of the Administrators. If the professional development/travel is special education professional development directly related to provision of IEP services, it may be charged to special education funding by the member districts; if not special education professional development directly related to provision of IEP services or is generic professional development even if to special education staff, it is a general fund, general purpose expenditure.

The cost of supplies and equipment that are not included in actual costs of special education, may be billed to each member district in the proportion that each member's student FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled during that school year. This must be agreed to by the majority of the Administrators. These costs would be general fund, general purpose expenditures.

The cost of purchased instructional services (whether from the AEA or from a private provider) that are not individualized costs or not appropriate to be included in actual costs of special education, may be billed to each member district in the proportion that each member's student FTE enrolled in the Consortium program bears to the total of all members' student FTE enrolled during that school year. This must be agreed to by the majority of the Administrators. These costs would be general fund, general purpose expenditures.

CONTRACTED SERVICES

Billings from any purchased service provider must be "itemized" in sufficient detail that each member district can meet its legal fiscal responsibilities, including but not limited to, the ability to:

- Determine performance of the IEP requirements for each of its students.
- Report expenditures from the correct funding source in accordance with the permissive uses guidance document issued in December 2013 and any subsequent rules or Department guidance.
- Ensure that costs are itemized for the purpose of submitting Medicaid claims or special education claims or determining that such claims have been filed and billed costs reduced by that amount, etc.
- Ensure that the costs are limited to actual costs of special education as defined by Iowa Code, rules, or Department guidance.
- Ensure that each item is an item on the student's individual IEP so that re-billings are accurate.
- Ensure that items such as services of a nurse are identified and are linked only to students with services of a nurse included on the individual student's IEP.
- Ensure that each item is paid from the correct fund.
- Ensure that each item is paid from the correct funding stream (special education weighted funding, IDEA Part B or Part C, LEP, Title 1, general purpose funding, etc.).
- Ensure that any administrative costs are allowable and itemized for the purpose of requesting permission from the SBRC to pay those costs from special education weighted funding rather than general purpose funding.
- Ensure that costs that are not included within the definition of actual costs of special education instructional programs are separately identified so that they are not paid from any special education funding streams. For this purpose, at a minimum, this would require costs itemized to the function and object level that districts are required to enter on the CAR-COA. There cannot be a single special education cost when that cost includes non-instructional items or includes mixed programs, funds, functions or objects. Therefore, there would be separate purchased services (even if in the same Agreement) for such things as instruction, support services, administration.
- Ensure that no costs were paid from grants or other funding resources the private purchased service provider received or was entitled to receive for any cost to be paid by the district which was properly paid from, or should have been paid from, a different source. The IDEA provides that education agencies are payors of last resort.

- Ensure that any profit built in by a private for-profit service provider is reasonable. The district has a stewardship responsibility to look at those costs to evaluate the cost effectiveness of purchasing services versus providing the services directly as well as to have procedures in place to meet the coming requirements of the omni-circular related to procurement.
- Ensure that no costs are “per pupil rates.”
- Ensure that no costs are related to purchasing spaces or other phantom student models.
- Ensure time records are maintained when personnel are paid from multiple funding streams and costs are proportionate to time.
- Ensure that if GPP is part of the billing, that the GPP has been used to reduce the costs which are not defined by Code as special education instructional costs.

AMENDMENTS

The provisions of this Agreement may be added to, amended or modified by a unanimous vote of the administrators of all member districts and approved by their respective school boards. Votes must be cast at a duly called meeting by all administrators physically present. All other Consortium business not pertaining to amending this Agreement shall be decided by a simple majority of the administrators of all member districts.

DURATION

Subject to the rights of amendment, modification or termination, this Agreement shall be in full force and in effect from the date of execution until June 30, 2020 and shall automatically renew every July 1 for one-year periods unless participation is terminated by a member by providing written notice to all other members on or before January 1 or terminated by mutual agreement of all of the member districts. This Agreement will be reviewed annually by the Administrators, beginning in January 2020.

TERMINATION

On termination of the Agreement, all assets owned by member districts shall be returned to the member district, and all Consortium assets remaining after payment of all liabilities shall be distributed to each member district, at fair value, on the basis of its total FTE of student enrollment on October 1 in the year of termination in proportion to the total student enrollment of all member districts on October 1. If assets are insufficient to pay all liabilities, members shall be assessed in such proportion. Also, upon termination of this Consortium Agreement, any remaining equipment, supplies, textbooks, and furniture purchased jointly on a prorated basis shall be divided by the same proration, subject to depreciation. Such items will be physically divided, if possible. If not possible, one district shall compensate the other districts for their prorated share of the depreciated value.

CROSS INDEMNIFICATION

If any claim for damage, injury or other loss (hereinafter “loss”) is made by or on behalf of a student, the district transporting or supervising the student at the time of the loss shall be

responsible for any payment of claims, damages or judgments arising out of the loss, and that transporting or supervising district shall indemnify, defend, and hold harmless the non-transporting or non-supervising district if a claim is made against the non-transporting or non-supervising district for a loss which occurred while the student was under the supervision and control of the transporting or supervising district. Both member districts and the host district agree to carry liability insurance or otherwise contract for coverage of claims consistent with this Agreement.

Otherwise, to the extent permitted by law, each of the member districts shall protect, defend, hold harmless, and indemnify the other member districts from and against any and all claims, losses, costs, damages, and expenses including attorneys' fees and expenses, which the other districts may incur by reason of the indemnifying party's negligence, breach of this Agreement or violation of law or right of a third party or that of the indemnifying party's officers, employees or agents.

APPLICATION OF LAWS, RULES, AND REGULATIONS

This Agreement and all policies, rules, and regulations adopted by the Administrators to govern the operation of the program shall comply with the laws of the state of Iowa, with rules and regulations of the Iowa Department of Education, and with federal laws and regulations. Any provisions of this Agreement in conflict therewith shall be null and void and the remainder of the Agreement shall be binding upon all members.

All member districts shall refrain from any action which would violate any law, rule, policy or regulation of any governmental body or agency having jurisdiction over this Agreement.

All member districts agree to cooperate as needed to assure that all required services and responsibilities are provided by the members and that the educational programs and activities are operated in compliance with all applicable laws.

BINDING EFFECT

This Agreement shall be binding upon, and inure to the benefit of, the member districts hereto and their successors and assigns.

EXECUTION IN COUNTERPARTS

This Agreement may be simultaneously executed in one or more counterparts, each of which shall be deemed to be an original and all of which together shall constitute one and the same instrument.

SEVERABILITY

If any clause, provision or section of this Agreement shall, for any reason, be held illegal or invalid by a court or state or federal agency, the illegality or invalidity of such clause, provision or section shall not affect any of the remaining clauses, provisions or sections hereof, and this

Agreement shall be construed and enforced as if such illegal or invalid clause, provision or section had not been contained herein. In case any agreement or obligation contained in this Agreement is held to be in violation of law, then such agreement or obligation shall be deemed to be void. Failure of a member to enter into this Agreement in accordance with Iowa law or inability of a member to be a party to this Agreement shall not affect the validity or enforceability of this Agreement as to all other members.

In commemoration of this Consortium Agreement, the presidents and secretaries of the respective boards of education sign this Agreement on the dates set below, the Agreement having been passed by a majority roll call vote of each board.

Agreement shall be construed and enforced as if such illegal or invalid clause, provision or section had not been contained herein. In case any agreement or obligation contained in this Agreement is held to be in violation of law, then such agreement or obligation shall be deemed to be void. Failure of a member to enter into this Agreement in accordance with Iowa law or inability of a member to be a party to this Agreement shall not affect the validity or enforceability of this Agreement as to all other members.

In commemoration of this Consortium Agreement, the presidents, and secretaries of the respective boards of education sign this Agreement on the dates set below, the Agreement having passed by a majority roll call vote of each board.

For the Host and Fiscal Agent Member School District – Glenwood CSD:

Board President _____ Dated _____

Board Secretary _____ Dated _____

For the Member School District - _____

Board President _____ Dated _____

Board Secretary _____ Dated _____

Red Oak

Community School District
Teacher Handbook



2021-2022

Table of Contents

<u>OPENING STATEMENT</u>	<u>1</u>
WELCOME LETTER.....	1
DEFINITIONS.....	2
VISION, BELIEFS, AND VALUES.....	2
FEDERAL SECTION 504 POLICY (BOARD POLICY 102.E1)	3
EQUAL OPPORTUNITY EMPLOYMENT	4
NON-DISCRIMINATION POLICY.....	5
MAP OF SCHOOL DISTRICT.....	5
SCHOOL CALENDAR.....	7
DISTRICT CONTACTS.....	8
BOARD POLICIES	8
HANDBOOK SUBJECT TO CHANGE	8
<u>COMPENSATION AND BENEFITS</u>	<u>9</u>
LICENSURE.....	9
COMPENSATION.....	9
COMPENSATION FOR EXTRA-CURRICULAR SUPERVISION	10
COMPENSATION FOR EXTRA DUTY.....	10
CONTINUED EDUCATION CREDIT	10
GROUP INSURANCE BENEFITS.....	11
GROUP HEALTH CONTINUATION (COBRA)	12
IOWA PUBLIC EMPLOYEES' RETIREMENT SYSTEM.....	12
PAYROLL DEDUCTIONS.....	12
TRAVEL COMPENSATION - INSIDE THE DISTRICT.....	12
TRAVEL COMPENSATION - OUTSIDE THE DISTRICT	13
WORKER'S COMPENSATION	13
<u>EMPLOYEE RELATIONS.....</u>	<u>14</u>
BACKGROUND CHECKS	14
CONFLICT OF INTEREST	14
EMPLOYEE ORIENTATION	14
EMPLOYEE RECORDS.....	15
EMPLOYEE SEARCHES.....	15
EVALUATION/PERFORMANCE REVIEW	21
HANDBOOK COMPLAINTS	21

MANDATORY COOPERATION IN WORKPLACE INVESTIGATIONS	21
MANDATORY REPORTING OF POST-EMPLOYMENT ARRESTS AND CONVICTIONS.....	22
NEPOTISM	22
PROBATIONARY STATUS.....	22
QUALIFICATIONS, RECRUITMENT AND SELECTIONS	22
RELEASE OF CREDIT INFORMATION	22
TRANSFERS.....	22
WORK DAY.....	23
CASH HANDLING.....	24
CHILD LABOR.....	24
COMMITTEES	24
COPYRIGHT.....	24
CREDIT CARDS	24
EMPLOYEE DISCIPLINE	25
EMAIL RETENTION.....	26
EMPLOYEE RECOGNITION	26
EMPLOYEE PUBLICATION OR CREATION OF MATERIALS	26
GIFT LAW	26
PARENT-TEACHER ORGANIZATIONS	27
PAYROLL	27
PERSONNEL DATA CHANGES	28
PROFESSIONAL DEVELOPMENT.....	28
PURCHASING.....	28
REIMBURSEMENTS.....	28
SCHOOL FEES	29
SCHOOL NUTRITION PROGRAM	29
STAFF MEETINGS.....	29
TEACHER LEADERSHIP AND COMPENSATION.....	30
EMPLOYEE USE OF CELLULAR PHONES	31
FIGHTING	31
FRAUD/UNLAWFUL GAIN	31
NEGLECT OF DUTIES	31
OFFENSIVE OR ABUSIVE LANGUAGE	31
PERFORMING UNAUTHORIZED WORK WHILE ON DUTY	31
USE OF SCHOOL FACILITIES AND EQUIPMENT	31
USE OF TIME	32
<u>EMPLOYEE STANDARDS OF CONDUCT</u>	<u>33</u>
ACADEMIC FREEDOM	33
BREAK FOR MEAL PERIODS.....	33
COLLABORATION AND PROFESSIONAL LEARNING COMMUNITIES	33
DRESS AND GROOMING.....	34
EMPLOYEE OUTSIDE EMPLOYMENT	34
EMPLOYEE POLITICAL ACTIVITY.....	34
ETHICS – BOARD OF EDUCATIONAL EXAMINERS	34
FAILURE TO COMPLETE REPORTS	35

GIFTS35
 INSUBORDINATION35
 RELATIONSHIPS WITH CO-WORKERS.....35
 STAFF TECHNOLOGY USE/SOCIAL NETWORKING.....36
 THEFT.....36
 TREATMENT OF PATRONS OF THE DISTRICT36
 VOLUNTEERS36

STUDENT AND CLASSROOM ISSUES37

ABUSE OF STUDENTS BY A SCHOOL DISTRICT EMPLOYEE.....37
 CHILD ABUSE REPORTING37
 CORPORAL PUNISHMENT, RESTRAINT AND DETAINING STUDENTS40
 FIELD TRIPS.....40
 INDIVIDUALS WITH DISABILITIES EDUCATION ACT40
 HOMEWORK AND GRADING.....41
 PARENT PARTICIPATION AND COMMUNICATION.....41
 PARENT/TEACHER CONFERENCES42
 POSITIVE TEACHER/STUDENT RELATIONSHIPS.....42
 SEARCHES OF STUDENTS AND PROPERTY.....43
 STANDARDIZED TESTING AND ASSESSMENT43
 STUDENT CONDUCT AND DISCIPLINE.....45
 DISCIPLINE OF STUDENT ENTITLED TO SPECIAL EDUCATION46
 STUDENT FUNDS AND FUNDRAISING46
 STUDENT RECORDS.....47
 TRANSPORTING OF STUDENTS BY EMPLOYEES47
 TUTORING47

HEALTH AND WELL-BEING.....49

ADMINISTERING MEDICATION.....49
 ANTI-BULLYING AND ANTI-HARASSMENT (BOARD POLICY 104).....51
 BLOODBORNE PATHOGENS51
 COMMUNICABLE DISEASES – EMPLOYEES.....51
 COMMUNICABLE DISEASES – STUDENTS52
 FIRST AID PROCEDURES52
 FOOD REQUIREMENTS.....53
 HAZARDOUS CHEMICAL DISCLOSURE53
 HEALTH SERVICES53
 SMOKE AND TOBACCO FREE WORKPLACE (BOARD POLICY 903.5)54
 SUBSTANCE FREE WORKPLACE54
 VISITORS IN THE WORKPLACE.....54

LEAVES AND ABSENCES56

ABSENTEEISM56

ADOPTION LEAVE	56
ASSOCIATION BUSINESS LEAVE.....	56
BEREAVEMENT OR FUNERAL LEAVE	56
EMPLOYEE HOLIDAYS	57
EMERGENCY LEAVE (SERIOUS FAMILY ILLNESS)	57
EMERGENCY LEAVE BANK.....	57
DISCRETIONARY LEAVE	58
EXTENDED LEAVES	58
RETURN IN THE FOLLOWING YEAR.	59
JURY DUTY LEAVE	59
LEGAL REQUIREMENT LEAVE	59
PERSONAL LEAVE	59
PROFESSIONAL OR EDUCATIONAL LEAVE	59
MILITARY SERVICE LEAVE	59
SICK LEAVE.....	60
SICK LEAVE BANK.....	60
SAFETY AND SECURITY	60
ASBESTOS NOTIFICATION	60
BUILDING SECURITY	61
DRILLS AND EVACUATIONS	61
EMERGENCY CLOSINGS, INCLEMENT WEATHER AND OTHER INTERRUPTIONS.....	61
THREATS OF VIOLENCE	62
VISITORS/GUESTS	63
WEAPONS.....	63
<u>TERMINATION OF EMPLOYMENT</u>	65
CONTRACT RELEASE – LICENSED EMPLOYEES.....	65
REDUCTION IN FORCE	65
RESIGNATION – EARLY NOTICE INCENTIVE	66
RESIGNATION – LICENSED EMPLOYEES AT YEAR END	66
RETIREMENT	66
ACKNOWLEDGEMENT OF RECEIPT	67

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).

OPENING STATEMENT

Welcome Letter

Teachers,

Regardless of the content area or grade level you serve, you play an essential role in fulfilling our mission of preparing students for various jobs and careers, inspiring them to be active and responsible citizens, and empowering them to lead full and rewarding lives enriched by learning. Every teacher is a leader, role model, and ambassador for the Red Oak CSD. All of us perform our duties in the service of the district's vision: "Excellence for All...Whatever It Takes!"

This teacher handbook serves as a resource for all of Red Oak CSD certified staff. It describes the policies and procedures that guide our work and provides important information for employees. No handbook can address every possible question or scenario, but these policies and procedures represent the district's general work rules. The district also operates in accordance with Iowa Code (www.legis.iowa.gov), Red Oak School Board policy (<https://redoak.iowaschoolfinance.com/policy/board-policies>), and applicable federal laws. If you have questions that are not answered in this handbook, please contact your building principal or central office administrator, observing the appropriate chain of command.

I hope you have an outstanding school year and thank you in advance for serving students and families as part of one of the best staffs anywhere.

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.

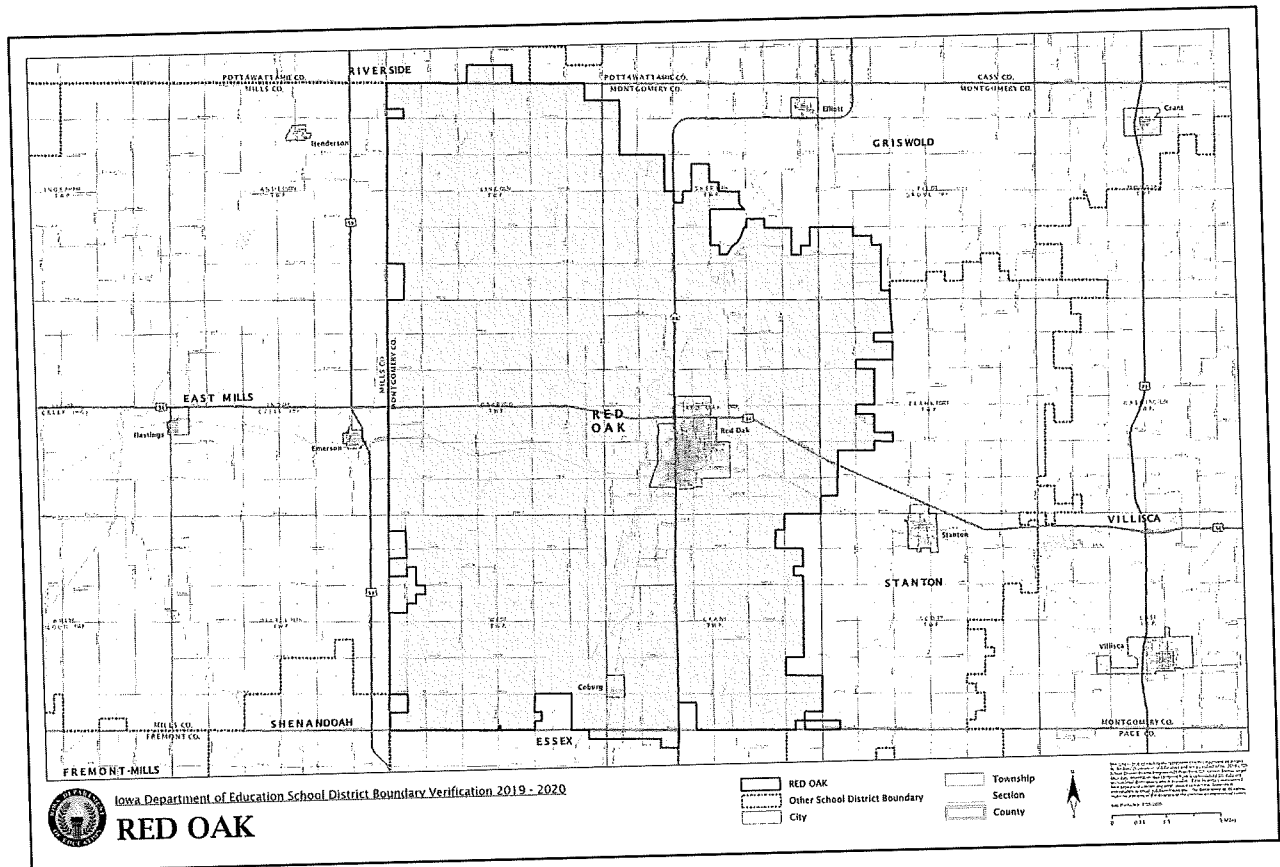
The school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed or marital status in admission or access to, or treatment in, its hiring and employment practices. 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:

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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 minutes of instruction for students and 190 teacher work days. The district provides two teacher flex days (i.e., November 24 and April 18) for teachers who participate in district directed professional development during the summer. Teachers who do so are not required to work on the day prior to Thanksgiving and/or the day following Easter.

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.

Red Oak CSD 2021-2022 Calendar










Start: Aug 25 – Finish: May 26

Summary of Calendar

Days in classroom:
 First Semester92
 Second Semester86
 First Quarter47
 Second Quarter45
 Third Quarter44
 Fourth Quarter42

TOTAL CALENDAR DAYS 178
 TEACHER WORK DAYS 190

CALENDAR LEGEND

Preservice Days	
Begin Semester	
End Quarter	
Holidays	
Vacation Days	
Workday	
PD-2 hr. early dismiss	
P/T Conferences	
Teacher Flex Day	

HOLIDAYS:

Labor Day (9/6)
 Thanksgiving Day (11/25)
 Christmas Day (12/25)
 New Year's Day (1/1)
 Good Friday (4/15)
 Memorial Day (5/30)

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 (2021)					
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20*	
23*	24*	25	26	27	3 17.74
30	31				5 30.90
September (2021)					
6*	7	8	9	10	8 48.64
13	14	15	16	17	12 72.96
20	21	22	23	24	17 103.86
27	28	29	30		22 134.76
October (2021)					
4	5	6	7	8	26 159.06
11	12	13	14	15	27 165.66
18	19	20	21	22	32 196.56
25	26	27	28	29	37 225.46
November (2021)					
1	2	3	4	5	42 266.36
8	9	10	11	12	47 287.26
15	16	17	18	19	52 318.16
22	23	24*	25*	26	57 349.06
29	30				62 379.96
December (2021)					
6	7	8	9	10	64 393.12
13	14	15	16	17	66 406.28
20	21	22	23	24*	69 424.02
27	28	29	30	31*	74 454.92
January (2022)					
3	4	5	6	7	78 485.82
10	11	12	13	14	79 495.82
17	18	19	20	21	82 503.56
24	25	26	27	28	82 503.56
31					101 620.56
February (2022)					
7	8	9	10	11	102 627.16
14	15	16	17	18	106 651.48
21	22	23	24	25	111 682.38
28					116 713.28
March (2022)					
7	8	9	10	11	121 744.18
14	15	16	17	18	122 750.76
21	22	23	24	25	126 775.08
28	29	30	31		131 805.98
April (2022)					
4	5	6	7	8	131 805.98
11	12	13	14	15*	136 836.88
18*	19	20	21	22	140 861.20
25	26	27	28	29	141 867.78
May (2022)					
2	3	4	5	6	145 896.68
9	10	11	12	13	146 896.68
16	17	18	19	20	150 923.00
23	24	25	26	27*	154 947.32
30	31				159 978.22
June (2022)					
6	7	8	9	10	
13	14	15	16	17	

* Additional Paid Teacher Contract Day

Date Events

Aug. 18 New Staff Report
 Aug. 20 Veteran Staff Report
 Aug. 20-24 Preservice Days
 Aug. 25 Begin 1st Semester

Sept. 6 Labor Day: No School
 Sept. 28-30 Parent/Teacher Conferences

Oct. 1 No School
 Oct. 8 2 Hr. Early Dismissal: Homecoming
 Oct. 29 End 1st Quarter (47 days)

Nov. 1 Begin 2nd Quarter
 Nov. 24 No School: Teacher Flex Day
 Nov. 25 Thanksgiving
 Nov. 26 No School: Thanksgiving Break

Dec. 23-31 Christmas Break
 Dec. 25 Christmas

Jan. 1 New Years
 Jan. 14 End 2nd Quarter (45 days)
 Jan. 17 MLK Day/Teacher Work Day
 Jan. 18 Begin 3rd Quarter/2nd Semester

Feb. 15-17 Parent/Teacher Conferences
 Feb. 18 No School

March 14-18 No School: Spring Break
 March 25 End 3rd Quarter (44 Days)
 March 28 Begin 4th Quarter

Apr. 15 No School: Good Friday
 April 18 No School: Teacher Flex Day

May 22 Graduation
 May 26 End 4th Quarter (42 days)
 2 Hour Early Dismissal
 May 27 Teacher's Last Day

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
Keatis Kunze	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
SueAnn Crouse	Dean of Students	
Debbie Graber	Student Support Coordinator	2001
Heather Hall	District Nurse	2005
Elaine Pelzer	Secretary	2003
Lori Vanderhoof	Secretary	2002
Jr/Sr High School		Office Phone: (712) 623-6610
2011 N 8th St		
Jeanne Bauman	Secretary	4003
Beth Debolt	Secretary	4002
Mark Erickson	Activities Director	4007
Leanne Fluckey	TLC/Curriculum Coordinator	4008
Heather Hall	District Nurse	2005
Kathy Linke	Counselor	4101
Nate Perrien	Principal	4000
Kim Pratt	Registrar	4102
Justin Williams	Assistant Principal	4001
Lindsey Williams	Counselor	4512
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

Licensure

An employee required to hold a license, authorization or certification for his/her position is solely responsible for ensuring it is current. Failure to do so could, and likely will, result in termination because by law the district cannot pay an employee who does not have a current license, authorization or certification. Specific information regarding an employee's license, authorization, or certification may be obtained from the Iowa Board of Educational Examiners (BOEE). The BOEE may be contacted by calling (515) 281-3245 or by visiting their website, located at www.boee.iowa.gov/.

The district does not pay for licensure renewal or reimburse staff for coursework required for professional licensure.

Compensation

Teachers are compensated according to their experience and education. All teachers are placed on their approved level of the district's salary schedule and paid the corresponding salary amount, in twelve equal monthly installments. Salary amounts are negotiated by the employee's collective bargaining unit and the district.

Experience

New employees are placed on a salary step at the discretion of the district not to exceed their actual years of teaching experience in a duly accredited school. Upon successful completion of a year of service (i.e., at least three consecutive quarters in one school year), teachers are moved to the next step (i.e., vertical increment) on the salary schedule and paid the corresponding salary amount, until the maximum for the employee's educational classification has been reached.

Education

Teachers can move to higher educational lanes on the salary schedule by completing additional course work in their respective fields. All approved graduate credits earned after a teacher's Bachelor's degree are considered "additional credits," which may be used for salary advancement on the BA lanes (i.e., BA+10, BA+20, BA+30, BA+40) and the MA lanes (i.e., MA+10, MA+20, MA+30, MA+40) or as part of an approved Master's program. However, any "additional credits" applied toward the completion of a Master's degree program may not also be used for "additional credits" after the Master's degree.

Salaries are paid on the tenth (10th) day of each month, unless the 10th falls on a Saturday, Sunday, or holiday, in which case salaries will be paid on the preceding school day. 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.

Teachers who are new to the profession may request up to 50% of the first monthly salary installment from the regular salary schedule after completion of the first workday of employment. If the Superintendent grants such requests, the Business Manager will issue such payment within five (5) days.

Compensation for Extra-Curricular Supervision

Teachers 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 activities pass for the employee and guest to attend regularly-scheduled district activities.

Compensation for Extra Duty

An employee may volunteer or be required, depending on a given situation, to take on an extra duty, with the extra duty being secondary to the major responsibility of the employee.

Teachers may be required to cover other classes during their planning period when volunteers cannot be found. Any teacher who covers a class for another teacher during their "special" or planning periods will be compensated at the following rates:

30-45 minutes—	\$14.18
46-60 minutes—	\$18.90
61-75 minutes—	\$23.63
76-90 minutes—	\$28.35

A teacher who agrees to teach an additional class during their designated planning period, before school, or after school, will be compensated for the additional time based on their standard per diem rate.

Teachers who engage in approved work beyond their contracted number of days will receive supplemental pay in the amount of \$25 per hour.

To receive approved supplemental pay, employees must submit signed documentation of the actual time worked and the nature of the work performed.

Licensed employees who resign from an extracurricular contact may be required to continue in the role for only the subsequent school year when the district has made a good faith effort to find a replacement and the licensed employee continues to be employed by the district.

Continued Education Credit

Teachers can move to higher educational lanes on the salary schedule by completing additional course work in their respective fields. To be applied for lane advancement, all courses must be approved in advance by the Superintendent. They must be graduate level courses within an approved course of study (i.e., advanced degree program, Individual Career Development Plan/SMART Goal, or other district endorsed graduate courses). These courses should be within or pertinent to the employee's teaching assignment. Courses relating to an employee's coaching or extracurricular assignment(s) may not be considered for lane advancement. Credit may be given for graduate courses outside an employee's assigned teaching area for movement on the salary schedule at the sole discretion of the Superintendent or designee.

An employee seeking to advance from one educational lane to another must file a grade report or a statement signed by the employee that the course has been completed with the Superintendent no later than the first day of the school year, and an official transcript of approved educational credit shall be filed no later than forty-five (45) days after the beginning of the school year, and pay adjustments shall be retroactive to the beginning of the same school year.

Group Insurance Benefits

The district provides full-time staff with single medical insurance, long-term disability (LTD) insurance, and \$30,000 of group life insurance, including accidental death and dismemberment coverage. Employees have the option to purchase additional life insurance, dental insurance, vision coverage for glasses or contacts, a critical illness plan, 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 effective start date (e.g. September 1). 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 meetings.

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.

EMPLOYEE RELATIONS

Background Checks

All district employees are subject to criminal, dependent adult abuse and child abuse background checks at least every five years as part of their licensure renewal.

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. Teachers/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 1-2 weeks 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 improve the education program, 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 Red Oak CSD's teacher performance review process is closely aligned with the Iowa Teaching Standards (Appendix A). These standards include specific criteria which reflect the knowledge, skills, attitudes, and behaviors that represent effective pedagogy. The performance review process and individual professional development plans must reflect each teacher's level of mastery of the Iowa Teaching Standards.

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

The Red Oak CSD utilizes a three-tiered performance review process. The first tier relates to beginning teacher evaluation. The purpose of this initial evaluation phase is to compile sufficient evidence to support an administrative recommendation for a standard teaching license and advancement from beginning teacher to career teacher status. This phase of the evaluation process should promote self-reflection, the importance of continuous professional development, and an operational understanding of the Iowa Teaching Standards.

The second tier of the performances review process is the most common strand of the teacher evaluation system. It applies to career teachers who are not in need of intensive assistance. This tier promotes continuous professional development and allows for the ongoing assessment of career teachers' mastery of the Iowa Teaching Standards and provision of effective instruction. Tier II of the performance review process hinges on the Individual Career Development Plan. Each teacher must work collaboratively with their administrator to develop a plan that is aligned with district priorities and school improvement efforts; promotes reflection and continuous professional growth; and has a positive impact on student achievement.

Tier III, or the *Intensive Assistance* component, of the performance review process is intended to provide structured support and specific assistance to career teachers who are not meeting the Iowa Teaching Standards. The decision to move to Tier III (i.e., *Intensive Assistance*) may be collaborative or directive. Tier III of the performance review process includes an *awareness phase* and an *assistance phase*. Concerns should always be resolved in the least obtrusive manner possible. Teachers are entitled to representation during both the Awareness and Intensive Assistance Phases.

At the beginning of the *awareness phase*, the administrator will make the teacher aware of problems or concerns relating to the Iowa Teaching Standards that are characteristic of a teacher's performance. The administrator contacts the teacher and makes them aware of the concern. The administrator and teacher discuss the issue and collaboratively develop an informal (i.e. unwritten) plan to resolve the problem. They also schedule a time to review the outcome of this plan.

While the teacher and administrator are working to resolve the problem, the teacher remains on Tier II of the performance review process. If the problem is resolved within the agreed upon timeframe, the teacher is removed from the *awareness phase* and continues to work within Tier II. If the problem is not resolved to the administrator's satisfaction, the teacher is notified in writing and placed in the *assistance phase* of the performance review process.

Once a teacher is notified they have been placed in the *assistance phase*, they must schedule a conference with their administrator to develop a formal *Assistance Plan*. This *Assistance Plan* must include a specific statement of problems relating to one or more of the Iowa Teaching Standards as well as measurable, action-oriented, realistic, and time-limited goals. The plan should include strategies to achieve prescribed goals, timelines for implementing specific actions, and criteria for evaluating the successful completion of the plan. The elements and outcomes of the Assistance Plan should be included in the teacher's summative evaluation.

At the end of the designated timeframe, the administrator will determine the extent to which the teacher successfully addressed the concerns. If the problem is resolved, the teacher is removed from the Assistance Plan and placed back in Tier II of the performance review process. If concerns persist but progress has been noted, the duration of the Assistance Plan is extended (for no more than twelve months) and the teacher remains on Tier III of the performance review process. If the teacher fails to complete the intensive assistance program or continues to fail to meet the applicable Iowa teaching standards, the Board may:

- a. Terminate the teacher's contract immediately pursuant to Iowa Code § 279.27.
- b. Terminate the teacher's contract at the end of the school year pursuant Iowa Code § 279.15.
- c. Continue the teacher's contract for a period not to exceed one year...the contract shall not be renewed and shall not be subject to Iowa Code § 279.15

It is important to note that, pursuant to Iowa Code § 284.8, a teacher who has previously participated in an intensive assistance program may not participate in another intensive assistance plan relating to the same standard or criteria addressed previously.

Performance Review Based on Career Status

Beginning Teachers

Any teacher serving on an initial license issued by the Board of Educational Examiners is considered a "beginning teacher". Beginning teachers are required to participate in at least two formative evaluations, including pre-observation conferences, classroom/instructional observations, and post-observation conferences, at least twice each year of their initial license period (i.e., three-year probationary period). Beginning teachers will be subject to a comprehensive summative evaluation conference each year of their initial license period.

Summative evaluations will verify the beginning teacher's competence relative to the Iowa Teaching Standards, and be used as the basis for recommending the beginning teacher for a standard teaching license. Beginning teachers will be required to collect relevant artifacts and information (i.e. lesson plans, student achievement data, communications, reflections, etc.) demonstrating their proficiency with the Iowa Teaching Standards. Their summative evaluation will be based on formative teacher observations (i.e. pre-observation conferences, classroom/instructional observations, and post-observation conferences) and their professional portfolio, teaching artifacts, or other supporting documentation. Beginning teachers will be evaluated using the instrument provided by the Department of Education.

Career Teachers New to the District (i.e. Probationary Teachers)

Career teachers (i.e., teachers who have completed a minimum two or potentially three-year probationary period in another district) who are new to the Red Oak CSD must complete a two-year probationary period. These individuals must participate in at least two formative observations, including pre-observation conferences, classroom/instructional observations, and post-observation conferences, at least twice during their first two years of employment (i.e. two-year probationary period).

Career teachers new to the district will be subject to a comprehensive summative evaluation conference during their first two years of employment. All career teachers are required to develop and implement *Individual Career Development Plans*. Career teachers new to the district are also encouraged to collect relevant artifacts and information (i.e. lesson plans, student achievement data, communications, reflections, etc.) demonstrating their mastery of the Iowa Teaching Standards. Summative evaluations will reflect formative teacher observations (i.e. pre-observation conferences, classroom/instructional observations, and post-observation conferences), progress on the *Individual Career Development Plan*, and a review of the Iowa Teaching Standards based on the teacher's professional portfolio, teaching artifacts, or other supporting documentation.

Once a career teacher new to the district has completed their two-year probationary period, career teachers will participate in a formal evaluation at least once every three years. Any teacher may request a performance review at any time.

Career Teachers

Career teachers must participate in a formal summative performance evaluation at least once every three years. All career teachers are required to develop and implement *Individual Career Development Plans*. They are also encouraged to collect relevant artifacts and information (i.e. lesson plans, student achievement data, communications, reflections, etc.) demonstrating their mastery of the Iowa Teaching Standards.

Performance evaluations will consist of formal classroom observation(s), including pre-observation conference(s), classroom/instructional observation(s), and post-observation conference(s), and a summative evaluation conference. The summative evaluation will reflect formative teacher observations (i.e. pre-observation conferences, classroom/instructional observations, and post-

observation conferences), progress on the *Individual Career Development Plan*, and a review of the Iowa Teaching Standards based on the teacher's professional portfolio, teaching artifacts, or other supporting documentation.

Individual Career Development Plans (ICDP)

In accordance with Iowa Code 284.6(4), all career teachers are required to implement Individual Career Development Plans each school year. These plans must be developed in collaboration with the teacher's building administrator. Individual Career Development Plans are intended:

- To support professional development and growth of teachers.
- To focus teacher growth and instruction using student achievement data.
- To encourage risk-taking (learning and using new methods) and reflection on best practice.
- To show how teacher effort aligns with district and building goals.
- To encourage learning by collaboration.
- To support growth in mastery of the Iowa Teaching Standards.
- To provide supportive structure for teacher learning.

The ICDP "shall be based, at minimum, on the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district as outlined in the comprehensive school improvement plan."

Individual Career Development Plan Process

1. Individual Career Development Plans are to be drafted and submitted by October 1.
2. The principal or evaluator will meet with teacher(s) to review the plan, jointly modify as needed, establish timelines and deadlines, and approve the plan by October 30. Both the teacher and principal will maintain a copy of the ICDP.
3. A mid-year reflection meeting will occur once during the year, no later than January 15. The purpose of the meeting is to review progress in meeting the goals in the plan, to review collaborative work with other staff on student achievement goals, and to modify the plan as necessary. The teacher must provide the principal with a copy of the "Reflection and Update" prior to the meeting. Conferences with teachers working on a joint plan may be held individually or collectively.
4. End of Year reports on the Individual Career Development Plan will be provided as part of the Performance Review. Both the teacher and administrator will have a copy of the "End of Plan Report."
5. As part of the Individual Career Development Plan, the teacher has the option to collect the data for the performance review such as "supporting documentation from other evaluators, teachers, parents, and students" that is required by law.

Performance Review Procedures

I. Notification of Evaluation

- A. At the beginning of each school year (i.e., during the first two weeks), the building principal will meet with each teacher under his or her supervision, either collectively or individually, to explain/review the performance review process. Principals will clarify the elements of Individual Career Development Plans, classroom walkthroughs, the formative and summative components of the performance review process, and the relevant timelines for both.
 - 1) New employees or employees reassigned after the beginning of the school year will be notified by the appropriate principal within six weeks of the date they are hired/reassigned.

- 2) Employees who serve in more than one building will be assigned a primary principal/evaluator based on their primary assignment. Multiple evaluators may be used.
- B. Within four (4) weeks after the beginning of the school year, each principal/evaluator will meet with each of their individual teachers scheduled to participate in performance reviews to:
- 1) reiterate general timelines;
 - 2) begin collaborative work between the teacher and evaluator that results in a schedule that includes dates for observations and discusses topics that might be addressed in the process;
 - 3) explain expectations of the teacher relative to the performance review process; and
 - 4) provide an opportunity for the teacher to ask questions.

II. Individual Career Development Plans

- A. ICDPs must be submitted by October 1, and approved by October 30.
- B. A mid-year reflection/review meeting between the teacher(s) and principal must occur prior to January 15.
- C. An end-of-year report reflecting the fulfillment of the ICDP must be submitted prior to the end of the school year. Teachers being formally evaluated must submit an end-of-year report prior to their summative evaluation conference.

III. Formal Observation Procedures

- A. A pre-observation conference will be mutually planned and held between the teacher and the principal prior to the first formal observation. This will allow the evaluator to be apprised of the objectives, methods, and materials planned for the performance situation to be evaluated. If a meeting cannot be mutually scheduled, the teacher will provide the principal with written information concerning the performance situation to be evaluated.
- B. The evaluator must have a meeting with the teacher within five (5) school days following each observation. If both the teacher and administrator agree, the deadline for convening a post-observation conference may be extended to ten (10) days. The observation will be discussed and a copy signed by both parties shall be given to the teacher when requested. The teacher's signature does not necessarily indicate agreement with the comments, but rather awareness of the contents.

IV. Formal Performance Review Conference (i.e. Summative Evaluation Conference)

- A. The evaluator and teacher must participate in a formal Performance Review that includes:
 1. results from the Individual Career Development Plan;
 2. information from the formal observation(s);
 3. the Iowa Teaching Standards Review;
 4. the results of the Performance Review are recorded on the Iowa Teaching Standards Review form by the end of the contract year.
- B. If the teacher feels the formal performance review is incomplete, inaccurate, or contains mischaracterizations:
 1. The objections may be put in writing and they will be attached to the evaluation report and signed by both parties to indicate awareness of the contents.
 2. The teacher may request an evaluation of his/her work by a team approach. The team shall be composed of two administrators mutually agreed upon by the teacher and the evaluator. If agreement on the team cannot be reached, the superintendent shall appoint the team.
- C. All formal evaluations of classroom teaching performance shall be conducted openly and with full knowledge of the teacher.
 1. The teacher shall be given an opportunity to sign, date, and respond to any evaluative or disciplinary material that is to be placed in the employee's personnel file.

2. This material shall be given to the employee before it is placed in the file.

VI. Intensive Assistance Program

- A. If, at any time, an administrator/evaluator determines that a teacher is not consistently meeting the standards or criteria prescribed by The Iowa Teaching Standards (Standard 8 may not be the sole basis for determining a teacher is not meeting district standards) or other district expectations set forth in board policy or the master contract, the administrator may require the teacher to participate in an *Intensive Assistance Program*.
 1. The administrator must contact the teacher in writing to make them aware of the problem.
 2. The teacher must be notified that they are not meeting expectations and may be placed in an *Intensive Assistance Program* if the problem is not resolved.
- B. Awareness Phase
 1. The administrator must contact the teacher in writing to make them aware of the concern regarding their performance and schedule a meeting to discuss the issue.
 2. The administrator and teacher must collaboratively develop an "informal" plan to resolve the problem and schedule a time (not to exceed three months) to discuss its resolution. This plan need not be in writing so long as both the teacher and administrator have a clear and common understanding of action steps, outcomes, and deadlines.
 3. At the conclusion of the agreed upon timeframe, the administrator will assess the teacher's progress and determine next steps.
 - a. If the problem is resolved, the teacher is removed from the Awareness Phase.
 - b. If the problem is not resolved, the administrator notifies the teacher in writing they are being placed in the Assistance Phase.
 - a. Activities directed toward the teacher's Individual Career Development Plan may be suspended.
 - b. Additional or different professional development activities may be prescribed.
- C. Assistance Phase
 1. If the problem or concern is not resolved in the *Awareness Phase*, the administrator will notify the teacher, in writing, they are being placed on *Intensive Assistance*.
 - a. A copy of this notification must also be sent to the Director of Student and Staff Services.
 - b. This copy will be maintained in the teacher's personnel file.
 2. A conference will be held between the administrator and teacher to develop a formal plan of assistance.
 3. This plan of assistance must include:
 - a. a specific statement of problems related to one or more of the Iowa Teaching Standards (Standards 1 – 7) and/or district expectations set forth in board policy or the master contract;
 - b. specific professional development goals that are measurable, action-oriented, realistic, and time-bound;
 - c. specific action steps, learning activities, or strategies aimed at achieving prescribed professional development goals;
 - d. specific timelines for achieving action steps, learning activities, or strategies aimed at achieving prescribed professional development goals; and
 - e. specific criteria for evaluating the successful completion of the assistance plan.
 4. The problems, professional development goals, action steps, outcomes, and sustainability of the assistance plan should be noted in the teacher's summative evaluation.

5. At the designated conclusion of the assistance plan, one of three recommendations should be included in the teacher's summative evaluation:
 - a. The problem was resolved; the staff member is removed from the Assistance Plan;
 - b. Progress was made but the problem persists: the duration of the assistance plan is extended (not to exceed twelve months by Iowa law) and work continues in the assistance phase; or
 - c. The problem is not resolved and little to no progress was made; the administrator should move towards a recommendation for non-renewal of contract.

Handbook Complaints

Complaints alleging the misinterpretation or misapplication of the district employee handbook are addressed in this section. Handbook complaint procedures are a means of internal dispute resolution by which an employee may have their complaints addressed. The goal of the handbook complaint process is to, at the lowest level possible, secure equitable solutions to problems that arise. Employees are entitled to representation in resolving grievances or handbook complaints.

This section addresses complaints to the employee handbook. Other employee complaint procedures should be in accordance with the district's board policy.

Step One

Within **5** days after the alleged misinterpretation or misapplication of the handbook, an employee with a complaint shall privately discuss the complaint with their immediate supervisor and attempt to find a resolution. The immediate supervisor will respond within **5** days.

Step Two

If the complaint is not resolved at Step One, the employee alleging the complaint may submit a formal complaint with the immediate supervisor. The formal complaint must be submitted to the immediate supervisor within **5** days after the receipt of the immediate supervisor's Level One response.

The formal complaint must contain a clear and concise statement of the alleged misinterpretation or misapplication of the handbook, including the facts upon which the complaint is based, the issues involved, the provisions of the handbook involved, the claimed basis for the alleged misinterpretation or misapplication and the resolution that is sought.

The immediate supervisor will provide a written answer to the formal complaint within **5** days.

Step Three

If the complaint is not resolved at Step Two, the employee alleging the complaint shall submit the formal complaint to the superintendent within **5** days. The superintendent will provide a written answer to the formal complaint within **10** days. The superintendent's decision will be final.

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

The first three years of a newly licensed employee's contract is a probationary period unless the employee has already successfully completed the three-year probationary period in an Iowa school district. Newly licensed employees who have successfully completed a probationary period in a previous Iowa school district will serve a two-year 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

Determining the location where an employee's assignment will be carried out is the responsibility and within the sole discretion of the district. In making such assignments, the district will consider the qualifications of each employee and the needs of the school district.

Notice of vacancies will be sent electronically to all employees. Employees must submit an application or statement indicating their desire to be considered for the position. All qualified employees who file a request to be considered will be granted an interview or meeting with the building principal. The selection of the individual to fill the vacancy shall be at the sole discretion of the district. When filling a vacancy, the district will consider the applicant's education, related experience, previous evaluations, and years in the district. Teachers who were recently hired or transferred may be denied subsequent transfers for up to five years.

Involuntary transfers of employees may be made by the district when transfers are necessary for the efficient operation of the district. When determining which employees will be transferred, the district will consider:

- The educational needs of the district
- The employee's academic background
- The financial needs of the district
- The applicable laws, rules, and regulations, and
- The number of years the employee has worked for the district

Employees who are transferred will be notified, in writing, of the involuntary transfer and the reasons why at least seven days before the transfer goes into effect. The employee may request a conference with the superintendent to discuss the reasons for transfer.

When subject to an involuntary transfer, employees will be granted an additional paid day to move their classroom and prepare for their new assignment.

Teachers shall not be involuntarily transferred into a teacher leader and compensation position (TLC).

Work Day

Work Day procedures are used to ensure that students will begin and end their day at a consistent time. Parents rely on consistent school work day procedures when preparing their family schedules.

The work day may vary by position and begins at a time established by the district. Generally, the work day shall be from 7:45 a.m. to 3:45 p.m. The maximum normal shift day is 8 hours, and includes a twenty-five (25) minute duty-free lunch. On Fridays and on days immediately preceding holidays and recess periods, and on days when students are dismissed early for inclement weather, the employee's day shall end ten (10) minutes after the students at the last building have been dismissed.

With the exception of lunch, employees are expected to be in their assigned building during the work day. Advance approval to be absent from the school building should be obtained from the principal or supervisor whenever an employee must leave the school building during the work day.

Employees may be required to attend up to two (2) professional meetings before or after the regular work day, per month, without additional compensation. Such meetings shall begin no earlier than 7:30 a.m. or end no later than 4:15 p.m.

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.

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.

Parent-Teacher Organizations

The district encourages parent involvement and invites parents and community members to partner with school personnel to enhance the educational experience of all students. Parent-Teacher Organizations (PTOs) support the educational programs and extracurricular activities of their respective schools, encourage parent involvement in their individual student's education, develop and coordinate programs that enrich the curriculum, provide feedback and suggestions for school programs, promote volunteerism in schools, and organize fundraising efforts to provide additional programs and resources that are not covered in the school budget. PTOs do not set school policy or determine school programming, instructional methodologies, or curriculum. PTOs do not make operational decisions or influence the work of school personnel.

All PTO activities should be planned and implemented in collaboration with teachers and building principals to ensure they coincide with the priorities and needs of the school. Communication is essential to the effective operation of the PTO. All PTO activities and fundraising efforts must be approved by the building principal to guarantee they compliment the purpose of the building and the district.

It is important to note that all donations or gifts must be approved by the district before they can be accepted. PTO leaders should work with the building principal to complete a documentation identifying the building or program being served, a district contact person, a description of the proposed donation, proposed restrictions on the donation and an explanation of how the expenditures will be sustained or maintained following the initial purchase. Donors will be notified as whether their donation furthers the interests of the district and may be accepted.

Once accepted, gifts, grants, and bequests become the property of the school district. The district will administer these donations, in accordance with agreed upon terms or restrictions.

Payroll

All employees will receive their pay on the tenth day of each 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).

Since teacher and other nine-month employee salaries are based on 190 to 210 working days, the actual working days will seldom coincide with the number of days in the calendar month. This process is used for employee convenience. Employees who resign or are released from their contract during the school year should recognize this in final salary reconciliations. In such circumstances salaries will be prorated according to the number of contract days fulfilled.

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.

Professional Development

High quality teaching is imperative for student success and professional development plays a key role in this success. Employees are expected to attend all professional development opportunities and staff meetings provided by the school district unless they are on leave or have been excused by their building principal.

Requests for attendance or participation in a development program, other than those development programs sponsored by the school district, are made to the building principal. Approval of the building principal must be obtained prior to attendance by a licensed employee in a professional development program when the attendance would result in the licensed employee being excused from their duties or when the school district pays the expenses for the program.

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 Opa 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 \$3.90. 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. Teachers especially are expected to work closely with parents throughout the school year to ensure the success of all students, as parents are vital partners in the education of their children.

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.

Staff Meetings

Staff meetings provide an opportunity for the communication of important school district information to be shared between administration and employees.

Staff meetings may be held up to two (2) times per month either before or after school. Staff meetings will last approximately 30-45 minutes beyond the regular work day except in unusual or emergency circumstances. Employees are expected to attend staff meetings unless they are on leave or excused by an administrator. The building principal has the authority to call compulsory meetings and excuse employees from attending meetings.

Teacher Leadership and Compensation

The goals of the Teacher Leadership and Compensation System (TLC) are:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

Source: Teacher Leadership and Compensation System, Iowa Department of Education.

The goals of the district's TLC program are as follows:

- To increase student achievement;
- To attract and increase retention of effective teachers;
- To create more opportunities for teachers to learn and lead through differentiated roles and fitting compensation;
- To improve systematization and integration of district-wide work through increased collaboration

The district's TLC program includes:

- Teaching & Learning Strategists
- Technology Strategist
- Innovation & Design Leads
- Mentor Teachers
- Student Intervention Lead
- Student Interventionists
- TLC Coordinator

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. The school district will also file a complaint with the Iowa Board of Educational Examiners' as a violation of the employee's Code of Ethics and the district will also petition for license revocation.

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

Academic Freedom

The district's curriculum leaves room for teacher discretion and academic freedom within the confines of acceptable materials as outlined in each curriculum. Teachers are expected to use good judgment in their pedagogy and consider the culture and climate of the school and community and age of the students, as they individualize curriculum and provide a learning environment and assignments for their students.

Iowa Code § 279.2.74(2) prohibits district personnel from “teach[ing], advocate[ing], encourage[ing], promote[ing], or act[ing] upon specific stereotyping and scapegoating toward others on the basis of demographic group membership or identity.” This includes training or instruction that includes “Assigning fault, blame, or bias to a race or sex, or to members of a race or sex because of their race or sex, or claiming that, consciously or unconsciously, and by virtue of persons’ race or sex, members of any race are inherently racist or are inherently inclined to oppress others, or that members of a sex are inherently sexist or inclined to oppress others. (Iowa Code § 279.2.74(2)) Discussion of bias and oppression are permitted, but district personnel may not state that a particular race or sex is inherently biased or oppressive.

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.

Collaboration and Professional Learning Communities

Teachers must work cooperatively and collaboratively with their colleagues to achieve desired outcomes for students. In order to ensure that all students achieve at high levels, teachers must work together to clarify what they want all students to learn (i.e. specific knowledge, skills, and dispositions), how they will know if students are learning, how they will teach (i.e. specific instructional method and strategies), how they will know and what they will do when students do not learn (i.e. assessment strategies and timely, directive, and systematic interventions), and how they will extend or enrich the learning of students who have already demonstrated proficiency (i.e. differentiation, enrichment activities).

To facilitate such collaboration, the Red Oak School District has adopted a Professional Learning Community (PLC) model. Teachers are organized into content area or grade level teams in which they work interdependently to achieve common goals for which they are mutually accountable. School is dismissed two hours early each Wednesday to provide teams a consistent opportunity to collaborate and evaluate their progress. Teams may be expected to complete a weekly PLC log to document their work and ensure they remain focused on the purpose and priorities of their PLC. Teams may also be required to provide evidence of student learning and use that evidence to promote continuous improvement of the PLC and district programs.

A healthy teaming environment is critical to this PLC process. Teachers who encounter difficulty working with a colleague or peer should address their concerns to that individual. Most differences are resolved at this level. If the differences are not resolved, teachers should contact their building administrator.

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. Teachers' "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.

Ethics – Board of Educational Examiners

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School district employees are expected to perform their jobs in an ethical and honest manner consistent with board policy and the Iowa Board of Educational Examiners (BOEE) rules. Any actions deemed unethical or dishonest will incur appropriate discipline. Licensed staff members are expected to know and understand the Code of Professional Conduct and Ethics of the BOEE. The BOEE's Code of Professional Conduct and Ethics constitutes mandatory minimum standards of practice for all licensed employees. While classified employees, except coaches, are not subject to the BOEE Code of Ethics, it is good guidance for all employees and recommended reading for classified employees as well. For a copy of the ethics code, please visit www.boee.iowa.gov/doc/ethHndot.pdf.

Failure to Complete Reports

In order to have the school district function in an efficient manner, all employees are expected to meet deadlines for all assigned paper or electronic reports, including but not limited to: time sheets, grade reports, student records, Individualized Education Plan (IEP) documentation and testing results. Failure to meet the required deadlines may result in disciplinary action.

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

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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

W8

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

69

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.

Homework and Grading

Homework should be used as an extension and enrichment of regular classroom instruction. It is one way teachers demonstrate how learning occurs in many different settings and is influenced by a variety of resources. Effective homework leads to increased knowledge and skill and establishes positive habits relating to future learning and employability. Homework should be developmentally appropriate and intended to:

- Enrich and extend classroom instruction
- Provide students purposeful practice and practical applications of essential skills and concepts
- Provide students with structured opportunities to organize their thoughts and thinking processes in preparation for classroom activities
- Provide students opportunities to reflect on their learning and receive feedback
- Develop an understanding of good work habits and responsibility

Student grades should reflect the attainment of state and national standards as well as the knowledge and skill a student has acquired. Teachers are encouraged to implement a system of tracking and reporting student responsibility regarding timely homework completion that is independent from their mastery of essential concepts and skills. Separate metrics regarding

students' responsibility and their intellectual knowledge and skill leads to more objectivity in grading and more accurate measures of academic achievement.

Extra credit should be used sparingly if at all. It should not alter a student's grade. Instead of extra credit, teachers should consider allowing students to repeat or revise work, so they may demonstrate mastery of expected outcomes.

Ultimately, teachers are responsible for determining grades and other evaluations of students, within established grading policies of the district, based on their professional judgment. No official report card or permanent grade will be changed without a written explanation to the teacher.

Teachers are expected to communicate with parents and students regarding the nature, quantity, and explicit performance expectations for homework assignments.

Additional information on grading and homework can be found in the "Student Assessment" section of the Iowa Department of Education's website located at www.educateiowa.gov/student-assessment.

Parent Participation and Communication

The Red Oak CSD relies on the support of parents and community members to promote the importance of education and the academic growth of students. The district values the input of parents and encourages them to act as partners in their children's education. In the spirit of such partnership, teachers must consistently and effectively communicate with parents regarding their children's academic status and progress.

To this end, teachers are expected to check their voice mail and email on a daily basis. When a teacher receives a phone call, text message, or email from a parent, they are expected to respond within 24 hours. If the teacher is unable to answer the parent's questions sufficiently, they should, at minimum, acknowledge receipt of the parent's message and indicate they will need to get back to them with a more detailed response. It is imperative that teachers follow through with this assurance, and provide parents the information they need to resolve their concerns as soon as possible.

Since many parents rely on Infinite Campus to monitor their students' current academic standing, teachers are required to ensure their grade books are both accurate and up-to-date. Teachers are expected to update their electronic grade books (i.e. enter assignments and test scores) on a weekly basis. Teachers may also utilize the Infinite Campus messenger feature to communicate with parents regarding late work and/or failing or near failing grades.

Teachers must be proactive in terms of communicating issues or concerns regarding student achievement, behavior, or general welfare. Teachers must always be aware of their students' academic standing, social-emotional well-being, and basic conduct. When a student experiences a significant change in their grades, behavior, and/or social interactions, teachers should notify parents immediately. Teachers should never wait for a parent-teacher conference or reporting period to voice their concerns. On the contrary, teachers are expected to contact parents and discuss their concerns prior to sending grade reports.

In order to promote effective two-way communication, teachers must also ensure their district contact information (e.g. name, grade level/subject area, telephone number, email address) accurately appear on the district website. If their contact information is not current or correct, teachers should contact the technology department to make corrections.

Parent/Teacher Conferences

Parent-teacher conferences will be held at least once per semester to keep parents informed of their student's progress. Parents, teachers, or principals may request a conference for students in grades prekindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Positive Teacher/Student Relationships

Effective teachers cultivate positive relationships with their students. They understand that students who have a clear understanding of expectations, get frequent and specific feedback, receive more guidance and praise than criticism, and experience a sense of connection to their teachers tend to be more engaged in their lessons, behave more appropriately, and achieve at higher levels academically. These teachers deliberately foster classroom environments that are conducive to learning and address the academic, social, emotional, and developmental needs of their students.

In order to create a classroom environment that is conducive to learning, all teachers should establish and enforce clear classroom rules that identify general expectations and procedures that communicate specific behaviors. These rules and procedures should include:

- I. General expectations for behavior
- II. Routines for beginning and ending class
- III. Procedures relating to scheduled transitions and unscheduled interruptions
- IV. Expectations regarding materials and equipment
- V. Expectations regarding group work
- VI. Expectations regarding seatwork, teacher-led activities, and homework

When it becomes necessary to discipline students, teachers should take a balanced approach that includes positive reinforcement to acknowledge positive behaviors and punitive measures (e.g. loss of privileges, time-out) to discourage inappropriate behaviors. Under no circumstances should a teacher or other school employee use corporal punishment or physical force to discipline a student.

Generally speaking, teachers must constantly be aware of what is taking place in their classroom and maintain a sense of emotional objectivity. They should be proactive and rational in their approach to classroom management. Ultimately, teachers must consistently behave in a manner that preserves their credibility and authority in the classroom. They must maintain a sense of professionalism and refrain from behaving in ways that blur the distinction between teachers and students (e.g. allowing students to address them by their first name, engaging in social relationships outside of school hours, etc.).

Searches of Students and Property

In order to protect the health and safety of students, employees and visitors to the school district and for the protection of the school district facilities, students and their belongings and school owned lockers and desks may be searched or inspected without a search warrant. School officials may seize any illegal, unauthorized or contraband materials discovered in the search.

A search of a student will be justified when there are reasonable grounds (e.g., eyewitness observations by employees, information received from reliable sources, suspicious behavior by the student) for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules, or regulations affecting school order. A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following: 1) the age of the student; 2) the sex of the student; 3) the nature of the infraction; and 4) the emergency requiring the search without delay.

A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations or the law affecting school order. Personally intrusive searches will require more compelling circumstances to be considered reasonable. If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student and with another adult witness of the same sex present, when feasible. Students will never be subject to personally invasive or strip searches.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on the school premises may be searched if the school official has reasonable and articulable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

Employees must adhere to district policy and administrative regulations regarding the search, pat down or inspection of a student and his or her belongings.

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. For additional information regarding the applicable standard in the Iowa Board of Educational Examiners Code of Professional Conduct and Ethics, please visit the Board of Educational Examiners website located at www.boee.iowa.gov/doc/ethHndot.pdf.

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.

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 chauffeur'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 driver's 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.

Every effort will be made by the licensed employees to help students with learning problems before recommending that the parents engage a tutor. Since there are exceptional cases when tutoring will help students overcome learning deficiencies, tutoring by licensed employees may be approved by the superintendent. Licensed employees may only tutor students other than those for whom the teacher is currently exercising teaching, administrative or supervisory responsibility unless approved by the superintendent. Tutoring for a fee may not take place within school facilities or during regular school hours unless approved by the superintendent and the fees go to the school district, not the teacher. Any questions about whether a tutoring relationship or activity complies with the Code of Professional Conduct and Ethics for educators should be directed to the Board of Educational Examiners.

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

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

Teachers 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

83

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. Teachers 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 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

85

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.

8/6

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

87

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, children, son-in-law, daughter-in-law, mother, father, father-in-law, mother-in-law, brother, sister, brother-in-law, sister-in-law, grandparents, and grandchildren). Teachers 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.

Teachers 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 holidays for the 2021-2022 school year are as follows:

Labor Day.....	Monday, September 6
Thanksgiving Day.....	Thursday, November 25
Christmas Day.....	Saturday, December 25
New Year's Day.....	Saturday, January 1
Good Friday.....	Friday, April 15

In addition to paid holidays, the district will provide unpaid breaks throughout the school year. Thanksgiving Break will include one (1) day in addition to the holiday. Winter Break will be at least five (5) school days in addition to the Christmas and New Year's Day holidays. Spring Break will be at least three (3) days. (if Spring Break is only three (3) days, President's Day will be a vacation day.

Emergency Leave (Serious Family Illness)

Teachers 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, child, son-in-law, daughter-in-law, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandparent, grandchild, step-child, step-parent, aunt, uncle, niece, and nephew. The minimum use of Family 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

88

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.

Extended Leaves

Employees may request an *extended leave* of absence for Association business, educational improvement, and other reasons. Teachers may be granted an extended leave of up to two (2) years to serve as an officer or staff member of the professional Association or its affiliates. Teachers may also be granted an extended leave of up to one (1) school year to engage in study related to their professional responsibilities at an accredited college or university, provided a suitable temporary replacement can be hired. Requests for extended leaves for educational improvement must be submitted no later than February 1 of the prior school year.

Requests for extended leaves should be made to the superintendent/designee in writing at the earliest possible time. No *extended leave* may be granted without Board approval.

All *extended leaves* shall be without compensation or paid benefits, except when otherwise allowed at the discretion of the Board or required by law. Insurance benefits at the employee's expense may be extended for the term of the approved leave subject to the regulations of the insurance contract. When an employee returns from an approved extended leave, credit on the salary schedule will be given if the leave was for military service, as required by law. The accumulated sick leave, including any days in the sick leave bank, shall not be canceled if an employee is on an extended leave. The employee shall reacquire the accumulated sick-leave days he/she had when the extended leave began.

An employee on extended leave shall be subject to the same consideration as other staff members when making staff transfers, realignments and reductions. An employee granted a leave of absence for educational improvement will return to the same position and building (providing that the position

exists). An employee granted a leave of absence for other reasons or for longer than one year will return to a position on the staff that he/she is certified/licensed to teach. The teacher on leave must notify the District by January 15 of his/her intent to return in the following year.

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.

Licensed employees will receive their regular salary. However, any payment for jury duty will be paid to the school district. The employee is expected to report to work within one hour on any day when the employee is excused from jury duty during regular working hours.

Legal Requirement Leave

An employee will be granted discretionary leave with pay when legally required to appear in court. An employee may be granted discretionary leave without pay to attend to a legal matter at a stated time during the school day wherein the employee is not a party. Personal leave must be used in legal matters involving the employee. The employee must notify the principal in advance. The employee may be asked to provide proof of legal requirement to attend. Minimum use of legal requirement leave must be used in half day increments.

Personal Leave

Teachers 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 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 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.

Professional or Educational Leave

Teacher may take Professional leave to attend professional trainings or functions. Employees must submit a written request for professional leave at least seven (7) days prior to an anticipated absence. All professional or educational leave must be 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.

90

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. Employees on extended contracts shall be entitled to one (1) additional sick leave day for each month of twenty (20) working days beyond the normal contract, but those days shall not accumulate if not used during the contract year. All *sick leave* days must be used in half day increments.

An employee who is unable to work because of personal illness or disability and who has exhausted all sick leave available shall be granted a leave of absence without pay for the duration of such illness or disability, up to one (1) year. Medical documentation of the personal illness or disability may be required. The leave may be extended for an additional period of time, if approved by the Board. The cost of insurance and other fringe benefits applicable shall be borne by the employee while on extended leave unless the district is required by law to provide such benefits.

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

Handwritten initials/signature

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 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

014

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>.

015

TERMINATION OF EMPLOYMENT

Contract Release – Licensed Employees

Licensed employees who wish to be released from an executed contract must give at least twenty-one days' advance notice to the superintendent. Licensed employees may be released at the discretion of the board. Only in unusual and extreme circumstances will the board release a licensed employee from a contract. The board will have sole discretion to determine what constitutes unusual and extreme circumstances.

Release from a contract may be made contingent upon finding a suitable replacement. Licensed employees requesting release from a contract after it has been signed and before it expires may be required to pay the board the cost of advertising incurred to locate and hire a suitable replacement. Upon written mutual agreement between the employee and the superintendent, the costs may be deducted from the employee's salary. When required, payment of these costs will be a condition for release from the contract at the discretion of the Board. Failure of the licensed employee to pay these expenses when required may result in the district filing a cause of action in small claims court against the employee.

The superintendent is required to file a complaint with the Iowa Board of Educational Examiners against a licensed employee who leaves without proper release from the Board. (Board Policy 401.5)

Reduction in Force

The board has the exclusive authority to determine the appropriate number of employees. A reduction of employees may occur as a result of, but not be limited to, changes in the education program, staff realignment, changes in the size or nature of the student population, financial situation considerations, and other reasons deemed relevant by the board.

Due process for termination because of a reduction in force will be followed. When a reduction is deemed necessary, the district shall first attempt to accomplish the necessary reduction by normal attrition. If further reductions are needed, the district will eliminate positions based on the needs of the district. These needs will be assessed based on the following factors:

- Seniority in the Red Oak Community School District by applying the seniority principle
- Employee evaluation(s)
- Breadth of certification and endorsements
- Depth of educational preparation
- Involvement of teachers in co-curricular activities

Seniority will be determined based on continuous part-time or full-time employment in the district. One year of half-time employment will be considered equal to one-half year of full-time employment. Part-time employees will have their seniority prorated accordingly. If employees have the same number of years of experience, seniority will be granted to the employee who signed their initial contract first.

The district may override seniority considerations when the qualifications of a junior employee better suit the needs of the district. Such qualifications may include professional preparation, performance evaluations, experience in a particular grade level or subject area and other pertinent criteria demonstrating skill, ability and competence. The need to maintain particular programs, classes and/or affirmative action requirements would constitute cause for overriding seniority, but the district must justify any deviation from the seniority standard.

Resignation – Early Notice Incentive

A certified employee who submits a written resignation by November 15, to be effective at the end of the current school year, will be eligible to receive a \$1,250 severance bonus. A certified employee who submits a written resignation by January 15, to be effective at the end of the current school year, will be eligible to receive a \$750 severance bonus. By accepting a severance bonus, the employee waives any rights to seek unemployment or file other employment claims against the district. The payment of the severance bonus will occur within thirty days following board approval of the resignation. Once the resignation is approved by the Board, all the employee's rights will be terminated on the employee's last contract day of the current school year. Once approved, the employee's resignation may not be rescinded.

This provision cannot be used in conjunction with any other employment separation agreement.

Resignation – Licensed Employees at Year End

A licensed employee who wishes to resign must notify the superintendent in writing within the time period set by the board for return of the contract. This applies to regular contracts for the licensed employee's regular duties and for an extracurricular contract for extra duty. Resignations of this nature will be accepted by the board.

It is important to note that school districts may not offer contracts to teachers prior to March 15. Teachers may not be required to return or resign a contract less than twenty-one (21) days after a contract has been offered. (Iowa Code §279.13).

Retirement

Employees who will complete their current contract with the board may apply for retirement. No employee will be required to retire at a specific age.

Application for retirement will be considered made when the employee states in writing to the superintendent, no later than the date set by the board for the return of the employee's contract to the board, the intent of the employee to retire. The letter must state the employee's desire to retire and be witnessed by another party other than the principal or the superintendent. Applications made after the date set by the board for the return of the employee's contract to the board may be considered by the board if special circumstances exist. It is within the discretion of the board to determine whether special circumstances exist.

Board action to approve an employee's application for retirement is final and such action constitutes nonrenewal of the employee's contract for the next school year.

017

Appendix

Acknowledgement of Receipt

I acknowledge that I have received or can access a copy of the Red Oak Community School District's Teacher 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.

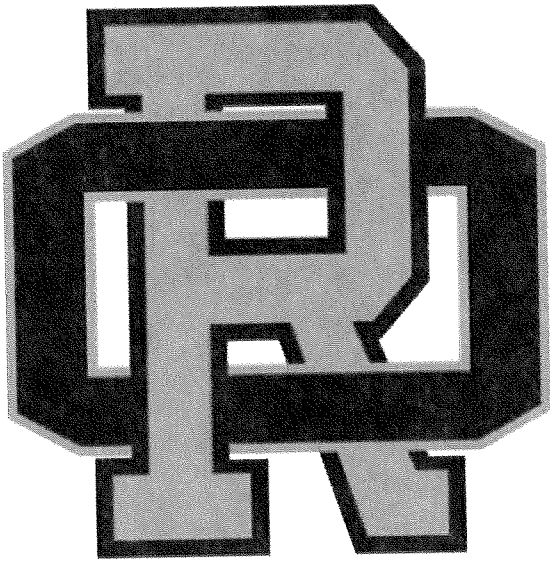
Employee's Signature

Date

Employee's Name (Printed)

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

0/8



Activity Fund Manual

A GUIDE TO CASH HANDLING, ALLOWABLE EXPENDITURES,
PURCHASING PROCEDURES AND OTHER INTERNAL CONTROL
AND COMPLIANCE MATTERS

99

Table of Contents

Introduction 3

Guiding Principles..... 3

Public Purpose 3

Expenditures..... 4

Cash Handling 4

Purchasing Procedures..... 5

Purchase Orders 5

Check Procedures..... 5

Registration Fees..... 5

Employee Reimbursement 5

Mileage Reimbursement..... 6

ATHLETIC/ACTIVITY EVENTS..... 6

Athletic Gate Receipts and Activity Event Activities Admissions..... 6

Payment of Officials 7

Meal Money for State Events..... 7

Red Oak High School Activity Receipt Sheet..... 8

FUND RAISING..... 9

Student Fund Raising (Board Policy 505.5) 9

Fund Raising Approval..... 9

RED OAK COMMUNITY SCHOOL DISTRICT FUND RAISER APPROVAL FORM 11

RED OAK COMMUNITY SCHOOL DISTRICT FUND RAISER FINAL SUMMARY REPORT..... 12

Camps and Clinics 13

School-Sponsored Camps/Clinics..... 13

Privately Sponsored Camps/Clinics..... 13

RED OAK CSD CAMP/CLINIC REQUEST FORM..... 14

RED OAK CSD CAMP/CLINIC FINAL SUMMARY..... 15

Ethical Issues 16

Iowa Gift Law 16

Purchase of Coaches Attire 16

Miscellaneous..... 16

Donations..... 16

100

Establishing Personal Checking Account..... 16
Personal Responsibility..... 17
Acknowledgement of Receipt..... 18

101

Introduction

All Student Activity funds are considered “public funds” regardless of their source. As such, they are subject to the same statutory requirements of all other district funds. Public funds are governed by Article III of the Constitution of the State of Iowa and may only be spent for public benefit.

Student Activity funds are under the fiduciary control and responsibility of the Red Oak Board of Education. The Board is ultimately responsible for the prudent and proper accounting of these funds. Policies are created by the Board and procedures developed by the District Administration to establish internal controls over these funds and to ensure that those handling the funds maintain compliance with all local and state laws, regulations, and policies.

This manual has been developed to clarify Student Activity fund requirements and to outline the compliance procedures established by the Red Oak Community School District.

Guiding Principles

- Student Activity funds are public funds regardless of their source
- A Student Activity fund must be created in every school district receiving money from student-related activities, including, admissions, activity fees, student dues, fundraising events, donations, and other sources
- All funds collected by a school district through school sanctioned activities are under the financial control and responsibility of the School Board
- All official records of the Student Activity fund must be maintained in the district-wide Uniform Financial Accounting system
- Districts may maintain subsidiary records for student activities, but all subsidiary records must be reconciled to the official records monthly
- The Board may regulate fundraising activities during school and school-sponsored events, and it may regulate the use of funds derived from those sources
- Revenue sources include income derived from student activities and interest on the investment of these moneys, including gate receipts, ticket sales, admissions, student club dues, donations, fundraising proceeds, and other receipts

Public Purpose

All expenditures of Student Activity funds (and other district funds) must have a public purpose or serve the broader public interest. There is no clear statutory definition of “public purpose,” so determinations must be made on a case-by-case basis with documentation of the public purpose in Board minutes, policy, and/or strategic goals. This goes beyond the Board simply stating it believes there is a public purpose to include a thoughtful analysis, based on wisdom and policy, that the present and future public welfare is served by an expenditure of public money.

This is not a determination that can be made by district employees beyond clear board policy. It cannot be based on what district personnel or other decision makers prefer to happen. The more difficult it is to document a public purpose, the less likely one exists.

102

Generally, public funds that are used to benefit individuals or incentivize individual responses do not meet the "public purpose" standard. The Iowa Department of Education has indicated that Student Activity funds "should not be used for rewards, prizes, or other private benefit." This means school districts are prohibited from using public funds for a variety of things including but not limited to:

- Purchasing meals and/or snacks, which are generally regarded as personal costs*
- Purchasing optional equipment
- Customizing uniforms or purchasing special uniforms jerseys, singlets, or other attire to specifically reward athletic accomplishments
- Purchasing gift cards or using cash to reward students, staff, or volunteers
- Paying for a charter bus for athletic teams
- Paying for team camps out of season or sending students to competitions out of season
- Voluntarily waiving established fees for reasons other than those supported by Board policy

It is also important to note that booster clubs should not be asked to provide items directly to students that do not meet public purpose requirements or cannot be purchased from school district funds. "The restrictions on school district funds are within law; it would be inappropriate for the local district [or district representatives] to use its booster clubs for the purpose of circumventing law." (Iowa Department of Education)

* Food/snacks can only be purchased if the Board has established a public purpose and the district's independent auditor supports the expense. No such public purpose has been established, so please do not request (or unilaterally spend) activity funds for food or snacks.

Expenditures

Appropriate expenditures include the ordinary and necessary expenses of operating district sponsored and supervised student cocurricular and extracurricular activities. Inappropriate expenditures include any expenditure more appropriate to other funds.

It is never appropriate for a school districts to give cash to student members of activity groups. The student activity fund may not be used as a clearing account for any other fund.

Student activity funds may not, in any event, be devoted or allocated to any private organization nor may they be transferred to the General Fund. These funds shall be maintained in a student activity fund supervised by the board (OAG. #46-3-26).

Cash Handling

Whenever possible cash collections should be received directly from students in the building or Activities Director's office and issued a receipt by the building secretary or Activity Director. If a coach/sponsor or teacher collects money directly from students for any purpose, these proceeds should be turned in to the building secretary or Activity Director daily and a receipt issued to the coach/sponsor.

103

If the coach/sponsor or teacher collects money, a log or spreadsheet should be kept listing at a minimum the student's name, amounts received, and check number or amount of cash. Student activity money collected should be taken to the main office the same day it is collected. Money should never be kept overnight in a desk drawer, file cabinet, etc. Money must be always locked, in the main office safe, and should be deposited within a few days by the building secretary or Activity Director. The building secretary or Activity Director must then immediately forward a copy of the deposit summary sheet to the business office. The Accounting Clerk will verify the amount on the deposit slip from the bank with the deposit summary and entered into the district's accounting software. Deposits are reconciled on a weekly basis and the Student Activity fund bank account is reconciled each month by the School Business Official.

Purchasing Procedures

Purchase Orders

All purchases made through an account in the Student Activity fund must follow the same purchase procedures and guidelines established for all school district funds. A purchase order must be completed and approved by the Activity Director or Building Principal prior to any purchase or order. Failure to follow appropriate purchasing procedures may result in the employee being held personally responsible for incurred expenses.

Check Procedures

The Business Office will issue payment once an invoice is confirmed against an approved purchase order and a packing slip, invoice, or other verification of receipt of goods or services. Once this verification is complete the invoice will be placed on the board report for approval at the next school board meeting. All payments issued by the district, including payments from the Student Activity fund, require board approval.

Registration Fees

To request payment for an entry fee or registration, attach a copy of the completed registration form with the purchase order. The district does not pay based on purchase orders, so this is required for verification purposes. Please indicate whether the registration form has been sent or needs to be mailed along with the payment.

Employee Reimbursement

Employees should avoid personally paying for items. If the vendor will not accept a Purchase Order, contact the Activities Director for other purchasing options. Copies of the Travel and Reimbursement Claim Form are in the main office of each building. The Travel and Reimbursement Claim Form should be completed by the employee and approved, coded, and signed by the building Principal or Activities Director. Receipts must be attached to all Travel and Reimbursement Claim Forms. Reimbursement

checks will be sent through inter-office mail. Please note that a credit card slip is not sufficient documentation for a reimbursement. An itemized receipt will be required for all claims including reimbursement request for meals. Sales tax will not be reimbursed by the district. The completed and approved Travel and Reimbursement Claim Form and documentation should then be sent to the Business Office for processing.

Mileage Reimbursement

Every attempt should be made to drive a school vehicle when employees travel on District business. Vehicle reservations are made online through Trip Direct and the Transportation Department. A valid driver's license is required before employees are allowed to drive a school vehicle. Only school employees are allowed to drive school vehicles.

For approved travel, an employee may request reimbursement for mileage. The Travel and Reimbursement Claim Form should be used for this request. The forms should be completed with the actual miles indicated on the form. Please include the date, destination, and purpose of the travel on the form. The Travel and Reimbursement Claim Form should then be approved, coded, and signed by the Activities Director or Principal and sent to the Business Office for processing. If the request is for multiple trips, a log may be kept and attached to the Travel and Reimbursement Claim Form.

ATHLETIC/ACTIVITY EVENTS

Athletic Gate Receipts and Activity Event Activities Admissions

The Red Oak District has established internal control procedures for handling cash for all athletic/activity events. Cash or change boxes should be established with a specified amount. The amount of the required change will be at the discretion of the Activities Director or Principal and generally follow these guidelines:

- The Activities Director will provide a cash box for athletic events. The beginning cash will be used for all games during the season. The beginning cash will be locked in a safe in the Activities Director's office when not in use.
- For special activity events where admission is charged, the amount of change needed will be determined by the Activities Director or Activity Sponsor.
- Pre-numbered tickets will be used for all athletic or activity events.
- Whenever possible, two or more individuals should be involved in the ticket sales process.
- At no time should the ticket seller use the cash to make change or cash checks for individuals.
- At the end of the event, cash should be counted and reconciled to the pre-numbered tickets sold including the amount of the beginning cash.
- A reconciliation form should be completed and signed off by the individuals responsible for counting and reconciling the cash.
- The cash and change box should be turned in to the Activities Director, Sponsor, Principal, or designee to be deposited immediately after the event.

105

Payment of Officials

Athletic officials and contest judges are paid after the service is performed. The Statement of Claim should be completed for each official after each event. Social Security numbers must be on file before payment to an official is made. The completed request forms are signed by the Activities Director and forwarded to the Business Office for processing. Payment to contest judges and officials will follow these same general guidelines.

Meal Money for State Events

Students and coaches receive an allowance not to exceed \$10 per meal when they participate in state athletic events. The Coach/Sponsor must check out a district credit card from the Business Office. A list of students and coaches attending the event should be completed. Receipts for each and every expenditure must be returned with the district credit card.

Red Oak High School Activity Receipt Sheet

_____ 9th FB _____ JV FB _____ V FB _____ JV VB. _____ V VB
 _____ 9th BB, Girls'/Boys'. _____ JV BB, Girls'/Boys'. _____ V BB, Girls'/Boys'. _____ WR
(Circle One) (Circle One) (Circle One)
 _____ TR, Girls'/Boys' _____ V BB _____ V Softball
(Circle One)

 Money started with: \$ _____ (Ones: _____)
 (Fives: _____)
 (Tens: _____)

First Ticket # of Adult Tickets _____
 Last Ticket # of Adult Tickets _____
 Total Tickets _____ x \$5.00 = _____

First Ticket # of Student Tickets _____
 Last Ticket # of Student Tickets _____
 Total Tickets _____ x \$4.00 = _____

Total Sales: \$ _____

Ticket Takers Record on This Side * This Side for Office Use Only

_____ x \$100.00 = _____	*	_____ x \$100.00 = _____
_____ x \$50.00 = _____	*	_____ x \$50.00 = _____
_____ x \$20.00 = _____	*	_____ x \$20.00 = _____
_____ x \$10.00 = _____	*	_____ x \$10.00 = _____
_____ x \$5.00 = _____	*	_____ x \$5.00 = _____
_____ x \$1.00 = _____	*	_____ x \$1.00 = _____
_____ x \$.50 = _____	*	_____ x \$.50 = _____
_____ x \$.25 = _____	*	_____ x \$.25 = _____
_____ x \$.10 = _____	*	_____ x \$.10 = _____
_____ x \$.05 = _____	*	_____ x \$.05 = _____
_____ x \$.01 = _____	*	_____ x \$.01 = _____

Subtotal Cash = _____	*	Subtotal Cash = _____
Checks + _____	*	Checks + _____
Beginning Cash - \$500	*	Beginning Cash. - \$500
Total Receipts = _____	*	Total Receipts = _____

This receipt was counted by: _____ Date: _____
 (Ticket Taker Worker Sign Here)

2nd Ticket Taker If Have One: _____ Date: _____

107

FUND RAISING

Student Fund Raising (Board Policy 505.5)

District-sponsored student organizations may have no more than three fund raising projects per year. Only one fund raising project may be a direct person-to-person sales campaign.

There is to be no duplication of direct person-to-person sales projects within the school year. Two organizations may not sell the same project at different times during the same year. Other fund-raising projects, such as dances, dinners, or car washes may be duplicated, but may not involve the solicitation of funds in any person-to-person manner. For example, the FFA club could have a dance as could the student council, but neither group could solicit people individually to purchase tickets.

A request for authorization to engage in a fund-raising project must be submitted well in advance on an appropriate form from the building principal's office. Such authorization must be obtained before any fund raising may take place. The authorization of the building principal must be forwarded to the district central office for final consideration. In general, no more than one fund raising project is to occur within the district at any given time, other than dances, dinners, car washes, or similar service types of projects. Exceptions may be approved due to seasonal constraints or for other unusual circumstances.

All monies are to be turned in to the principal on or before the last date of the project and forwarded to the district central office. The checks will be issued from the central office for the expenses incurred. Monies collected in buildings daily are to be kept in a vault or other secure, locked place. If such a place does not exist in a building, the monies are to be forwarded to the district central office daily.

A record of each organization's projects will be maintained by the building principal, along with a calendar of all approved fund-raising dates/activities. The building principals shall coordinate their calendars to ensure compliance with this policy.

Fund Raising Approval

All fund-raising activities require prior approval of the Building Principal and Superintendent. Coaches/Sponsors must follow the guidelines listed below

- Obtain prior approval using the Fundraiser Approval form. These forms must be completed and signed by the building Principal or AD and the Superintendent/Designee before the fundraiser begins.
- Each fundraiser shall have a specific purpose which can be clearly articulated by everyone involved (e.g., sponsors, students, approvers).
- Students and parents should be informed of the purpose and goal of the fundraiser.
- District personnel should not establish an amount that students are expected to raise.
- District representatives cannot provide cash prizes or rewards to individual students.

108

- All revenues collected shall be accounted for in the Student Activity Fund and deposited and recorded as outlined in this Handbook.
- All purchases for the fundraiser shall follow the purchasing and reimbursement procedures outlined in this handbook.

Following completion of all fundraisers, a Fundraiser Final Summary Report should be completed. This report should be given to the Activities Director or Principal and then forwarded to the Business Office. This report will be maintained with the approval form and maintained for review by district auditors at year-end.

109

RED OAK COMMUNITY SCHOOL DISTRICT FUND RAISER APPROVAL FORM

Student Group or Athletic Account _____

Coach/Sponsor/Supervisor _____

Date(s) of Fundraiser _____

Purpose of Fundraiser _____

Fundraising Activity _____

If merchandise is to be sold

Items to be Sold _____

Price of Items _____

Selling to Whom _____

Signature of Sponsor/Coach/Supervisor Date

AD or Principal Approval Date

Superintendent/Designee Approval Date

110

RED OAK COMMUNITY SCHOOL DISTRICT FUND RAISER FINAL SUMMARY REPORT

Student Group or Athletic Account _____

Coach/Sponsor/Supervisor _____

Date(s) of Fundraiser _____

Fundraising Activity _____

Brief Summary of how this fundraiser went _____

Total Money Raised _____

Total Expenditures _____

Signature of Coach/Sponsor/Supervisor

Date

AD or Principal

Date



Camps and Clinics

Camps and clinics may be handled differently depending on whether it is sponsored by the school district or privately sponsored using district facilities. Advertisements and other materials should clearly identify whether a camp/clinic is school-sponsored or a privately sponsored camp.

School-Sponsored Camps/Clinics

All camps and clinics that do not meet the guidelines for privately sponsored (see below) are considered school-sponsored camps. These camps should be accounted for in the Student Activity Fund and should adhere to the following guidelines:

- All camps should be scheduled and approved by the district Activities Director by completion of the Camp Request Form. The request form shall include projected revenues and estimated expenditures for the camp, as well as student fees for the camp. The Activities Director will send a copy of the approved form to the Business Office.
- All school-sponsored camps must be run by school district employees.
- Fees collected should be deposited and recorded in the Student Activity Fund as outlined in this handbook.
- Camp expenditures shall follow the purchasing and reimbursement procedures outlined in this handbook.
- The camp organizer will recruit and assign all camp workers.
- Workers may not be paid for their services with merchandise.
- Funds generated by the camp must be sufficient to pay all camp expenses.

Following completion of camp/clinic the sponsor will complete a Camp Final Summary Form and forward the completed form to the district Activities Director's office. The Activities Director will send a copy of the form to the Business Office. This report will be maintained with the approval form and kept on file for review by district auditors at year-end.

Privately Sponsored Camps/Clinics

All privately sponsored camps and clinics must be scheduled through the Activities Director. The facilitator of the camp (employee or non-employee) must rent facilities pursuant to the facility usage guidelines. The facilitator must provide a certificate of insurance for liability coverage. The facilitator is responsible for handling all aspects of the camp/clinic (e.g., advertising, registration, staffing, fees, expenses, etc.) and may not represent themselves as a district coach.

112

RED OAK CSD CAMP/CLINIC REQUEST FORM

Student Group or Athletic Account:

Coach/Sponsor/Supervisor:

Date(s) of Camp/Clinic:

Grade(s) involved in Camp/Clinic:

Brief Description of Camp:

Total Money Raised:

Total Expenditures:

Signature of Coach/Sponsor/Supervisor

Date

AD or Principal

Date

113

RED OAK CSD CAMP/CLINIC FINAL SUMMARY

Student Group or Athletic Account:

Coach/Sponsor/Supervisor:

Date(s) of Camp/Clinic:

Total Revenues:

Expenditures:

Signature of Sponsor/Coach/Supervisor

Date

AD or Principal Approval

Date

114

Ethical Issues

Iowa Gift Law

Chapter 68B of the Code of Iowa establishes the ethical requirements for state and local governments. According to the Iowa Ethics and Campaign Disclosure Board, the gift law "prohibits officials and employees or their family members from receiving or soliciting gifts from a restricted donor." A restricted donor would include any person or company seeking to be a party to a sale, purchase, lease, or contract with the school district. The exception to this law would be for non-monetary items with a value of three dollars or less received from any one donor during one calendar day. The general rule of thumb is for all district employees to avoid receiving any gift from anyone who would have an interest in the actions of the employee or the school district.

When the district orders merchandise from any fund, including the Student Activity Fund, the vendor is not allowed to include extra items to be given to officials, administrators, coaches, or other employees as this violates the Iowa Gift Law.

Purchase of Coaches Attire

Article III, Section 31 of the Code of Iowa requires the public funds, including Student Activity fund, only be spent for the public benefit. According to the State of Iowa Auditor's office, it would be difficult to justify that purchasing attire for coaches or other employees benefits the public and recommend that districts refrain from allowing public funds to be used to purchase personal items. For these reasons, all coaches' attire purchased from public funds, including the Student Activity fund, remain the property of the Red Oak Community School District and must be returned to the Activities Office upon completion of duties.

Miscellaneous

Donations

School organizations and student activity groups are not permitted to make donations to other non-profit organizations unless that particular purpose was identified prior to raising the funds. School organizations and student activity groups are not permitted to make donations to individuals.

Establishing Personal Checking Account

Pursuant to the State of Iowa Auditor Office, Activities Directors, coaches, and other school employees shall not establish separate checking accounts for the purpose of fundraising or any school related activity. Coaches/sponsors and other school employees may not operate school business from their personal bank account.

115

Personal Responsibility

Failure to follow appropriate procedures as outlined in this manual may result in disciplinary action and force the district to hold an employee personally responsible for incurred expenses.

11/6

Acknowledgement of Receipt

I acknowledge that I have received a copy of the Red Oak Community School District's Student Activities Fund Handbook and its contents have been reviewed with me.

I understand the Student Activity Fund Handbook contains important information about the appropriate use of Student Activity funds and my role, responsibilities, and duties as an activities coach or sponsor. I acknowledge I am expected to be familiar with the contents. I also understand that I should consult my building principal or activities director with any questions I have about the contents of the Student Activity Fund Handbook or any questions that I feel were not addressed.

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

Employee's Signature Date

Employee's Name (Printed)

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

117

**Red Oak
Community School District**



Paraprofessional Guidelines

WELCOME.....	4
ANNUAL NOTICE OF NONDISCRIMINATION	4
WHAT IS SPECIAL EDUCATION?	5
THE INDIVIDUALS WITH DISABILITIES ACT:	5
SPECIAL EDUCATION:	5
SPECIAL EDUCATION ASSURANCES:.....	5
SPECIAL EDUCATION PHILOSOPHY:.....	6
SPECIAL EDUCATION THEORY OF ACTION:	6
WHAT IS AN EDUCATIONAL PARAPROFESSIONAL?	6
DEFINITION OF AN EDUCATIONAL PARAPROFESSIONAL:	7
THE ROLES OF AN EDUCATIONAL PARAPROFESSIONAL:.....	7
GENERAL EXPECTATIONS:.....	7
SPECIFIC EXPECTATIONS.....	9
KEYS TO SUCCESS	12
THE ROLES OF THE TEACHER.....	12
COMPARISON OF SUPERVISING TEACHER AND PARAPROFESSIONAL DUTIES	14
DO'S & DON'TS	15
STUDENT MANAGEMENT AND DISCIPLINE	19
SUGGESTIONS FOR INTERACTING WITH STUDENTS.....	19

RESPONSE TO PROBLEM BEHAVIOR (ADAPTED FROM PBIS FRAMEWORK)	19
DISCIPLINE OF SPECIAL EDUCATION STUDENTS.....	21
PHYSICAL RESTRAINT OF STUDENTS	22
WORK RULES	24
CELL PHONE USE	24
CHAIN OF COMMAND	24
CONFIDENTIALITY	24
EMPLOYEE INJURIES ON THE JOB	25
DRESS CODE;.....	26
LEAVES AND ABSENCES	26
LEAVE CATEGORIES	27
SICK LEAVE.....	27
FAMILY AND MEDICAL LEAVE	27
PERSONAL LEAVE	27
JURY DUTY LEAVE	27
EDUCATIONAL LEAVE	28
EMERGENCY LEAVE	28
BEREAVEMENT LEAVE	28
DISCRETIONARY LEAVE	28
EXTENDED UNPAID LEAVES	28

120

PROFESSIONAL LEAVE 29

MILITARY SERVICE LEAVE 29

PAYROLL 29

PROFESSIONAL ETHICS 29

PROFESSIONAL DEVELOPMENT AND TRAINING 30

TIMECLOCK 30

WORK DAY..... 31

APPENDIX A: PERFORMANCE EVALUATION INSTRUMENT:..... 32

ACKNOWLEDGEMENT OF RECEIPT 34

121

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 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 its employment practices. Any person having inquiries 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.

122

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

123

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?

124

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.

125

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

126

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

127

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

128

- 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

129

- Using a laptop to have the student type his assignment

Personal Care:

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.

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
Classroom Organization <ul style="list-style-type: none"> ● Plans Weekly Instruction ● Plans instructional programs; goals, lessons, activities for entire class and individual students 	Classroom Organization <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
Assessment <ul style="list-style-type: none"> ● Administers tests to entire class ● Evaluates and grades student performance 	Assessment <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
Set Objectives <ul style="list-style-type: none"> ● Determines appropriate objectives for a class and individual students 	Set Objectives <ul style="list-style-type: none"> ● Implements lessons to meet student objectives
Instruction <ul style="list-style-type: none"> ● Designs and selects instructional materials ● Teaches lessons for entire class, small groups and individual students. 	Instruction <ul style="list-style-type: none"> ● Assembles instructional materials suggested by the teacher ● Leads small group lessons and individual lessons
Behavior Management <ul style="list-style-type: none"> ● Plans and carries out behavior strategies for the whole class and individual students 	Behavior Management <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
Working with Family Members <ul style="list-style-type: none"> ● Corresponds and meets with family members ● Initiates, conducts, and facilitates conferences concerning individual students 	Working with Family Members <ul style="list-style-type: none"> ● Greets family members under the direction of the teacher
Individual Education Planning <ul style="list-style-type: none"> ● Develops and implements IEP with IEP team 	Individual Education Planning <ul style="list-style-type: none"> ● Assists with implementation of IEP goals and objectives ● Carries out teacher's plan
Inservice <ul style="list-style-type: none"> ● Attends appropriate in-service and professional development opportunities 	Inservice <ul style="list-style-type: none"> ● Attends appropriate in-service and professional development opportunities
Other Duties <ul style="list-style-type: none"> ● Facilitates the inclusion of students with disabilities into general education 	Other Duties <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

132

DO'S & 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.

133

<u>Appropriate Paraprofessional Duties</u>	<u>Inappropriate Paraprofessional Duties</u>
<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.

134

Assessment

- **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.

- **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

Student Behavior

- **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.)

- **Developing and evaluating student behavior goals and plans**
- **Developing and evaluating building-wide and classroom behavioral expectations**

Family and Parent Interactions

- **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

- **Interactions with family members.** Paraprofessionals should not discuss student progress, student needs, and other educational program components with family members.

135

be a source of information regarding student response to instruction and behavior programs by sharing information gathered through observations of the student, if Paraprofessionals have been trained in appropriate observation procedures.

Organizational Duties

- **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.)**

- **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**

Health Services

- **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.**

- **Assist with implementation of health plan without appropriate training**
- **Develop or modify a health plan**

Time Unsupervised (i.e., Indirect Supervision)

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.

- **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:
 - Knowing when and under what circumstances the teacher must be

- **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.*

*A Paraprofessional who holds a substitute authorization is allowed to substitute during

136

<p>summoned for instructional or behavioral issues</p> <ul style="list-style-type: none"> ○ Knowledge and demonstration of procedures for emergency situations ● Time and specific duties need to be articulated and documented. Parents 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>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 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
Level 1- Handled by staff		<ul style="list-style-type: none"> ● Disruptive to learning environment ● Off task 	<ul style="list-style-type: none"> ● Ask student which school rule was broken

137

<p>Failure to follow school or classroom rules and expectations</p>	<p>No documentation necessary</p>	<ul style="list-style-type: none"> ● 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"> ● Teach appropriate behavior ● Remind, redirect, reinforce ● Additional practice of the correct behavior ● Acknowledge appropriate behavior ● Closer monitoring/proximity ● 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.		
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

139

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 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

140

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. 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.

141

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.

143

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.

145

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.

146

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

148

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.

149

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:

150

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
(Signature indicates that you have read this evaluation only)

Date

Signature of Evaluator

Date

151

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

152

401.5 - Employee Contract Release-Licensed Employees

Licensed employees who wish to be released from an executed contract must give at least twenty-one days notice to the superintendent. Licensed employees may be released at the discretion of the board. Only in unusual and extreme circumstances will the board release a licensed employee from a contract. The board will have sole discretion to determine what constitutes unusual and extreme circumstances.

Release from a contract will be contingent upon finding a suitable replacement. Licensed employees requesting release from a contract after it has been signed and before it expires may be required to pay the board the cost of advertising incurred to locate and hire a suitable replacement. Upon written mutual agreement between the employee and the superintendent, the costs may be deducted from the employee's salary. Payment of these costs is a condition for release from the contract at the discretion of the board. Failure of the licensed employee to pay these expenses may result in a cause of action being filed in small claims court.

The superintendent is required to file a complaint with the Iowa Board of Educational Examiners against a licensed employee who leaves without proper release from the board.

In the event a certified employee (i.e., teacher or administrator) submits a written resignation by November 30, to be effective at the end of the current school year, that employee shall be eligible to receive a \$1,250 severance bonus. A certified employee who submits a written resignation by January 15, to be effective at the end of the current school year, shall be eligible to receive a \$750 severance bonus. By acceptance of the severance bonus, the employee waives any rights to seek unemployment or other employment claims against the district. The payment of the severance bonus shall occur within thirty (30) days following board approval of the resignation. Once the resignation is approved by the Board, all the employee's rights will be terminated on the employee's last contract day of the current school year. Once approved, the employee's resignation may not be rescinded. This provision may not be applied in conjunction with any other employment separation agreement.

Approved: ~~July 25, 2018~~

Reviewed: ~~July 25, 2018~~

Revised: ~~July 25, 2018~~