Indianola

Community School District

Teacher and Associate Handbook

2021-2022

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The Indianola 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 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 Indianola Community School District 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:

Mimi Kelly - 504 Coordinator
Indianola Community School District
1301 East 2nd Avenue
Indianola, IA 50125
515 961-9500

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

Indianola CSD Certified Staff,

Welcome to a new school year, or if you are new district employment, welcome to a great team! Regardless of the building, content area, or grade level you serve, you are important to helping us deliver on our mission: “Indianola CSD is committed to excellence and achieving a lifetime of success.” We are doing tremendous things for students here, and every teacher has a part in that. Every teacher is a leader and an ambassador for the district. Each one of us performs our duties in the service of the district vision: “Proud Traditions. . .Unlimited Possibilities.”

This teacher handbook serves as a resource for all of our certified staff and associates. It describes many policies and procedures that govern our work and provides information for employees. Of course, no handbook can cover every possible question or situation. The district operates in accordance with Iowa Code (www.legis.iowa.gov), school board policy (http://www.indianola.k12.ia.us/policysearch.php), and applicable federal laws as well. If questions arise that are not answered in the teacher and associate handbook, please feel free to contact your building administrator or central office administrator, observing the chain of command.

Have an outstanding school year, and thank you in advance for serving Indianola CSD students as part of one of the best staffs anywhere.

Definitions

- “The district” means the Indianola Community School District (ICSD).
- "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.

Beliefs, Theories of Action, Vision, Mission, and Expected Outcomes

The ICSD’s Vision:

Proud Traditions. . .Unlimited Possibilities

The ICSD’s Mission:

Indianola CSD is Committed to Excellence and Achieving a Lifetime of Success

The ICSD’S Beliefs:

- We will put students first.
- We will meet the needs of all students so that they can learn at high levels and be prepared for next steps along the way.
- We will provide safe and supportive schools.
- We will be fiscally responsible and thoughtful about resource allocation.
- Our actions will reflect our beliefs.

The ICSD Theories of Action:

Goal 1 – Continuous School Improvement for Learner Benefit

- If the community is aware of and supportive of essential core skills
- If the school board has an understanding of current best practices in teaching and learning and responsibly allocates resources aligned with goals
- If administrators understand district goals and initiatives and actively help others make connections and if administrators are accountable for implementation of best practices and essential skills
- If teachers provide high levels of instruction using best practices and relate the content to students’ lives beyond school

- If parents understand and promote active consistent attendance and active classroom participation
- If students understand why the Iowa Core content is important and relevant to their lives and are engaged in learning

Then all students will master the essential Iowa Core Skills and national standards so that they can apply those skills in life beyond school.

Goal 2 – Effective Communication and School District Promotion

- If the district has a recognizable brand, or clearly articulated identity, promoted through social media and traditional platforms
- If information is readily available through the district website, district and building newsletters, local media, and social media
- If the board supports efforts to promote the school district locally, statewide, and nationally
- If all students, sponsors/coaches, and staff are empowered to share success stories and the district consistently celebrates successes
- If teachers openly share their practice and students' successes
- If parents and community utilize avenues of communication that are offered and contribute to sharing good news
- If students are given a voice, feel safe and connected, and get involved in their own education

Then there will be effective communication between students, staff and community, resulting in community awareness, engagement, and support for education.

Goal 3 – Effective Technology Growth and Integration

- If the school board provides adequate funding for technology
- If the district maintains a robust technology infrastructure
- If the administration appropriately allocates technology resources so that the right tools are used the right ways at the right places
- If appropriate technology standards are implemented with integrity
- If administrators, teachers, and students make a continuous effort to be aware of the latest trends in technology
- If teachers receive appropriate professional development and put learning into action
- If teachers and students continue progressing in the SAMR Model (substitution, augmentation, modification, redefinition)

Then the district will maintain a reliable and scalable infrastructure that fosters the innovative integration of technology into educational programs and operational processes.

Goal 4 – Meeting Student Needs

- If district leaders focus on what we can control locally
- If district administrators and teachers collaborate and communicate with parents, community, and other stakeholders
- If all district staff believe in proud traditions and unlimited possibilities for students and make decisions accordingly
- If the school board and administration develop objective, student-focused decision making criteria regarding facilities, staffing, programming, resources allocation, etc.

- If district administrators and teachers evaluate outcomes based on stated goals
- If district administrators and teachers develop our human capital, understanding that our human resources are our greatest resources and investing in students and staff
- If all education stakeholders nurture relationships with and among students, teachers, support staff, administrators, and community
- If the school board, administration, and staff provide students with a safe, supportive, and positive learning environment

Then we will best meet the social, emotional, academic, and physical needs of students

Goal 5 -- District and Community Pride and Identity

- If we embrace our identity as a school in a thriving community that has a small town feel with big city opportunities and amenities
- If we have effective visionary leadership of systemically developed academic, co-curricular, and extra-curricular programs and continuity and teamwork between students, teachers, coaches/sponsors, administrators, the school board, and community
- If we have consistent program standards and practices and a culture of high expectations
- If we have passionate staff who believe in students' ability and potential to be successful
- If the school staff and community help students realize and support their ambitions and dreams
- If we provide the appropriate support (staff, facilities, coaches, finances, technology, sponsors)
- If we promote our programs and activities
- If students take advantage of the opportunities, activities, and resources
- If we have a supportive community
- If the school has mutually beneficial partnerships with other community entities and staff are involved in the community
- If students, staff, and community are willing to work together to address concerns and correct problems
- If we believe WE CAN

Then we will have a clear sense of identity, pride in the school and community will be obvious, and a culture of success will be prevalent.

Federal Section 504 Policy

The ICSD does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has 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. 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:

Mimi Kelly, 504 Coordinator
Indianola Community School District
1301 East 2nd Avenue
Indianola, 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 Human Resources Director, Mimi Kelly, Section 504/ADA Compliance Coordinator for the Indianola School District, 515/961-9500 x1502, or mimi.kelly@indianola.k12.ia.us. (School Board Policy 506.1E9)

Equal Opportunity Employment

The ICSD 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, Indianola Community School District, 1301 East Second Avenue or by phone at (515) 961-9500.

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

Students, parents, employees, and others doing business with or performing services for the ICSD 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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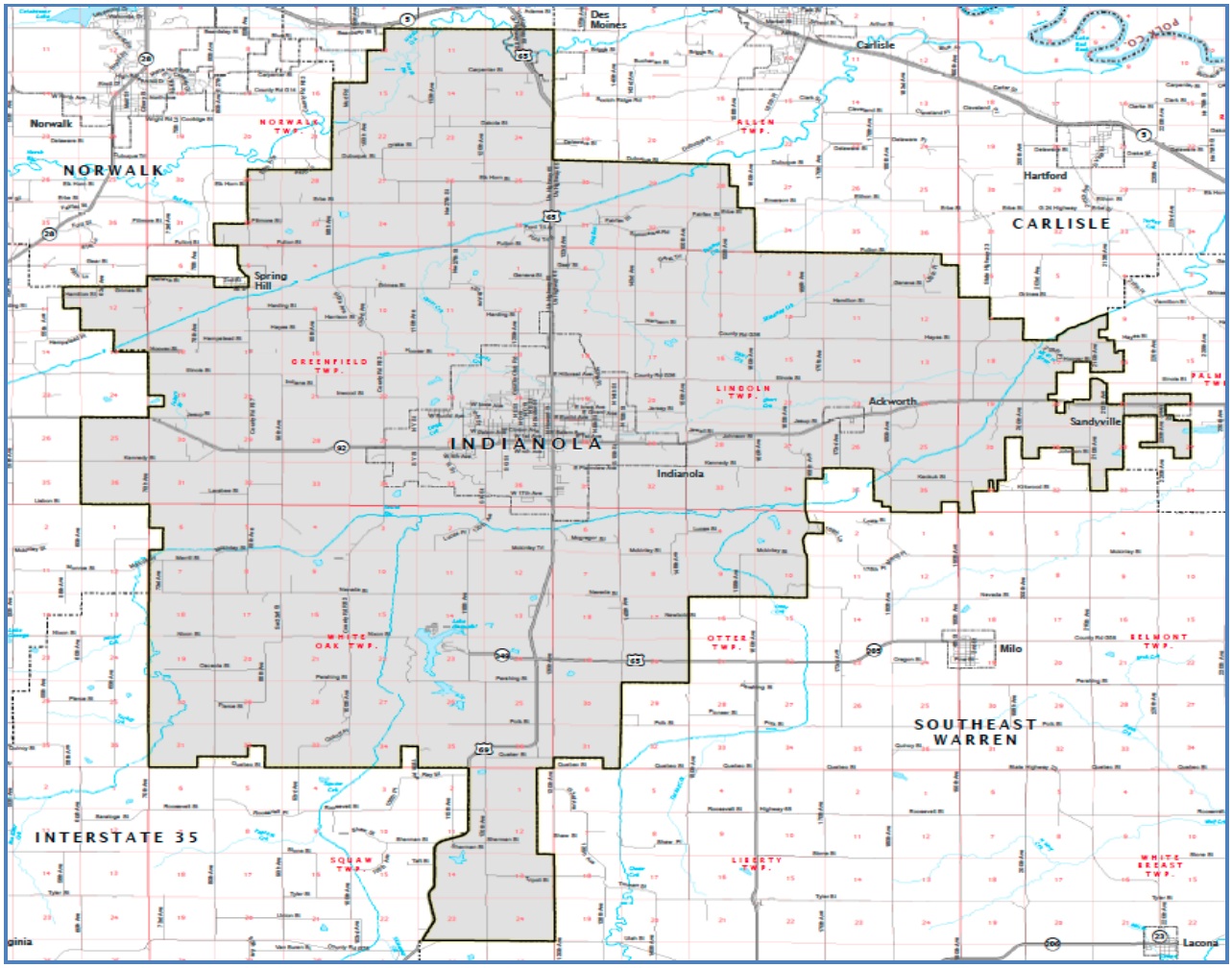
Map of District/School

The Indianola Community School District encompasses over 160 square miles and serves over 20,000 residents. It is bordered by the Des Moines school district to the north, the Norwalk CSD to the northwest, the Martensdale-St Mary's and Interstate 35 CSDs to the southwest, the Southeast Warren CSD to the southeast and the Carlisle CSD to the northeast. The district includes the communities of Indianola, Ackworth and Sandyville.



School Calendar

The district operates a traditional school calendar at the high school, middle school, and three of the its four elementary schools. The district also operates a year-round calendar at Irving elementary school. Both the traditional and year-round calendars include at least 1080 minutes of instruction for students and 190 teacher work days. Both calendars include at least an additional 14.35 hours or 2.25 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.

Indianola Community School District
Traditional Education
2021-22 Calendar

Contract Days	Student Hours	Student Days	M	T	W	TH	F		
									August
			2	3	4	5	6	11 - 13	New Teacher Orientation
			9	10	11	12	13	16	Flex Work Day
5			16	17	18	19	20	17 & 20	Building Meeting/Work Days
10	32.00	5.0	23	24	25	26	27	18 - 19	Professional Development Days
12	45.20	7.0	30	31				23	First Day of Class
									September
15	64.00	10.0			1	2	3	2	Preschool First Day of Class
19	89.40	14.0	6	7	8	9	10	6	No School - Labor Day
24	121.40	19.0	13	14	15	16	17		
29	153.40	24.0	20	21	22	23	24		
33	178.80	28.0	27	28	29	30			
									October
34	185.40	29.0					1	5 & 7	P/T Conferences 4-8 pm
39	217.40	34.0	4	5	6	7	8	8	No School - Contact Day
44	242.80	38.0	11	12	13	14	15	11	Professional Development Day
49	274.80	43.0	18	19	20	21	22	27	End 1st Quarter - 42 days
54	306.80	48.0	25	26	27	28	29	28	Begin 2nd Quarter
									November
59	338.80	53.0	1	2	3	4	5		
64	370.80	58.0	8	9	10	11	12		
69	402.80	63.0	15	16	17	18	19	24	1 hour Early Release
73	421.60	66.0	22	23	24	25	26	25 - 26	No School
75	434.80	68.0	29	30				25	No School - Holiday
									December
78	453.60	71.0			1	2	3		
83	485.60	76.0	6	7	8	9	10		
88	517.60	81.0	13	14	15	16	17	21	1 hour Early Release
90	529.80	83.0	20	21	22	23	24	22 - 31	No School - Winter Break
			27	28	29	30	31	24	No School - Holiday
									January
94	548.60	86.0	3	4	5	6	7	3	No School - Holiday
99	574.00	90.0	10	11	12	13	14	4	No School - Winter Break
104	599.40	94.0	17	18	19	20	21	13	End 2nd Quarter - 47 days
109	631.40	99.0	24	25	26	27	28	14	Building Meeting/Work Day
110	638.00	100.0	31					17	Professional Development Day
								18	Begin 3rd Quarter
									February
114	663.40	104.0		1	2	3	4		
119	695.40	109.0	7	8	9	10	11		
124	727.40	114.0	14	15	16	17	18	15 & 17	P/T Conferences 4-8 pm
129	759.40	119.0	21	22	23	24	25	18	No School - Contact Day
130	766.00	120.0	28						
									March
134	791.40	124.0		1	2	3	4		
139	823.40	129.0	7	8	9	10	11		
			14	15	16	17	18	14 - 18	No School - Spring Break
144	855.40	134.0	21	22	23	24	25	25	End 3rd Quarter - 44 days
148	880.80	138.0	28	29	30	31		28	Begin 4th Quarter
									April
149	887.40	139.0					1		
154	919.40	144.0	4	5	6	7	8		
159	944.80	148.0	11	12	13	14	15	11	Professional Development Day
164	976.80	153.0	18	19	20	21	22		
169	1,008.80	158.0	25	26	27	28	29		
									May
174	1,040.80	163.0	2	3	4	5	6	20	Last Day - Preschool/Seniors
179	1,072.80	168.0	9	10	11	12	13	22	Commencement
184	1,104.80	173.0	16	17	18	19	20	27	End 4th Quarter - 45 days; 1:30 dismissal
189	1,134.80	178.0	22 23	24	25	26	27	30	No School - Holiday
190			30	31				31	Building Meeting/Work Day
									June
					1	2	3		
190	**1,134.80**	**178.0**	**Total Class Hours & Days**						

Quarterly Statistical Report Periods	
August 24 - October 27	46.0
October 28 - January 13	44.0
January 18 - March 25	44.0
March 28 - May 27	44.0
Student Days	**178.0**
Teacher PD/Work Days	10.0
Paid Holidays	2.0
Total Days	**190.0**

Legend

- New Teacher Orientation
- Professional Development (PD) Days
- Building Meeting/Work Days
- P/T Conferences
- Student Contact Day for P/T Conferences
- Begin Quarter/Semester
- Vacation Days
- Holidays *(* denotes paid)*
  - *Labor Day*
  - ** Thanksgiving Day*
  - *Christmas Day*
  - ** New Year's Day*
  - *Memorial Day*

Instructional Day Definition	Hours
Minimum Instructional Day	**6.6**
Approximately 8:00 am - 3:10 pm	
PLC Wednesday Instructional Day	**5.6**
Approximately 8:00 am - 2:10 pm	
Typical Instructional Week Hours	**32.0**

Indianola Community School District
Year-Round Education
2021-22 Calendar

Contract Days	Student Hours	Student Days	M	T	W	TH	F		
									July
						1	2	6 - 8	New Teacher Orientation
1	-	-	5	6	7	8	9	9	Flex Work Day
6	13.20	2.0	12	13	14	15	16	12 - 13	Professional Development Days
11	45.20	7.0	19	20	21	22	23	14	Building Meeting/Work Day
16	77.20	12.0	26	27	28	29	30	15	First Day of Class
									August
21	109.20	17.0	2	3	4	5	6		
26	141.20	22.0	9	10	11	12	13		
31	166.60	26.0	16	17	18	19	20	20	Building Meeting/Work Day
36	198.60	31.0	23	24	25	26	27		
38	211.80	33.0	30	31					
									September
41	230.60	36.0			1	2	3	2	Preschool First Day of Class
45	256.00	40.0	6	7	8	9	10	6	No School - Labor Day
50	288.00	45.0	13	14	15	16	17	14 & 16	P/T Conferences 4-8 pm
50	288.00	45.0	20	21	22	23	24	16	End 1st Quarter - 44 days
50	288.00	45.0	27	28	29	30		17	No School - Contact Day
								20 - 30	No School - Intersession
									October
50	288.00	45.0					1	1	No School - Intersession
50	288.00	45.0	4	5	6	7	8	4 - 8	No School - Fall Break
55	313.40	49.0	11	12	13	14	15	11	Professional Development Day
60	345.40	54.0	18	19	20	21	22	12	Begin 2nd Quarter
65	377.40	59.0	25	26	27	28	29		
									November
70	409.40	64.0	1	2	3	4	5		
75	441.40	69.0	8	9	10	11	12		
80	473.40	74.0	15	16	17	18	19	24	1 hour Early Release
84	492.20	77.0	22	23	24	25	26	25 - 26	No School
86	505.40	79.0	29	30				25	No School - Holiday
									December
89	524.20	82.0			1	2	3		
94	556.20	87.0	6	7	8	9	10	17	1 hour Early Release
99	587.20	92.0	13	14	15	16	17	17	End 2nd Quarter - 47 days
99	587.20	92.0	20	21	22	23	24	23 - 31	No School - Winter Break
			27	28	29	30	31	24	No School - Holiday
									January
100	587.20	92.0	3	4	5	6	7	3	No School - Holiday
105	612.60	96.0	10	11	12	13	14	4 - 7	No School - Winter Break
110	638.00	100.0	17	18	19	20	21	10	Begin 3rd Quarter
115	670.00	105.0	24	25	26	27	28	14	Building Meeting/Work Day
116	676.60	106.0	31					17	Professional Development Day
									February
120	702.00	110.0		1	2	3	4		
125	734.00	115.0	7	8	9	10	11		
130	766.00	120.0	14	15	16	17	18	15 & 17	P/T Conferences 4-8 pm
135	798.00	125.0	21	22	23	24	25	18	No School - Contact Day
136	804.60	126.0	28						
									March
140	830.00	130.0		1	2	3	4	10	End 3rd Quarter - 42 days
144	855.40	134.0	7	8	9	10	11	11	No School - Spring Break
			14	15	16	17	18	14 - 18	No School - Spring Break
144	855.40	134.0	21	22	23	24	25	21 - 25	No School - Intersession
148	880.80	138.0	28	29	30	31		28	Begin 4th Quarter
									April
149	887.40	139.0					1		
154	919.40	144.0	4	5	6	7	8		
159	944.80	148.0	11	12	13	14	15	11	Professional Development Day
164	976.80	153.0	18	19	20	21	22		
169	1,008.80	158.0	25	26	27	28	29		
									May
174	1,040.80	163.0	2	3	4	5	6	20	Last Day - Preschool/Seniors
179	1,072.80	168.0	9	10	11	12	13	22	Commencement
184	1,104.80	173.0	16	17	18	19	20	27	End 4th Quarter - 45 days; 1:30 dismissal
189	1,134.80	178.0	22 23	24	25	26	27	30	No School - Holiday
190			30	31				31	Building Meeting/Work Day
									June
					1	2	3		
190	**1,134.80**	**178.0**	**Total Class Hours & Days**						

Quarterly Statistical Report Periods	
July 15 - September 16	45.0
October 12 - December 17	47.0
January 10 - March 10	42.0
March 28 - May 27	44.0
Student Days	**178.0**
Teacher PD/Work Days	10.0
Paid Holidays	2.0
Total Days	**190.0**

Legend

- New Teacher Orientation
- Professional Development (PD) Days
- Building Meeting/Work Days
- Intersession
- P/T Conferences
- Student Contact Day for P/T Conferences
- Begin Quarter/Semester
- Vacation Days
- Holidays *(* denotes paid)*
  - *Labor Day*
  - ** Thanksgiving Day*
  - *Christmas Day*
  - ** New Year's Day*
  - *Memorial Day*

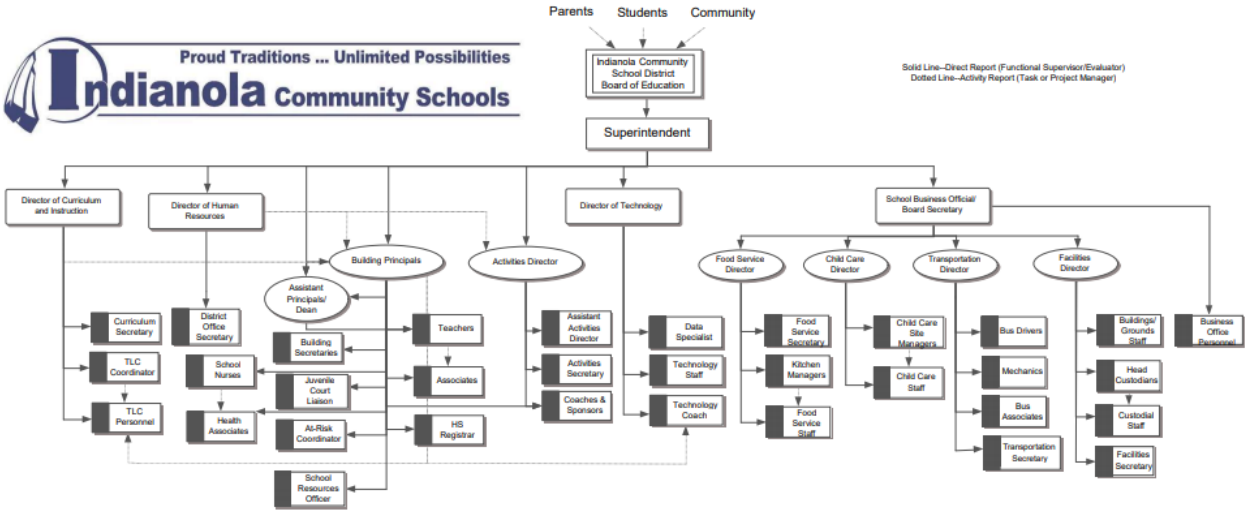
Instructional Day Definition	Hours
Minimum Instructional Day	**6.6**
Approximately 8:00 am - 3:10 pm	
PLC Wednesday Instructional Day	**5.6**
Approximately 8:00 am - 2:10 pm	
Typical Instructional Week Hours	**32.0**

District Contacts

Central Office **1301 E 2nd Ave**		**Office Phone: 961.9500** **Fax: 961.9505**
Contact	**Role**	**Extension**
Art Sathoff	Superintendent	1501
Mimi Kelly	Director of Human Resources	1502
Johna Clancy	School Business Official	1503
Annette Jauron	Director of Teaching and Learning	1508
Ray Coffey	Director of Technology	1512
Sarah Baker	Director of Special Programs	3114
Denise Moss	Enrollment Coordinator	1516
Shelley Royer	Business Office Assistant	1509
Jill Gavin	Accounting Generalist	1511
Justin Bristow	SIS Manager	2500
Stephanie Montgomery	Secretary	1500
Kathy Timmerman	Curriculum Assistant	1507
Facilities Department **1206 E. Ashland Ave**		**Office Phone: 961.9590** **Fax: 961-9504**
Bernie Brueck	Facilities Director	1600
Anita Westlake	Secretary	1601
Food Service Department **1206 E. Ashland Ave**		**Office Phone: 961.9591** **Fax: 961.9504**
Abbi Costigan	Food Service Director	1608
Beth Drummond	Secretary	1612
Monty Dorman	Warehouse Operator	1609
Transportation Department **1206 E. Ashland Ave**		**Office Phone: 961.9592** **Fax: 961.9504**
Ron Swartz	Transportation Director	1605
Ryan Whitesitt	Secretary	9592
Information Technology Department **1606 N 14th St**		**Office Phone: 961.9590**
Ray Coffey	Technology Director	1512
Nathaniel Brand	Network/Systems Engineer	
Ethan Finck	IT Support Services Specialist	2501
Mitchell Sparks	IT Support Services Specialist	2511
Ali Sauter	Technology Integrationist	2192
Justin Gilkerson	IT Support Services Manager	2550
Indianola Child Care	**Office Phone: 961.9565**	**Fax: 961.9523**
Kim Post	Director	5135
Traci Chittenden	Assistant Director	5144
Cheyenne Weldon	Emerson Site Supervisor	5133
Kelsey Bloom	Irving Site Supervisor	6135
Ashley Hendrickson	Whittier Site Supervisor	7130
Michelle Smith	Wilder Site Supervisor	4144
Emerson Elementary **1109 E Euclid Ave**	**Office Phone: 961.9550**	**Fax: 961.9555**
Mark Timmerman	Principal	5100
Paula Menke	Secretary	5101

Amanda White	District Nurse	5131
	Health Associate	5131
Irving Elementary **Office Phone: 961.9560 Fax: 961.9566** **500 W Clinton Ave**		
Derek Morris	Principal	6100
Julie Ormsby	Secretary	6560
Amanda White	District Nurse	6132
Becca Van Dam	Health Associate	6132
Whittier Elementary **Office Phone: 961.9570 Fax: 961.9575** **1306 W Salem Ave**		
Ed Johnson	Principal	7100
Stacy Strong	Secretary	7140
Brooke Charleville	District Nurse	7128
Danielle Smart	Health Associate	7128
Wilder Elementary **Office Phone: 961.9540 Fax: 961.9544** **2303 W Euclid Ave**		
Amy Jo Naughton	Principal	4100
Jennifer Ridout	Secretary	4540
Brooke Charleville	District Nurse	4102
Angela Preston	Health Associate	4102
Middle School **Office Phone: 961.9530 Fax: 961.9535** **403 S 15th St**		
Kristy Ellis	Principal	3100
Mike O'Meara	Asst. Principal	3101
Janet Robbins	Secretary	3156
Joann Thessen	Secretary	3157
Cadi Williams	District Nurse	3124
Nicky Gearhart	Health Associate	3124
Sandy Petersen	Head Custodian	3159
Pam Dennis	Kitchen Manager	3158
High School **Office Phone: 961.9510 Fax #'s: Main Fax- 961.9519** **1304 E 1st Ave Athletic Office: 961.9520 Guidance Fax - 961.9503** **Athletic Fax- 961.9525**		
Jeff Siebersma	Principal	2101
Kelli Rixner	Assistant Principal	2100
Josh Lullman	Dean of Students	2170
Stacey Johnson	Secretary	2172
Kim Marchant	Secretary	2162
Traci Brewer	District Nurse	2110
Edie Konrad	Health Associate	2110
Dawn Fitzgerald	Registrar	2171
Connie Neer	Attendance	2230
Lee Nelson	Activities Director	2281
Jonathan Fitzpatrick	Assistant Activities Director	2283
Tawnya Hawkins	Activities Secretary	
Kim Lorton	Print Shop	2205
Ali Sauter	Tech Integrationist	2192
Brian (Pitt) Strohm	Theater	2199
Brandiann Wilson	Theater	2182
Nicole Tyler	Head Custodian	2181
Jane Greiner	Kitchen Manager	2178

Organizational Chart



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 http://www.indianola.k12.ia.us/policysearch.php. 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 Mimi Kelly at extension 1502.

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, over the course of the school year. (Year Round Education teachers who are new to the district are paid over thirteen months, August through August, during their first year of employment.) 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 two 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. Teachers whose professional practice does not meet the district's expectations for career advancement or who are identified as needing improvement may be maintained on their current step, so long as they are notified during the evaluation time allowing enough time for remediation.

Any teacher returning to the Indianola Community School District after being gone for no more than one year will be returned to the salary step that (s)he would have been placed on if (s)he had not left. Any teacher hired prior to the beginning of the second semester of any school year will be granted one year of service toward the next step increment for the following year.

Education

Teachers can move to higher educational lanes on the salary schedule by completing additional course work in their respective fields. All approved graduate (and undergraduate) 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+15, BA+30) and the MA lanes (i.e., MA+15, MA+30) 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.

An individual who reaches maximum advancement in the BA Lane (i.e., BA step15) will not be allowed credit for any additional years of service at that step when moving to a higher education lane. For example, a teacher who has remained on BA step 15 for more than one year will move to step 16 of a higher education lane, regardless of the number of years the teacher has spent at BA step 15. All other teachers will have years of service at the maximum step in their current lane recognized on advancement to a higher education lane.

Compensation for Extra Duty

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

Any teacher who agrees to cover a class for another teacher during his/her planning period or during an individual music lesson period shall be compensated up to one period per day according to Schedule G. Employees who do not have a set planning period due to the nature of their position are not eligible for Schedule G compensation. These employees will not be asked to cover more than 90 minutes per day. Employees can be assigned to cover at the discretion of the district.

A teacher who agrees to cover a class for another teacher shall be compensated $25 per hour ($12.50 per half hour). This does not apply when a teacher who's regularly assigned students are not present in the classroom (e.g., field trips, extracurricular events, senior week, etc.) is assigned to substitute in another classroom. Elementary teachers will not be paid to cover their classroom when a counselor is absent during their scheduled guidance time.

Teachers who work beyond their contracted number of days will receive supplemental pay based on the nature of the work being performed. Teachers engaging in approved curriculum development, professional development, teaching summer school or intersession, or fulfilling extended contract days will be paid $25 per hour. Teachers planning professional development, providing elementary music supervision, or supervising athletic events or district activities will be paid $20 per hour.

Part-time teachers will be paid an hourly rate, based on their per diem salary, to attend parent/teacher conferences, professional development, PLC discussions, and/or extended teaching time during normal days.

To receive approved supplemental pay, employees must submit a manual time card documenting the actual time worked and the nature of the work performed. A copy of this time card is located on the Employee Resource page of the district website. Time cards should be submitted to the employee's building principal or curriculum director by Tuesday of the week following completion of the work. Teachers must report covering for another teacher to their building secretary the same day.

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 group insurance coverage, term life insurance and tax sheltered annuity programs. Insurance premiums will automatically be deducted but all other payroll deductions require written authorization. (Board Policy 706.2)

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. Undergraduate credit courses *may* be considered when required for an endorsement the district desires. Courses relating to an employee's coaching (i.e. Schedule D) 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 have filed a "Notice of Intent to Move" by July 1 and suitable evidence of additional credit in the employee's teaching field or related areas with the Superintendent or designee on or before September 1 of each year. If the work has been completed but evidence is not available, an agreement can be made with the Superintendent or designee for the advancement.

Group Insurance Benefits

The district provides full-time certified staff with single medical insurance, single dental insurance, long-term disability (LTD) insurance, and $15,000 of term life insurance. The district also provides insurance coverage to part-time certified staff, pro-rated according to the employee's full time equivalent (FTE) salary. The district provides LTD and term life insurance at no additional cost to part-time certified personnel. Employees have the option to purchase additional life insurance, as well as vision coverage for glasses or contacts, an accident expense plan, a critical illness plan and a flexible benefit plan or Health Savings Account (HSA).

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 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. August 1). Questions regarding insurance benefits should be directed to Shelley Royer at (515) 961-9500, extension 1509 or shelley.royer@indianola.k12.ia.us.

Eligible employees may choose the coverage of medical/health and dental insurance from a cafeteria of benefits. The district's contribution will be the cost of the single premium PPO1000 plan and the cost of the single dental plan. Employees who take both health and dental insurance have the option to take the unused portion of their benefit as a cash payment. If this

is done, the district will deduct the employer's contribution of FICA & IPERS from the payment. If an employee does not take both health and dental, they will not receive the unused portion in cash. The district requires proof of other coverage if someone does not elect health and dental coverage. The district will automatically make pre-tax payroll deductions to pay for additional insurance premiums, unless directed otherwise by the employee.

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.

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 IRS standard mileage rate of 53.5 cents per mile and must have the travel pre-approved by the Superintendent or designee.

Employees who are allowed an in-school district travel allowance will have the amount of the allowance actually received during each calendar year included on the employee's W-2 form as taxable income according to the Internal Revenue Code.

Travel Compensation – Outside the District

Employees traveling on behalf of the district and performing approved school district business will be reimbursed for their actual and necessary expenses. 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. Failure to have a detailed receipt will make the expense a personal expense. Personal expenses, including mileage, in excess of that required for the trip are reimbursed by the employee to the school district no later than ten working days following the date of the expense.
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). Reimbursement checks are processed weekly. Reimbursement requests must be submitted by noon on Wednesday to be available the following week.

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 will 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.

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 requesting building, program, or department. School volunteers will be subject to a web-based background check upon each visit to a school.

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. Such actions may subject 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. 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, if required by law. 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 Indianola 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 Indianola 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. 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.

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. In doing so, the administrator must cite specific examples and evidence illustrating their 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. Documentation of the awareness phase (i.e., concerns, corrective plans, artifacts, etc.) may not to be included in the employee's personnel file.

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 and personnel file.

At the end of the designated time frame, 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 problem is not resolved and no progress is made, the administrator may recommend the teacher's contract not be renewed.

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, 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. teacher who have completed a minimum two or potentially three-year probationary period in another district) who are new to the Indianola 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 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."

<u>Individual Career Development Plan Process</u>

1. Individual Career Development Plans are to be drafted and submitted by October 1. Teachers serving on a year-round (YRE) calendar must submit their ICDP by September 1.
2. Individual Career Development Plans may be developed on an individual or group basis.
3. The principal or evaluator will meet with the teacher(s) to review the plan, jointly modify as needed, establish timelines and deadlines, and approve the plan by October 30. (September 30 for YRE) Both the teacher and principal will maintain a copy of the ICDP.
4. A mid-year reflection meeting will occur once during the year. 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.
5. 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."

6. The teacher keeps the materials created as part of the Individual Career Development Plan, such as "artifacts" and reflections.
7. 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, each building principal will meet with each teacher under his or her supervision to explain/review the performance review process. Principals will clarify the elements of Individual Career Development Plans, 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 six (6) 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 (Appendix A)

A. ICDPs must be submitted by October 1, and approved by October 30. YRE ICDPs must be submitted by September 1, and approved by September 30.
B. A mid-year reflection/review meeting between the teacher(s) and principal must occur prior to the end of the school year.
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 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 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;

   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.
4. No portion of the awareness phase, including written notice, supporting documentation or other records, may be included in the employee's permanent personnel file.

C. Assistance Phase

1. If the problem or concern is not resolved in the *Awareness Phase*, the administrator will notify the teacher, in writing, that they are being placed on *Intensive Assistance.*
    a. A copy of this notification must also be sent to the Director of Human Resources.
    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, including specific examples or evidence, 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.

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.

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. It is within the discretion of the superintendent to allow one family member employed by the school district to supervise another family member employed by the school district subject to the approval of the board.

The employment of more than one individual in a family is on the basis of their qualifications, credentials and records.

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.

Public Complaints about an Employee

The board recognizes situations may arise in the operation of the school district which are of concern to parents, employees, students and other members of the school district community. Public complaints about an employee shall be addressed as detailed in board policy 402.5

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.

The board will employ employees after receiving recommendations from the superintendent. The superintendent, however, will have the authority to hire an employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

The board may employ temporary teachers for a period up to six months and temporary administrators up to nine months. Temporary employees will be employed to fill a vacancy created by a leave of absence or unexpected termination of a licensed employee.

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.

Teachers shall not be involuntary 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. "Day" is defined as one work day regardless of full-time or part-time status of an employee. The maximum normal shift day is 8 hours and 20 minutes, which include a thirty-minute duty free lunch.

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 3 professional meetings before or after the regular work day, per month, without additional compensation.

On Fridays and days preceding holidays and/or school vacations, employees may leave immediately following student dismissal in their respective building or the end of the work day, whichever comes first.

DISTRICT PROCEDURES AND GUIDELINES

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.*

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 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 director of human resources will discuss the appropriate action with the superintendent. The superintendent has the authority to recommend the termination of an employee to the Board.

A number of guidelines, procedures and forms are available in the “Employee Resources” section of the district webpage. These resources are located at http://www.indianola.k12.ia.us/employee-resources.php.

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 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. (Board Policy 402.10)

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.

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 no set school policy or determine school programming, instructional methodologies, or curriculum. PTOs do not make operational decision 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 "Donation/Gift Acceptance Form." This form must identify 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 any agreed upon terms or restrictions.

Payroll

All employees will receive their pay on the twentieth 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 paystubs 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 Accounting Generalist. Employees are encouraged to report any miscalculations or questions about their check to the district office, as soon as possible.

Employees are also encouraged to carefully review their paystubs 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 personnel data has changed, notify the district office.

Printing

The district operates an in-house printing facility that provides cost effective printing and finishing services. Copies should be created in the print shop whenever possible. Employees should submit a "Print Shop Request Form" or send an email to Kim Lorton at kim.lorton@indianola.k12.ia.us, including the specifications of their print job and a copy-ready master. Copies are limited to 8 ½" x 11" paper. Employees may request canary, blue, green, white, pink, goldenrod or lilac colored paper, but should request white copies whenever possible. Other colors or card stock may be sent to the print shop to be used.

Most orders will be completed in two-days. Large orders may take up to ten days to complete. Pickup in the buildings is posted and does not count as the first day.

Printing of personal items should not be requested through the print shop.

Copyrighted materials will not be copied without permission.

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 or Curriculum Director.

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 or Curriculum Director. Approval of the building principal and or Curriculum Director 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. No purchases, charges, or commitments to buy goods or services for the district can be made without a 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 should not simply buy items and ask to be reimbursed.

Purchase Order Requisition forms are available on the "employee resources section" of the district website at http://www.indianola.k12.ia.us/employee-resources.php. Completed requisitions should be given to the principal's secretary. The secretary will process all purchase orders. All orders will be first delivered to the office. The principal's secretary will check in each order received.

Employees should contact the District Office - Accounts Payable, at 961-9500, for additional information on purchasing procedures.

Religious Holiday Celebrations in Public Schools

Public school officials need to be respectful of the religious beliefs of employees and students. The Iowa Department of Education has provided the following non-exhaustive checklist for prohibited and permissive activities related to religious holiday celebrations in public schools. This information may be located at www.educateiowa.gov/resources/laws-and-regulations/legal-lessons/religious-holiday-celebrations-public-schools.

Prohibited Activities:

- Displays of religious symbols such as a crèche, an angel, a menorah, or a banner with a religious message (e.g., "Gloria in Excelsis Deo")
- Display of a Christmas tree with religious symbols such as stars, angels, the baby Jesus, etc.
- School-wide prayer or Scripture readings
- A musical concert with exclusively religious music
- Banning students from offering candy canes or other items with a religious message during non-instructional-time (before or after school or during a recess) and not done in the classroom. Schools may still prohibit distribution within classrooms.
- Holding a "Christmas Party" in the classroom. (A "holiday" or "end of semester" or "end of 2014" party is would be ok.)

Permissible Activities:

- Including religious music selections during public holiday concerts if non-religious music is included
- Holding holiday concerts at religious sites if the concerts are also held at non-religious sites
- Displaying a "giving tree," (e.g., a tree on which students hang donated items such as mittens, gloves, etc.)
- Displays of religious symbols when combined with other symbols of cultural and ethnic heritage such as Kwanzaa symbols, *Frosty the Snowman*, other festive figures, such as a "*Happy Holidays*" banner, etc.
- Displays of symbols representing many religious beliefs, even without non-religious symbols. But, just displaying symbols from Christianity and Judaism is an impermissible endorsement of dual beliefs. The display must present a message of pluralism and freedom to choose one's own beliefs.

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 Food Service Department (515.961.9591) 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 operates a school nutrition program. Employees may purchase meals and other items, including milk. The cost of an adult breakfast is $2.00 and an adult lunch is $3.55. Employees may purchase meals on a day-to-day cash 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 3 time per month either before or after school. Staff meetings will last approximately 30 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 goal of the ICSD is "to provide the best possible opportunities for its students in order to maximize their learning." The vision that guides the district's TLC program was developed during its inception:

> *"The Indianola School District will create a teacher leadership system with multiple pathways that allow teachers to collaborate, model, mentor, and have a voice in decision-making for the purpose of teacher and student growth. To make that system work, teacher leaders will be passionate, goal-oriented learners with a growth mindset focused on inspiring improvement. They will respect and trust the expertise, professionalism, and individual circumstances of the teachers in our district, offering non-evaluative, confidential, and collaborative opportunities for individual teachers to work toward their own goals. Teacher leaders will expect to learn from the teachers they work with as much as they aim to help."*

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

- Recruitment and retention of top educators through **mentoring**
- Provision of **authentic, meaningful PD** and integrated supports through **coaching**
- Development of **multiple pathways** for leadership opportunities for teachers, with **adequate compensation**
- Promotion and sustention of professional learning communities (PLCs), enabling **learning from others**
- Collaborative, continuous improvement of instruction in all K-12 classrooms, with systemic increases in **student improvement**

The district's TLC program includes:

- 1 teacher leadership coordinator - The coordinator trains and mentors teacher leaders and coordinates roles. The coordinator will have extensive background in adult learning, instructional coaching, curriculum/assessment leadership, and best practices. This person works with the curriculum director and is responsible for the success of the remaining 60 teacher leaders.
- 8 instructional coaches - Instructional coaches assist teachers with individual professional development and application of research-based best practices/instructional strategies through the use of Jim Knight's (2007) partnership principles and coaching routines.
- 3 half–time AIW mentors - AIW mentors support teachers' study and implementation of Authentic Intellectual Work processes and provide AIW training.
- 2 half-time mentor coordinators - Mentor coordinators coach/mentor new teachers as they teach during the day and coordinate induction activities for 1st/2nd-year teachers and their mentors.
- 10 teacher mentors - Teacher mentors will be assigned to 1st/2nd-year teachers from similar instructional areas and support content, school acclimation, and development of skills needed for teaching success.
- 4 half-time teacher partners - Teacher partners enhance instructional skills of veteran teachers, helping to analyze practice through observation, data collection, and modeling. They may occasionally cover classrooms to allow veteran teachers to observe other teachers and facilitate changes based on these observations.
- 33 lead teachers will support PLCs by serving as model teachers, opening their classrooms for observation of practices that elicit high levels of student learning. Lead teachers will receive targeted professional development and work with others to develop instructional practices at high capacity. Lead teachers will serve as a part of the District Leadership Team and facilitate collaboration among K-12 teacher teams and administration on districtwide work.

The selection process involves 2 committees of teachers/administrators. Positions require internal candidates and most require 3 years of experience. Teacher leaders will be evaluated by principals, using rubrics with job duties aligned to the Iowa Teaching Standards. Formative, non-evaluative feedback will be given by the teacher leadership coordinator, who leads professional learning for these individuals on a weekly to monthly basis. Funding will ensure teacher leaders are in-house experts; instructional coaches will partner with lead teachers to provide large-scale PD as needed.

This plan is woven into existing structures of leadership; therefore, implementation and sustention is easier, drawing from the existing knowledge base. The plan places its emphasis on people. Should state funding cease, ICSD would maintain the most effective roles in a limited capacity.

CONDUCT IN THE WORKPLACE

Employee Use of Cellphones

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. 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.

Employees should not be in district facilities between the hours of 12:00 a.m. and 5:00 a.m. without prior permission. They must careful to turn off lights and lock doors when they exit district facilities.

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.

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 Indianola 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 one hour early each Wednesday to provide teams a consistent opportunity to collaborate and evaluate their progress. Teams are 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. Employee' "clothing should be neat, clean, and in good taste. Discretion and common sense call for an avoidance of

extremes, which would interfere with or have an effect on the educational process." (School Board Policy 404)

Clothing that is worn out, distressed, dirty, frayed, ripped, in general disrepair, or promotes topics inappropriate for a school setting is not acceptable at any time. Clothing deemed inappropriate will be discussed with the employee. Tank tops, short shorts and halter tops are not considered professional attire. 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.

Always keep in mind you are dressing for your career, and when at work, you represent Indianola Community Schools. Every employee should think about "dressing for their day." This means we assess schedules in advance and wear appropriate attire based on what is happening that day.

For example:

- On a typical day of school, any range of Smart Dress attire is acceptable, including jeans, professional shirts & blouses, sweaters, etc.
- On a day with a meeting with parents, community, or external guests, professional / business casual attire (such as dress pants and a professional shirt or blouse) should be worn. Examples include, parent-teacher conference nights, open house nights, Veterans Day Assembly, Senior Citizens Luncheon, etc.

Following the guidance and examples above, building principals/designees will ensure that their staff understands and adheres to the Smart Dress policy.

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.

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 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.

Employees may request a leave of absence to run for public office. That provision is detailed in the "Leaves and Absences" section of this handbook.

Ethics – Board of Educational Examiners

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

STUDENT AND CLASSROOM ISSUES

Abuse of Students by a School District Employee

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

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

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

Child Abuse Reporting

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

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

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

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

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

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

Corporal Punishment, Restraint and Detaining Students

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

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

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

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

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

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a student. If a student is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent. For additional information regarding Iowa law on this issue, please visit the "Timeout, Seclusion, and Restraint" section of the Iowa Department of Education's website, located at www.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.

Physical Confinement and Detention

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

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

The length of confinement must be reasonable, relative to the age, size, and physical and mental condition of the student. The period of confinement cannot exceed the total length of the school day, but before- and after-school detention are permissible.
If the length of confinement exceeds 60 minutes or the length of a typical class period (whichever is shorter), teachers must obtain administrator approval and direction for continued confinement.

"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 attempt to notify a child's parent or guardian on the same day their child is subjected to physical restraint or physical confinement. The parent or guardian must be provided a written copy of the documentation describing the event, within three school days of the occurrence. Written documentation must include the names of all of the people involved

in the incident, the date of the incident, the time and duration of the incident; the student and employee behavior before, during and after the incident; an explanation of any alternative discipline procedures attempted prior to confinement or restraint, a description of any and all injuries and/or property damage resulting from the instance; and a description of any alternative approaches to student behavior that will be attempted in the future. The parent or guardian may elect, in writing, to receive such documentation electronically.

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 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 Indianola 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 PowerSchool 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 Power School 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. Conferences at the at the elementary and high will be individually scheduled. The middle school offers student-led conferences on a first-come-first-served basis. 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.

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 and/or school-operated chartered vehicles, or while attending or engaged in school district activities will be suspended by the building principal and a recommendation for expulsion may be forwarded to the superintendent. 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 pointing any firearm toward another or displaying 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.
Removal from the classroom means a student is sent to the building principal's office. It is 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 or building principal disciplining the student.

Suspension means 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 occur. 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.

It is the responsibility of the superintendent, in conjunction with the building principal, to develop administrative regulations regarding this policy. (School Board Policy 503.1)

The Indianola Community School District will not tolerate vandalism or destruction of school property. (School Board Policy 502.2)

<u>Discipline of Student Entitled to Special Education</u>

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)].

<u>Special Discipline Considerations</u>

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. 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, and a list of all fundraising activities will be submitted to the Board of Education. All funds should be turned in to the office as soon as possible and teachers/sponsors should never leave money in their rooms overnight.

Student Records

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

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

Transporting of Students by Employees

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

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

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

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

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

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

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

The form that must be completed to get permission to transport students in private vehicles is located on the district website. The link to the form is:
http://www.indianola.k12.ia.us/forms/2012/employee-resources/district/Transporting-Students-in-a-Personal-Vehicle.pdf

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.

Tutoring

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 507.2.

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, ICSD Board Policy 507.2E1)

PROHIBITION OF DISCRIMINATION, HARASSMENT, BULLYING AND SEXUAL MISCONDUCT TOWARD STUDENTS (Board Policy 104)

The Indianola Community School 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 or sexual misconduct in school, on school property, or at any school function or school-sponsored activity.

SEXUAL HARASSMENT and/or SEXUAL MISCONDUCT PROHIBITED
It is the policy of the District to maintain a learning environment that is free from discrimination or harassment of any kind based on a person's sex. Discrimination in the form of sexual harassment, sexual assault/abuse, and sexual exploitation (collectively "Sexual Misconduct") is prohibited by the District. All employees, visitors, and students must avoid any action or conduct which could reasonably be perceived as Sexual Misconduct. It will be a violation of this policy for any person to harass a student through conduct or communications of a sexual nature as defined in this policy, or otherwise engage in Sexual Misconduct directed at a student. This policy applies regardless of sexual orientation or gender identity of the parties involved.

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, 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.

Examples of prohibited behavior may include, but are not limited to, the following:

- Unwelcome touching;
- Inappropriate or demeaning remarks, jokes, stories, activities, symbols, signs or posters;
- Implied or explicit threats concerning grades, awards, property or opportunities;
- Requiring, explicitly or implicitly, that a student submit to harassment or bullying as a term or condition of the student's participation in any educational program or activity.

Code No.104

SEXUAL HARASSMENT and/or SEXUAL MISCONDUCT – DEFINITIONS
Sexual or Gender-Based Harassment (including Harassment Based on Sex, Sexual Orientation or
Gender Identity) is unwelcome conduct of a sexual nature or aimed another because of sex when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of the student's educational opportunities or benefits; or
- Submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting that student; or
- Such conduct has the purpose or effect of substantially interfering with a student's education or creating an intimidating, hostile, or offensive educational environment.

Conduct is considered "unwelcome' if an individual did not request or invite it and considered the conduct to be undesirable or offensive. A hostile environment exists when the harassment is sufficiently severe or pervasive so that it alters the conditions of education, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on the circumstances.

“Aimed at another because of sex” includes both actual and perceived sex, including conduct based on sexual orientation, gender identity, gender expression, and nonconformity with gender stereotypes. This may also be called “Gender-Based Harassment.” This harassment based on these actual or perceived traits is prohibited by the District.

Sex or gender-based actions which are offensive or inappropriate, but do not rise to the level of creating a hostile environment, can still be reported and, where appropriate, the District will take remedial steps to end or prevent such actions in the future.

Examples of sexual or gender-based harassment may include, but is not limited to the following:

- Requests or pressures for sexual activity;
- Unwelcome touching;
- Other verbal or physical conduct of a sexual nature, such as inappropriate jokes, symbols, signs or posters of a sexual nature;
- Repeated remarks to or about a person with sexual or demeaning implications.
- "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.

Sexual Assault/Abuse: are the offenses as defined by Iowa Code chapter 709, and specifically:

- Sexual contact or attempted sexual contact by force or against the will of the other. If consent or acquiescence is obtained through threats of violence or while the other is under the influence of a drug or otherwise unconscious/incapacitated, the act is against the person’s will.
- Sexual contact or attempted sexual conduct against a person suffering from a mental defect or incapacity which precludes giving consent, or lacks the mental capacity to know the right and wrong of conduct in sexual matters.
- Any romantic relationship between a school employee and a student, regardless of the student’s age.

Sexual Exploitation: “Sexual Exploitation” is defined under Iowa Code § 728.12(1), and occurs when a person causes or attempts to cause a minor to engage in or simulate a prohibited sexual act when the act may be photographed, filmed, or otherwise preserved.

COMPLAINT PROCEDUES: INVESTIGATION AND RESOLUTION OF COMPLAINTS

Any person alleging a violation of this policy may file a complaint with an administrator in the student’s school or by the using the Bullying/Harassment or Sexual Misconduct Complaint Form (included in this policy). For complaints of Sexual Misconduct against school employees, a complaint may be made to a building administrator, District Administrator, or District compliance officer/Level One Investigator.

Employees who are aware of harassment or bullying will file a written complaint or will report the conduct to a building administrator or to the compliance officer. However, any member of the District community, including students, teachers, staff, and third parties, who become aware of bullying, harassment, or Sexual Misconduct which violates this policy should promptly notify an administrator or compliance officer of such violations.

Upon receipt of a complaint, an investigator will be assigned to promptly and equitably investigate and determine if the complaint states a possible violation of this policy. Investigators designated by the Superintendent, or Level One Investigators for Sexual Misconduct complaints against school employees, shall be responsible for conducting the investigation. If the investigator is the respondent, a witness, or otherwise has a conflict of interest in a particular case, an alternate investigator will investigate. District employees, students and volunteers are expected to fully and fairly cooperate in the investigation.

Filing a Complaint
A complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent's designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 45 calendar days of the event giving rise to the complaint or from the date the complainant could reasonably become aware of such Occurrence. The complainant will state the nature of the complaint and the remedy requested. The complainant shall receive assistance as needed.

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 school district will promptly and reasonably investigate allegations of bullying or harassment. The Superintendent or designee (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment. The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent's designee shall also be responsible for developing procedures regarding this policy.

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 m 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.

If the complaint alleges Sexual Misconduct by a school employee towards a student, the investigation and complaint resolution process will be conducted consistent, with Iowa Code chapter 102 requirements, instead of the procedures outlined above, to the extent they are different.

Publication of Policy
The board will annually publish this policy. The policy may be publicized by the following means:

- o Inclusion in the student handbook,
- o Inclusion in the employee handbook
- o Inclusion in the registration materials
- o Inclusion on the school or school district's web site

TITLE IX COORDINATOR: The District's Title IX Coordinator is the Director of Human Resources, 1301 East 2nd Avenue, Indianola, Iowa 50125, (515-961-9500), hrdirector@indianola.k12.ia.us or designee. The Title IX Coordinator coordinates the District's response to reports of Sexual Misconduct under this policy. The Title IX Coordinator does not serve as an advocate for either the complainant or the respondent. The Title IX Coordinator will explain to both parties the informal and formal processes and the provisions of confidentiality. When appropriate, the Title IX Coordinator will provide to both parties information on options for obtaining advocacy, medical and counseling services, and making criminal reports, and will assist with providing information on other resources. The Title IX Coordinator will coordinate with other District officials to implement any safety plans. The Title IX Coordinator is trained and knowledgeable about enforcement, compliance, communication, and implantation of the District's anti-harassment and anti-discrimination policies.

LEVEL ONE INVESTIGATORS: The District's Level One investigators for purpose of complaints of physical or sexual abuse of a student are: Level 1 Investigators: Building Administrators. Level 1 Alternate Investigator: Superintendent.

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.

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 or supervisor within twenty-four hours of the occurrence. The principal or supervisor should contact the *EMC OnCall Nurse* work injury hotline, at 844-322-4668, within twenty-four hours after the employee reports the injury. This call automatically files an accident report. If the employee's principal or supervisor is not available, they may call the hotline themselves. In such circumstances, 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. The supervisor can call back at a later time with additional information.

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.

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.

The requirements stated in the Master Contract between employees in that certified collective bargaining unit and the board regarding physical examinations of such employees are followed.

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

<u>Food Outside of School Meals</u>

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 Nutrition Department 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 Nutrition Department 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 must be pre-packaged or produced in a commercial kitchen, with nutritional information available. The Nutrition Department will distribute a list of healthy party ideas to parents and teachers.

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 905.2)

Our school district buildings, vehicles, and ground are tobacco free.

Substance Free Workplace

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

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

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

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

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

Visitors in the Workplace

To provide for the safety and security of students, employees and the facilities of ICSD, 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. All visitors will be checked against electronic sex offender registries and issued a temporary photo identification badge, indicating their name and destination or purpose of their visit. Any visitor who does not have a temporary identification badge should be escorted to the office. If a visitor declines to go to the office, staff should immediately notify a building administrator.

LEAVES AND ABSENCES

Absenteeism

In order to accomplish the goals and mission of the district, daily attendance by all employees is imperative. Employees are encouraged to limit absenteeism to emergencies and appropriate instances that cannot be scheduled outside of a workday. Employees must notify their principals of all times when they will be absent or to submit leave requests. Absences arranged in advance (vacations and 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 Aesop online absence management system to locate and place substitute teachers. Employees are asked to enter absences as soon as possible. The Aesop system allows them to enter absences up to a year in advance.

To enter an absence, employees must type www.signin.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 PIN and click *Login*. (Employees who forget their login information may click the *Login Problems* link next to the *Login* button 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 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).

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. Up to ten days of leave at the cost of a substitute will also be granted. The employee must notify the principal in advance. The minimum use of *adoption leave* must be in half day increments.

Association Business Leave

Leaders of the Indianola Education Association (i.e., three delegates and three alternates) will be granted two days of leave at the cost of a substitute to attend the *Iowa State Education Association Delegate Assembly*. Any other requests for leave to attend to Association business must be approved by the Superintendent. Any such approved absence will be at the cost of a substitute. Employees must notify their building principal in advance. The minimum use of such leave must be in half day increments.

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 or close friends. Teachers shall be granted up to ten 10 days of leave with pay per year, not to exceed 5 days leave per occurrence, to do so. For other absences related to settling an estate or other related legal issues personal leave (with or without pay) must be used. In extreme circumstances, an employee may be granted more than the five consecutive days at the discretion of the Superintendent or their designee. Bereavement leave will be taken out of the employee's sick leave. Minimum use of bereavement leave must be in half day increments. The employee must notify the principal in advance except in cases of emergency.

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 Holiday*……..Thursday, November 25
Christmas…….……Friday, December 24
New Year's Day……..…….…Monday, January 3
Memorial Day……..…….. Monday, May 30

<u>Religious Holidays</u>

When an employee's religion requires them to be absent from the work place the employee will be granted one day of personal leave per year. This will be an additional day to the personal days provided other certified employees. Any additional leave for this purpose will be subject to other available leaves, including personal leave with pay, or personal leave without pay. Such requests must be submitted in writing seven to the building principal seven days before the requested leave. The minimum use of such leave must be in half day increments.

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. Such requests should be made to the superintendent/designee 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, and may be given if the leave was for educational improvement. The decision will be made at the time the leave is approved. 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 11 of his/her intent to return in the following year.

Family and Medical Leave

Teachers shall be granted up to ten days of leave with pay per year to care for an ill or injured spouse, child, parent, parent-in-law, grandchild, and siblings. These days will be deducted from the employee's sick leave. The minimum use of Family Medical Leave must be in half day increments.

The birth of a grandchild is not considered an illness or injury and may not be used as the basis for taking Family Medical leave. Grandparents wishing to be present for the birth of a grandchild must take personal leave with pay or personal without pay.

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 Shelley Royer at 515-961-9500, extension 1509 or visit the "Family and Medical Leave Act" section of the United States Department of Labor's website, at www.dol.gov/whd/fmla/.

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 which falls within the school day wherein the employee is not a party. Personal leave (with or without pay) will be used in legal matters involving the employee. The employee will 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 (With and Without Pay)

Teachers shall receive two days of personal leave with pay and up to three days of personal leave without pay per school year. Employees must notify their building principal at least two days in advance of using personal leave with pay, except in emergencies. Personal leave without pay must be arranged with the building principal in advance. The use of personal leave may be restricted on days immediately before or after holidays. All personal days must be used in one-half day increments.

Personal leave with pay may be accumulated up to three days. An employee who accumulates the maximum amount of personal leave with pay and would otherwise lose an accumulated day will receive a buy-back payment from the district equivalent to the daily substitute rate of pay (i.e., $115). This payment will be included in the employee's June paycheck.

Teachers who use personal leave without pay will have 1/190th of their combined Schedule A salary deducted from their pay.

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.

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 135. (Employees who accumulated sick days prior to June 30, 2013 were allowed to accumulate a higher total.) 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 the end of the contract 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.

Former employees, who left the district's employment and are rehired within one year, will be granted accumulated sick leave at the time of their employment separation not to exceed 135 days.

Political Leave

The board will provide a leave of absence to licensed employees to run for elected public office. The superintendent will grant a licensed employee a leave of absence to campaign as a candidate for an elective public office as unpaid leave.

The request for leave must be in writing to the superintendent of schools at least 30 days prior to the starting date of the requested leave.

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 ICSD, 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. All visitors will be checked against electronic sex offender registries and issued a temporary photo identification badge, indicating their name and destination or purpose of their visit. Any visitor who does not have a temporary identification badge should be escorted 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, she or he will notify the following radio and television stations to broadcast a school closing announcement:

Radio Stations		Television Stations
WOI……AM 640	KGGO……FM 94.9	WOI……..Channel 5

KIOA……..AM 940	KJJY……..FM 92.5	KCCI…….Channel 8
WHO…….AM 1040	KHKI……..FM 97.3	WHO…….Channel 13
KRNT……AM 1350	KDRB……FM 100.3	KSDM……Channel 17
KXNO……AM 1460	STAR ……FM 102.5	
	KAZR…….....FM 103.3	
	KDXA…….FM 106.3	
	KISS…….FM 107.5	

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.

Staff Identification Badges

An identification badge shall be issued to each employee. Badges must be worn when the employee is on duty, and should be displayed between the waist and the shoulder on the outer garment or on a lanyard. If an employee comes to work without the permanent badge, a temporary badge may be obtained from the building secretary. The loss of a permanent badge shall be immediately reported to the building principal who will authorize a replacement badge at no cost to the employee. Identification badges provide free entrance to district athletic and extracurricular events. Badges remain the property of the district and shall be returned to the central office at the time of resignation, retirement or termination.

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.

<u>Weapons Threat</u>:

- 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 961-9500.
- 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. All visitors will be checked against electronic sex offender registries and issued a temporary photo identification badge, indicating their name and destination or purpose of their visit. Any visitor who does not have a temporary identification badge should be escorted to the office. If a visitor declines to go to the office, staff should immediately notify a building administrator.

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

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

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

Weapons

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

Employees are prohibited from bringing weapons and other dangerous objects on school grounds or at school sponsored activities. 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, guns, firearms, num-chuks, throwing stars, metal knuckles, black jacks, fireworks, explosives or other chemicals, or simulated weapons. Employees found to be in violation of this policy will be subject to discipline up to and including termination. (Board Policy 404.1)

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

TERMINATION OF EMPLOYMENT

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 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. 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.

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 district wide seniority in specific job classifications. If seniority is equal the district will base its decision first on years of total teaching or nursing experience and then by lot (i.e., the last four digits of an employee's social security number) with preference given to the lower number.

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 $1,500 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 $1,000 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. (Board Policy 407.2)

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.

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.

Seniority

To ensure that every employee knows where they stand, the district will publish an electronic list of all employees in classifications by date of original hire prior to November 1. The seniority list will be based upon an employee's initial date of hire (initial date of hire based on Board approval date) adjusted for interruptions in continuous service due to extended leaves of absence and periods of resignation. Any grievance regarding this list must be filed with the Superintendent on or before December 1.

In establishing seniority, employees will be grouped within distinct job classifications according to their teaching or nursing experience in the District. The teaching or nursing experience must be in the last five years. Teachers and nurses may be placed in more than one classification.

Any employment in a classification within the previous five years qualifies that employee for placement in that classification. This five-year requirement will be extended by five years for up to a total of ten years if the teacher or nurse was involuntarily re-assigned to a different classification and if the involuntary re-assignment was done for reasons unrelated to professional performance as reflected on the employee's formal evaluation form.

Classroom Teachers	**Teachers, grades 7-12 within each of the following areas**	**District Wide**
PK teachers	Language Arts	Special Education
Grades K – 6	Social Studies	Art
At-Risk, K - 5	Mathematics	Instrumental Music
	Science	Vocal Music
	Foreign Language	Physical Education
	Family Consumer Science	Title I
Nurses	Industrial Technology	T.A.G.
	Business Education	Counselors
All nurses	Middle School Technology, 6-8	Librarians (if certified K-12)
	Librarians (if certified 7-12)	Instructional Coaches
	Vocational Agriculture	
	Health	
	At risk (6-12)	

Recall Rights

Any employee who is laid off may file a written request with the District that they wish to be considered for an opening that arises for which they are licensed/certified. If this request is filed, the District will notify the employee by telephone, email or registered mail of any such openings during the recall period. If the employee does not respond with seven (7) days after the notice was sent, the District may assume that the employee is no longer interested in a position. If the employee refuses an offer of employment equivalent in time to the position from which the employee was laid off, the District is no longer obligated to notify the employee of any future openings. It is the responsibility of the employee to notify the District of any change of address. A list of vacancies shall be provided to all employees and posted in each building.

The District will first grant recall requests to positions within the classification from which employees had been laid-off. Next, the District will grant recall requests to positions in classifications for which the employee is licensed/certified. Recall offers shall be in the reverse order of lay-off (the last to be reduced shall be the first recalled) within each of the seniority categories.

Recall offers shall be for positions of the same or lesser FTE as the position from which the laid-off employee was reduced. Recall offers to positions of a greater FTE than the position from which the laid-off employee was reduced will not be made until all laid-off employees on the list have first been offered positions of equivalent or less FTE from which they were reduced. Recalled employees who accept a lesser FTE position shall have the right to fill a later vacancy of greater FTE. The employee retains this right during the recall period.

Employees who are reduced shall remain on recall until August 31 of the calendar year following the year which the reduction occurred (approximately fifteen months).

APPENDIX A

Iowa Teaching Standards and Criteria

Standard 1
Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria
The teacher:
a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
b. Implements strategies supporting student, building, and district goals.
c. Uses student performance data as a guide for decision making.
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
e. Creates an environment of mutual respect, rapport, and fairness.
f. Participates in and contributes to a school culture that focuses on improved student learning.
g. Communicates with students, families, colleagues, and communities effectively and accurately.

Standard 2
Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria
The teacher:
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
c. Relates ideas and information within and across content areas.
d. Understands and uses instructional strategies that are appropriate to the content area.

Standard 3
Demonstrates competence in planning and preparing for instruction.

Criteria
The teacher:
a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.

d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4
Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criteria
The teacher:
a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
f. Uses available resources, including technologies, in the delivery of instruction.

Standard 5
Uses a variety of methods to monitor student learning.

Criteria
The teacher:
a. Aligns classroom assessment with instruction.
b. Communicates assessment criteria and standards to all students and parents.
c. Understands and uses the results of multiple assessments to guide planning and instruction.
d. Guides students in goal setting and assessing their own learning.
e. Provides substantive, timely, and constructive feedback to students and parents.
f. Works with other staff and building and district leadership in analysis of student progress.

Standard 6
Demonstrates competence in classroom management.

Criteria
The teacher:
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
b. Establishes, communicates, models, and maintains standards of responsible student behavior.
c. Develops and implements classroom procedures and routines that support high expectations for student learning.
d. Uses instructional time effectively to maximize student achievement.
e. Creates a safe and purposeful learning environment.

Standard 7
Engages in professional growth.

Criteria
The teacher:
a. Demonstrates habits and skills of continuous inquiry and learning.
b. Works collaboratively to improve professional practice and student learning.
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

Standard 8
Fulfills professional responsibilities established by the school district.

Criteria
The teacher:
a. Adheres to board policies, district procedures, and contractual obligations.
b. Demonstrates professional and ethical conduct as defined by state law and district policy.
c. Contributes to efforts to achieve district and building goals.
d. Demonstrates an understanding of and respect for all learners and staff.
e. Collaborates with students, families, colleagues, and communities to enhance student learning.

APPENDIX B

Acknowledgement of Receipt

I acknowledge that I have received or can access a copy of the Indianola Community School District's Employee Handbook available at
http://www.indianola.k12.ia.us/employee-resources.php.
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 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