

Indianola

Community School District
**Certified Staff and Associate
Handbook**



2024-2025

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OPENING STATEMENTS

Welcome Letter

Certified Staff and Associates,

We are excited to have you on the Indianola Community School District team for another great year! Our mission of “Committed to excellence, preparing students for their future through quality staff and a strong community” would not be possible without each and every one of you.

This handbook describes many policies and procedures that govern our work. The district operates in accordance with Iowa Code (<https://www.legis.iowa.gov/>), school board policy (<https://www.indianola.k12.ia.us/district/school-board/board-policies/>), and applicable federal laws as well. If questions arise that are not answered in the certified staff and associate handbook, please contact your building administrator or district office administrator, observing the chain of command.

Thank you for your service to our students and our community.

Shelley Royer
Director of Human Resources

Introductory Disclaimer Statement

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 periodically 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.

References and links to board policy are provided throughout handbook. It should be noted that as board policy may change throughout the year, should any conflicting language arise, board policy takes precedence over the handbook.

Definitions

- The “district” or “ICSD” means the Indianola Community School District.
- “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.

Mission Statement

Indianola CSD is COMMITTED TO EXCELLENCE, preparing students for their future through QUALITY STAFF and a STRONG COMMUNITY.

Vision

Be the academic standard in preparing students for global success through rigorous & collaborative learning.

Nurture social & emotional well-being & maintain values of innovation, putting students first, being fiscally responsible, prioritizing safety.

Promote a culture that builds a brighter future for all.

Core Values

Compassion – Focus on sense of obligation to community & partnerships

Excellences – Demonstrate a relentless & intentional effort in continuous improvement

Expectations – Grounded in accountability, high standards, responsibility, climate, culture & growth mindset

Integrity – Doing the right thing through our words & actions with kindness aligned with values & beliefs

Respect – Honor all individuals

Focus of our Improvement Efforts

- Meeting students’ individual learning needs by maximizing Teaching & learning
- Expanding Student Support Services to meet the unique learning & Social, Emotional, Mental & Behavioral Health needs of each & every student
- Aligning & Updating District Systems, Structures & Operations
- Strengthening Our Family Engagement & Connections
- Prioritizing Physical, Social & Emotional Safety



INDIANOLA COMMUNITY SCHOOL DISTRICT

OUR MISSION



Indianola CSD is COMMITTED TO EXCELLENCE, preparing students for their future through QUALITY STAFF and a STRONG COMMUNITY.

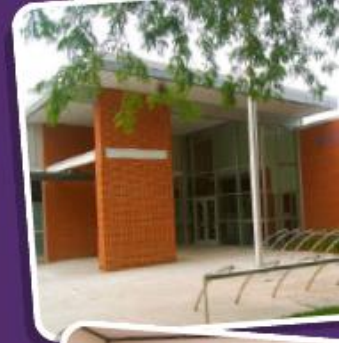
OUR VISION



Be the academic standard in preparing students for global success through rigorous & collaborative learning.

Nurture social & emotional well-being & maintain values of innovation, putting students first, being fiscally responsible, prioritizing safety.

Promote a culture that builds a brighter future for all.



OUR CORE VALUES

COMPASSION



Focus on sense of obligation to community & partnerships

EXCELLENCE



Demonstrate a relentless & intentional effort in continuous improvement

EXPECTATIONS



Grounded in accountability, high standards, responsibility, climate, culture & growth mindset

INTEGRITY



Doing the right thing through our words & actions with kindness aligned with values & beliefs

RESPECT



Honor all individuals



FOCUS OF OUR IMPROVEMENT EFFORTS

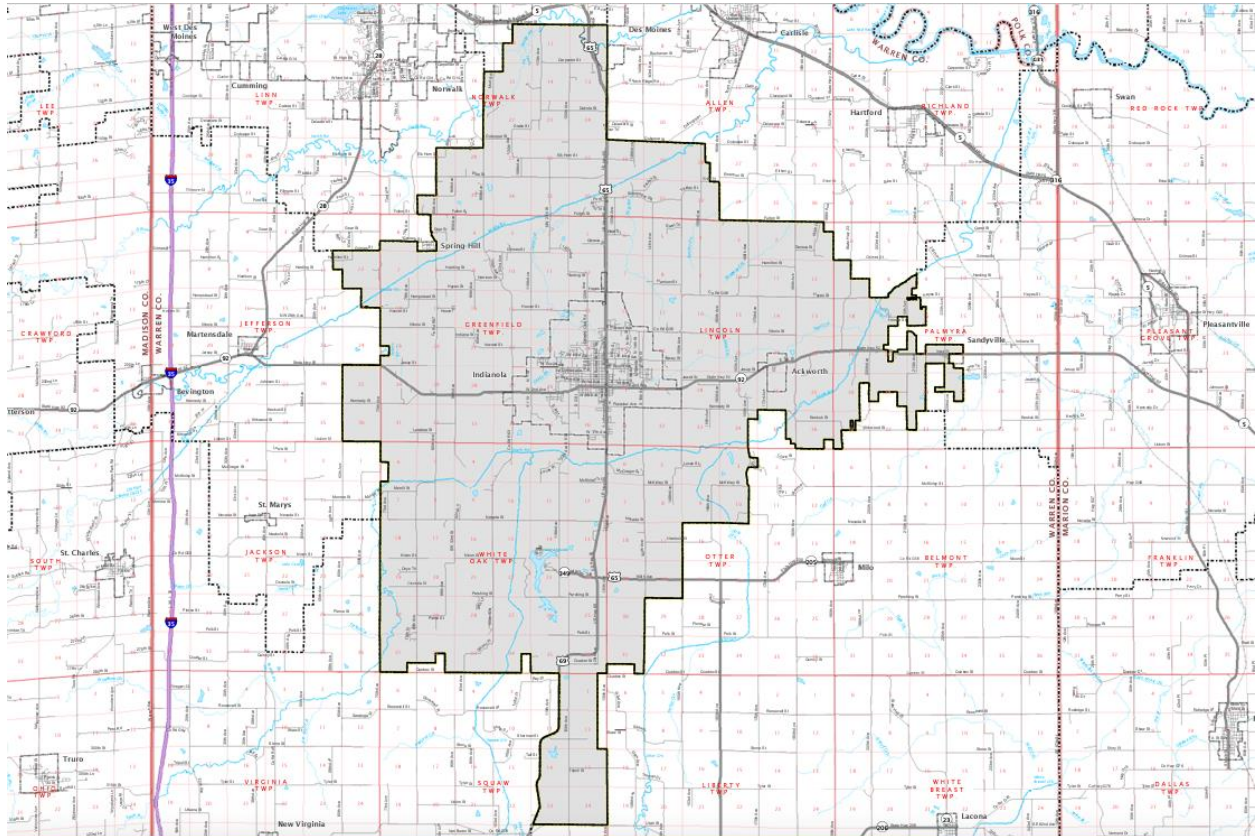
- Meeting students' individual learning needs by maximizing Teaching & Learning
- Expanding Student Support Services to meet the unique learning & Social, Emotional, Mental & Behavioral Health needs of each & every student
- Aligning & Updating District Systems, Structures & Operations
- Strengthening Our Family Engagement & Connections
- Prioritizing Physical, Social & Emotional Safety

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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.

[Indianola Community School District Map Link](https://educate.iowa.gov/individual-public-school-district-maps?name=indianola)



<https://educate.iowa.gov/individual-public-school-district-maps?name=indianola>

School Calendar

The district operates a traditional school calendar at the High School, Middle School, Emerson Elementary, Laura Ingalls Wilder Elementary and Whittier Elementary. The district also operates a year-round calendar at Irving Elementary school. Both the traditional and year-round calendars include at least 180 days or 1080 minutes of instruction for students and 190 teacher work days. The school year will not be cut short if no cancellations, postponements or early dismissals are required.

Communication Channels

Chain of Command:

Each level of administration has defined responsibilities and authorities, and employees should follow the proper "Chain of Command" when questions or problems arise. The first person of contact is your immediate supervisor. If the question or problem cannot be resolved at this level, the next level of authority may be included in the conversation.

Typical Chains of Command include:

Certified personnel => Principal or Director => Superintendent => School Board

Classified personnel => Principal or Director => Superintendent => School Board

Coaches => AD => Superintendent => School Board

Administrative Support Specialists => Supervisor or Director => Superintendent => School Board

Drivers/Mechanics => Transportation Director => School Business Official=> Superintendent => School Board

Facilities & Custodial staff => Head Custodian=>Facilities Director => School Business Official=> Superintendent => School Board

Food Service => Food Service Building Manager => Director of Food Service => School Business Official => Superintendent => School Board

Childcare=>Site Supervisor=>Child Care Director=>School Business Official=>Superintendent =>School Board

Board Policy 307 - COMMUNICATION CHANNELS

Questions and problems are resolved at the most immediate organizational level nearest to the complaint. School employees are responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community will confer with a licensed employee and then with the principal on questions and concerns.

If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent within five school days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within five school days of the individual's discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. It is within the board's discretion whether to hear the concern.

It will first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

Board Policies

Board policies are established for the success, safety, and protection of all school employees in the performance of their job duties. Board policies are available at <https://www.indianola.k12.ia.us/district/school-board/board-policies/> . Employees are expected to know existing board policies and know to refer to the policies when necessary.

If you have questions about board policies, please contact Shelley Royer at extension 1509.

Handbook Subject to Change

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

COMPENSATION AND BENEFITS

Compensation and Compensation for Extra Duty

Referenced in Master Contract, Section D Wages (All), Article XV, Article XVI, along with Salary Schedule A (Combined Salary Schedule), Schedule B (Associate Salary Schedule), Schedule C (Nurse Salary Schedule), Salary D (Combined Activities Salary Schedule), Schedule E (Summer School/Curriculum Development Salary Schedule) and Schedule F (Covering Classes for Another Teacher).

Continued Education Credit

Referenced in Master Contract, Section D (Wages), Article XV (Wages & Salaries/Method of Payment), C (Credit for Education).

Group Insurance Benefits

[Board Policy 406.5](#) – LICENSED EMPLOYEE GROUP INSURANCE BENEFITS
[Board Policy 412.3](#) – CLASSIFIED EMPLOYEE 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 for staff .5 FTE and above. The district provides Long Term Disability (LTD) and term life insurance at no additional cost to part-time personnel who work 20 hours/week or more. Employees have the option to purchase additional life insurance, as well as vision coverage, an accident expense plan, a critical illness plan and a flexible benefit plan or Health Savings Account (HSA).

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 PP2500 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 an employee does not take both health and dental, they will not receive the unused portion in cash. The district will automatically make pre-tax payroll deductions to pay for additional insurance premiums, unless directed otherwise by the employee.

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 Stacy Strong at (515) 961-9500, extension 1502 or stacy.strong@indianola.k12.ia.us.

Group Health Continuation (COBRA)

From US Department of Labor website:

The Consolidated Omnibus Budget Reconciliation Act (COBRA) gives workers and their families who lose their health benefits the right to choose to continue group health benefits provided by their group health plan for limited periods of time under certain circumstances such as voluntary or involuntary job loss, reduction in the hours worked, transition between jobs, death, divorce, and other life events. Qualified individuals may be required to pay the entire premium for coverage up to 102% of the cost to the plan.

COBRA generally requires that group health plans sponsored by employers with 20 or more employees in the prior year offer employees and their families the opportunity for a temporary extension of health coverage (called continuation coverage) in certain instances where coverage under the plan would otherwise end.

COBRA outlines how employees and family members may elect continuation coverage. It also requires employers and plans to provide notice.

COBRA qualifying events are events that cause an individual to lose his or her group health coverage. The following are qualifying events for covered employees if they cause the covered employee to lose coverage:

- Termination of the employee's employment for any reason other than gross misconduct; or
- Reduction in the number of hours of employment.

The following are qualifying events for the spouse and dependent child of a covered employee if they cause the spouse or dependent child to lose coverage:

- Termination of the covered employee's employment for any reason other than gross misconduct;
- Reduction in the hours worked by the covered employee;
- Covered employee becomes entitled to Medicare;
- Divorce or legal separation of the spouse from the covered employee; or
- Death of the covered employee.

In addition to the above, the following is a qualifying event for a dependent child of a covered employee if it causes the child to lose coverage:

- Loss of dependent child status under the plan rules. Under the Affordable Care Act, plans that offer coverage to children on their parents' plan must make the coverage available until the adult child reaches the age of 26.

Employees must notify the district office of an event that changes the coverage status of members. Employees should notify the district 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 district 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

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 <https://ipers.org/>.

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 result in leave without pay, up to and including 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.

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 Accounting Generalist, Jill Gavin at (515) 961-9500 x1515 or jill.gavin@indianola.k12.ia.us , 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.

Payroll Deductions

Referenced in Master Contract, Section A (District/Association Relations), Article VI (Payroll Deductions).

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.

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.

Travel Compensation – Inside the District

Referenced in Master Contract, Section D (Wages), Article XVI (Activities Pay), C (In-District Travel)

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.

[Workshop Request Forms](#) must be submitted and approved by the building principal or director and then by the Director of Teaching and Learning.

Reimbursement for actual and necessary expenses (with the exception of airport parking or checked luggage) 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 thirty 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 monthly and per diem checks are treated as wages. Reimbursement requests must be submitted by the 10th of the month to be available the following payroll cycle.

Workers' 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 under chapter 85 is payable, shall be entitled to receive workers' compensation, which the district shall supplement in order for the employee to receive full salary and benefits for the shortest of the following periods:

- (1) One year from the date of the disability
- (2) The period during which the employee is disabled and incapable of employment

During this period, the employee shall not be required to use accumulated sick leave or vacation. The school district may require the employee, as a condition of receiving benefits under this section, to provide a signed statement that justifies the use of this leave and, if medical attention is required, a certificate from a licensed physician that states the nature and duration of the leave.

This language is drawn from the Iowa Code §280.21A, as adopted in 1994, updated in 2023.

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.

Complaints

Board Policy 401.4 – EMPLOYEE COMPLAINTS

Complaints of employees against fellow employees should be discussed directly between employees. If necessary, complaints will be brought directly to the immediate supervisor, principal or superintendent and will be made in a constructive and professional manner. Complaints will never be made in the presence of other employees, students or outside persons, to include social media.

A formal grievance procedure is contained in the Master Contract between the employee's licensed bargaining unit and the board and in the Meet and Confer Handbook for appropriate staff. This policy will not apply to a complaint that has been or could be filed at the employee's discretion under that formal grievance procedure.

Board Policy 402.5 – PUBLIC COMPLAINTS ABOUT EMPLOYEES

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

The board firmly believes concerns should be resolved at the most immediate organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board action, however, the following should be completed:

- (a) Matters should first be addressed to the teacher or employee.
- (b) Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for licensed employees and the director or school business official for classified employees.
- (c) Unsettled matters regarding licensed employees from (b) above or problems and questions concerning the school district should be directed to the superintendent.
- (d) If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board. To bring a concern regarding an employee, the individual may notify the board president in writing, who may bring it to the attention of the entire board, or the item may be placed on the board agenda of a regularly scheduled board meeting in accordance with the board policy 214.1.

It is within the discretion of the board to address complaints from the members of the school district community, and the board will only do so if they are in writing, signed, and the complaint has complied with this policy.

Conflict of Interest

Board Policy 401.2 – EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain is considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee without the 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 such solicitations as a condition of continued employment.

Employees will not act as an agent or dealer for the sale of textbooks or other school supply companies doing business with 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 to 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.

It will also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest is deemed to exist will include, but not be limited to, any of the following:

1) The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or pecuniary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.

2) The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee or a member of the employee's immediate family from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the employee's regular duties or during the hours during which the employee performs service or work for the school district.

3) The outside employment or activity is subject to the official control, inspection, review, and audit or enforcement authority of the employee during the performance of the employee's duties. If the outside employment or activity is employment or activity in (1) or (2) above, the employee must cease the employment or activity. If the activity or employment falls under (3), then the employee must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

When procurement is supported by Federal Child Nutrition funding, employees will not participate in the selection, award, or administration of a contract if there is a real or apparent conflict of interest in the contract. Contract, for purposes of this paragraph, includes a contract where the employee, employee's immediate family, partner, or a non-school district employer of these individuals is a part of the contract. It is the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

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 District 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 competencies 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 performance 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 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 satisfactory 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 preobservation 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.

Peer Review

A collaborative peer support process required annually for non-probationary teachers when not on cycle for formal observation and summative process (Iowa Code 284.8(1)). Career teachers new to ICSD are on probationary status for two years.

A high quality peer review includes:

- Boosting practice through structure interactions with a focus on instruction
- Collaborating outside the minimum school day during non-preparation time (such as Professional Learning Team time)
- Authentic interaction
- A focus on peer coaching to help the teacher achieve the goals of their individual professional development plan, known in Indianola as the ICDP
(Iowa Model Educator Evaluation System)

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.”

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;
- 4) provide an opportunity for the teacher to ask questions.

II. Individual Career Development Plans (Appendix A)

A. 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.

B. Individual Career Development Plans may be developed on an individual or group basis.

C. 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.

D. 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. Conferences with teachers working on a joint plan may be held individually or collectively.

E. 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” found in the TalentEd software.

F. The teacher uploads the materials created as part of the Individual Career Development Plan, such as “artifacts” and reflections.

G. 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.

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.
 - c. Activities directed toward the teacher's Individual Career Development Plan may be suspended.
 - d. 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, actionoriented, 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. Other employee complaint procedures should be in accordance with the district's [board policy 401.4](#). 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.

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 Step 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

Employees are expected to perform their assigned jobs, respect and follow Board of Education policies and obey the law. In the event that an employee experiences any arrests, child abuse allegations or complaints, the filing of any criminal charges, the disposition of criminal charges pending against them, and/or any charges related to operating a motor vehicle while intoxicated, they must notify the Superintendent or designee. Notifications to the Superintendent must be given within five (5) business days of date on which employee is arrested, convicted, or receives any notification of any arrests or convictions. Failure to do so shall incur discipline, up to and including termination.

The [*Iowa Code of Professional Conduct and Ethics*](#) expressly forbids “the commission of or conviction for a criminal offense as defined by Iowa law provided that the offense is relevant to or affects teaching or administrative performance.

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.

The first six months of a newly employed classified employee’s contract is a probationary period. “Day” is defined as one work day regardless of full-time or part-time status of the employee. New employees, regardless of experience, are subject to this probationary period. (Master Contract Section C – Associates; Article XI – Introductory Period).

Qualifications, Recruitment and Selections

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

All job openings shall be submitted to the Iowa Department of Education for posting on Iowa Works, <https://www.iowaworks.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.

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.

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 involuntarily transferred into a teacher leader and compensation position (TLC).

Work Day

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

The Work Day may vary by position and begins at a time established by the district. "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 includes 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.

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

Staff meetings and/or professional meetings may be held up to 3 times per month either before or after school without additional compensation. 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.

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.

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.

DISTRICT PROCEDURES AND GUIDELINES

Committees

The district may use committees to research and/or address matters that are important to employees and the district (e.g. insurance 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 <https://www.copyright.gov/help/faq/>

Donations & Gifts

All donations or gifts must be approved by the district before they can be accepted. Employees should work with the building principal to complete a "Donation/Gift Acceptance Form" ([Employee Resources website - District Forms & Guidelines](#)). This form will 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.

- The district will coordinate with non-school groups (PTOs, Booster Clubs, etc.) as long as the funds are used for purposes consistent with district identified needs and the district serves as the fiscal agent
- The funds will be deposited through the school district accounts
- The business office must be notified whether or not a donation or gift has been awarded for each form submitted
- All donations/gifts must have "public purpose"

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.

Employees will not, either directly or indirectly, *personally* 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. Donations, gifts, or honorariums may be received but must be turned over to the school district unless the employee was on his or her own tie, not on school grounds, and the donor does not meet the definition of "restricted donor". A restricted donor includes, among other individuals and entities, those representing potential or current vendors or contractors as well as any lobbyists.

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.

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. 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.

Employee Resources

A number of guidelines, procedures and forms are available in the "Employee Resources" section of the district webpage. These resources are located at <https://www.indianola.k12.ia.us/district/employee-resources-requires-login/employee-resources/>

Email Retention

Board Policy 402.10 – EMAIL RETENTION

Indianola Community School District provides employees with email to communicate and conduct the business of the district. In doing so, Indianola Community School 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 Indianola Community School 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 Indianola Community School 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 5 years.

While the district will employ the technical resources to retain email, it is the responsibility of each staff member to maintain any copies of emails and other records covered by this policy that he/she has been made aware of that are part of an outstanding public record request, and/or any litigation hold notices and/or reasonably anticipated litigation. Staff shall retain such records until notified by administration that the request has been closed and/or litigation is finally concluded.

Emails or other records covered by this policy that also fall within the scope of such laws or policies which specifically address retention of District records should be treated in accordance with the requirements of those laws and policies. This policy applies to the extent not preempted by federal, state, or local policies, laws or regulations.

Employee Recognition

Board Policy 401.8 – RECOGNITION FOR SERVICES OF EMPLOYEES

The board recognizes and appreciates the service 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 thought appropriate by the administration and employees involves unusual expense to the school district, the superintendent will seek prior approval from the board.

Intellectual Property / 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 / Activities Boosters

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) and Boosters 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. These organizations do not set school policy or determine school programming, instructional methodologies, or curriculum. PTOs and Activities Boosters do not make operational decision or influence the work of school personnel.

All PTO activities and Booster 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 organizations. All activities and fundraising efforts must be approved by the building principal to guarantee they complement the purpose of the building and the district. Additionally all donations and gifts received by the district must first be accepted by the Board following the provisions found in the section on *Donations & Gifts*.

Printing

ICSD Printing and Copying Guidelines

Considerations before Printing/Copying Materials:

- The district is a Digital Learning Environment and provides every student with a Chromebook. So:
 - Can the current material be distributed and completed electronically?
 - If not, is there an electronic substitute that could be used to not only save on costs, but also to improve efficiency of class distribution in years to come?
 - Did you know that our Chromebooks are 2-in-1 devices that are also touchscreen tablets that students can write on with their fingers (K-12) or a stylus (6-12)?
 - Would the average person in the community question why students have laptops, but yet the students are receiving a paper copy of the material to be copied?
- Does this need to be printed in color?
 - Color copies are more expensive than monochrome copies.

Staff will be provided with the ability to print/copy 75 pages per week *at the building-level Multi-Function Copiers*. Staff may send copy jobs to the Print Shop without any limit placed on the number of copies.

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" (found in the "ICSD Bookmarks" folder on your browser or on the Employee Resources page [Employee Resources - District Forms](#)). Copies are limited to 8 ½" x 11" paper. If requesting copies on cardstock or construction paper, those materials must be provided to the print shop.

Most orders will be completed in 1-2 days if electronic and 2-3 days if paper submission. 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, the Director of Special Programs, or the Director of Teaching and Learning.

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, the Director of Special Programs, or the Director of Teaching and Learning. Approval of the building principal and/or Director of Special Programs and/or Director of Teaching and Learning 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

All curriculum purchases are overseen by the Director of Teaching and Learning. Curriculum Purchase Forms can be found on the [Employee Resources page](#).

Employees must submit all non-curriculum requests for purchases to their supervisor for approval. Some purchases are subject to additional approval process (ex: Technology; Special Education; etc.). 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.

Requisitions can be made via the [School Accounting System Web Link](#) system. Work with the building or program secretary on the process. The secretary will process all purchase orders and orders should be sent to the building office. The secretary will check in each order received to confirm items received.

Employees should contact the District Office – Accounting Generalist, at 961-9500 x1515, for additional information on purchasing procedures.

Religious Holiday Celebrations in Public Schools

Employees should maintain a learning environment for all students that is unbiased and objective. Holiday related activities should reflect this learning environment and will be educationally sound and sensitive to religious differences. Employees must not solicit or encourage religious or anti-religious activities/celebrations. Employees should be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Employees must not inhibit students from expressing their religious beliefs or non-beliefs during the school day as long as it is non-disruptive to the instructional day, does not violate student behavior rules, and does not impose religious beliefs on other students. Expressions of belief or nonbelief initiated by individual students is permitted in composition, art forms, music, speech and debate. However, employees may not require activities which force students to contradict their personal beliefs or nonbelief.

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 District 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 (515.961.9500) 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 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. Meal prices and menus may be found at <https://www.indianola.k12.ia.us/departments/food-service/>

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 Donovan Group provides assistance with communication, marketing, and public relations.

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.

Social Media

[Board Policy 402.9](#) – EMPLOYEE SOCIAL MEDIA AND TEXTING

[Board Policy 402.9R1](#) – EMPLOYEE SOCIAL MEDIA AND TEXTING POLICY REGULATION

These are the guidelines for social media & texting in the Indianola Community School District. If you're an employee contributing to blogs, wikis, social networks, virtual worlds, or any other kind of social media both on and off the district network—these guidelines are for you. We expect all who participate in social media & texting to understand and follow these guidelines. These guidelines will continually evolve as new technologies and social networking tools emerge – so it is your responsibility to check back regularly to make sure you're up to date. Remember, whatever you do on a school district computer, network or with a school district email is a public record and may be accessible to those who ask.

It's your responsibility. What you write is ultimately your responsibility. If it seems inappropriate, it probably is. Use caution. If you're about to text or publish something that makes you even the slightest bit uncomfortable, don't shrug it off and hit 'send.' Take time to review these guidelines and try to determine what's bothering you and fix it. If you're still unsure, you might want to discuss it with your supervisor. Ultimately, what you text and publish is your responsibility. In short: think twice, send/publish once. There's no such thing as a truly "private" social media site: search engines can turn up posts years after the publication date, comments can be forwarded or copied, and archival systems save information even if you delete a post. Trademark, copyright, and fair use requirements must be respected.

Ensure the safety of students. When employees, especially administrators, teachers and coaches/advisors, choose to join or engage in texting or with social networking groups that involve students, they do so as an employee of the district and have responsibility for monitoring content and addressing inappropriate behavior or activity in the communication medium. This includes acting to protect the safety of minors online.

Be transparent. Honesty—or dishonesty—will be quickly noticed in the social media environment. If you are posting about your work, use your real name and identify your employment relationship with the district. Be clear about your role; if you have a vested interest in something you are discussing, be the first to point it out. If you publish to a site outside the district's network, please use a disclaimer to state in clear terms that the views expressed are yours alone and that they do not necessarily reflect the views of the Indianola school district. Make sure that you have all the facts before you post. Cite and link to your

sources whenever possible. If you make an error, correct it quickly and visibly; doing so will earn you respect in the online community.

Protect confidential information. Be thoughtful about what you publish or text. You must make sure you do not disclose or use confidential information. Students, parents, and colleagues should not be cited or referenced without their approval. For example, ask permission before posting.

It is acceptable to discuss general details about projects, lessons, or events and to use non-identifying pseudonyms for an individual (e.g., Teacher A) so long as the information provided does not make it possible for someone to identify the individual. Furthermore, texting and/or public social networking sites are not the place to conduct school business with students or parents.

Respect your audience and your coworkers. Always express ideas and opinions in a respectful manner. Make sure your communications are in good taste. Do not denigrate or insult others, including other schools or competitors. Remember that our communities reflect a diverse set of customs, values and points of view. Be respectful. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Perception may appear to be reality. In online networks, the lines between public and private, personal and professional can get blurred. Just by identifying yourself as a district employee, you are creating perceptions about your background and expertise about the district, community, parents, students, and the general public; and you are creating perceptions about yourself with your colleagues and managers. If you choose to join or engage with district students and families in a social media context, do so in a professional manner, ever mindful that in the minds of students, families, colleagues and most of the public, you are first and foremost a district employee. Be sure that all content associated with you is consistent with your work and with the district's beliefs and professional standards. Don't speak outside of your expertise. If someone asks you a question outside of your expertise, try to direct the person to the proper resource.

Are you adding value? There are millions of words out there. The best way to get yours read is to write things that people will value. Communication associated with our district should help fellow educators, parents, students, and co-workers. It should be thoughtful and build a sense of community. If it helps people improve knowledge or skills, do their jobs, solve problems, or understand education better - then it's adding value.

Maintain your composure. One of the aims of modern technology is to create dialogue. People will not always agree on an issue. When confronted with a difference of opinion, stay cool. Sometimes, it's best to ignore a comment and not give it credibility by acknowledging it with a response. However, if users post criticisms of your thoughts, interests or organization, do not outright delete or suppress such postings if they are valid points to consider - let the comments stand. Correct misinformation, but don't engage in heated arguments. Delete irrelevant or vulgar posts.

Be careful with personal information. Make full use of privacy settings. Know how to disable anonymous postings and use moderating tools on your social media site(s). Astute criminals can piece together information you provide on different sites and then use it to impersonate you or someone you know, or even re-set your passwords.

Be a positive role model. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both the school district and the general public hold educational employees to a higher standard of conduct than the general public.

Don't forget your day job. You should make sure that your online activities do not interfere with your job. Remember that district technologies are provided for educational use. Use of social media for personal use during district time or on district equipment, while not prohibited, should be limited and infrequent.

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 ICSD's TLC program 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 selection process involves an equal ratio of teacher to administrator. Positions require internal candidates and most require 3 years of experience. Teacher leaders will be evaluated by principals/directors, 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.

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.

CONDUCT IN THE WORKPLACE

Employee Use of Cellphones

School district and personal phones and messages 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 for official school business. Failure to follow this guideline may 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 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.

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

EMPLOYEE STANDARDS OF CONDUCT

ACADEMIC FREEDOM

Board Policy 603.9 – ACADEMIC FREEDOM

Students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It is the responsibility of the principal to ensure academic freedom is allowed, but not abused, in the classroom.

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 agenda 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. Employees 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." (Board policy 404 listed below.)

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.

[Board Policy 404](#) – EMPLOYEE CONDUCT AND APPEARANCE

Employees are role models for the students who come in contact with them during and after school hours. The board recognizes the positive effect employees can have on students in this capacity. To this end, the board strongly suggests and encourages employees to dress themselves, groom themselves and conduct themselves in a manner appropriate to the educational environment.

Employees will conduct themselves in a professional manner. Employees will dress in attire appropriate for their position. 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.

Licensed employees of the school district, including administrators, will follow the code of ethics for their profession as established by the Iowa Board of Educational Examiners.

[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.

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 athletic 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.

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.

Professional 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.

Visitors, including parents, volunteers, vendors, and contractors, will be directed to report to the front office to sign in. They will be greeted and asked for their photo identification (i.e. drivers license or other state or federally issued ID). Office personnel will scan the ID into the Raptor Visitor Management System and verify that no alert is indicated on the database. When a visitor has been successfully screened they will be issued a disposable visitor badge that includes their photograph, name, date, time and destination. When an alert is identified by the database a building administrator will be contacted.

All volunteers/visitors who are not wearing a badge should be immediately escorted to the office.

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 and Dependent Adult Abuse Reporting

Board Policy 402.2 – CHILD ABUSE REPORTING

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. All licensed school employees, teachers, coaches and paraeducators and all school employees 18 years of age or older are mandatory reporters as provided by law and are to report alleged incidents of child abuse when they become aware of them within the scope of their professional duties.

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 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 dependent adult abuse, or submit evidence they've taken the course within the previous three years. Once the training course has been taken, the certificate will remain valid for three years. Employees who have taken the two-hour training course will take the one-hour follow up training course every three years and prior to the expiration of their certificate.

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

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) <https://hhs.iowa.gov/report-abuse-fraud/mandatory-reporters>.

To download the Suspected Child Abuse form, employees may go to the Iowa Health & Human Services website at <https://hhs.iowa.gov/report-abuse-fraud/report>.

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.

All staff are required to complete “Overview of State Requirements Regarding Seclusion and Restraint: Chapter 103 (2021 Version) https://training.aelearningonline.org/index_login.php

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.

- To prevent or terminate an imminent threat of bodily injury to the student or others **OR**
- To prevent serious damage to property of significant monetary value or significant non monetary value **OR**
- When the student’s actions seriously disrupt the learning environment or when necessary to ensure that safety of the student or others

AND

- When less restrictive alternatives would not be effective, would not be feasible, or have failed
- When the restraint or seclusion complies with all 103 rules.

Parent Notification and Communication

Parents must be contacted as soon as practicable after the situation is under control. However, must be contacted within one hour or by the end of school day, whichever comes first

Documentation of the incident must occur using the Chapter 103 Form.

- [ICSD Documentation Form](#)
- This form and letter must be postmarked by the end of the 3rd school day following the incident.
- [ICSD Letter](#)
- Form and letter should also be shared with the Director of Special Programs

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.

Steps to complete when requesting an in-state field trip:

*If staff member will be driving students themselves in district vehicle, obtain your chauffer's license through the DOT and complete the [Annual Use of School Vehicle Form](#)

1. Register for the field trip (if registration is needed)
2. Collect the names of everyone going on the trip.
3. Collect the emergency contacts (including their contact information) for every person on the trip (including students, staff, and volunteers).
4. Complete the [Transportation Trip Request Form](#) and turn into the building or program secretary.

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 <https://iowaideainformation.org/>. Additionally, employees are expected to follow school district procedures for identifying students who need additional assistance and meet the needs of identified students.

Homework and Grading

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

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

Student grades should reflect the attainment of state and national standards as well as the knowledge and skill a student has acquired. Teachers are encouraged to implement a system of tracking and reporting student responsibility regarding timely homework completion that is independent from their mastery of essential concepts and skills. Separate metrics regarding students' responsibility and their intellectual knowledge and skill leads to more objectivity in grading and more accurate measures of academic achievement.

Extra credit should not be used. 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.

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. 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 are not allowed. 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 not be searched -- if you believe that there is reasonable and articulable suspicion to believe that illegal, unauthorized or contraband items are contained inside, contact your building administrator or the School Resource Officer.

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.

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 commensurate with the offense and developmental level of the student.

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 superintendent will review the suspension and decide whether to hold a disciplinary hearing to determine whether to impose further sanctions against the student, which may include expulsion. In making its decision, the board shall consider the best interests of the school district, which shall include what is best to protect and ensure the safety of the school employees and students from the student committing the assault. Assault for purposes of this section of the policy is defined as, when, without justification, a student does any of the following:

- 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. The policy is not intended to address the use of therapeutic classrooms or seclusion rooms for students.

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 administrator 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.

Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws.

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)

Discipline of Student Entitled to Special Education

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

The district may remove an entitled child from their current placement, to an interim alternate education setting, other setting, or suspension, for up to 10 days, so long as a similar change in

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

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

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

Special Discipline Considerations

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

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

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

of a bodily member, organ or mental faculty [71 Fed. Reg. 46,722 (2006)]. Most student assaults on other students, teachers or administrators will not meet this definition.

Student Funds and Fundraising

Student fundraising for school activities may occur upon approval of the board. Fundraising Request Forms are located on the [Employee Resources website](#). School sponsored student organizations must identify a specific purpose for fundraising. Fundraising 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 district office if you have a request for student records.

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

Transporting of Students by Employees

Generally, transportation of students is in a motor vehicle owned by the school district and driven by a school bus driver. Employees who drive school vehicles must obtain a chauffeur's license 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 transportation driver is not the chaperone.

Individuals transporting students for school purposes in private vehicles must have the permission of the superintendent and meet all applicable requirements set by the district.

Private vehicles will be used only when:

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

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

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

Employees authorized to transport students in a private vehicle are eligible for mileage reimbursement.

The form that must be completed to get permission to transport students in private vehicles is located on the district website [Employee Resources – Transportation](#).

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 Outside Employment

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. 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

Board Policy 507.2 – ADMINISTRATION OF MEDICATION TO STUDENTS

The board is committed to the inclusion of all students in the education program and recognizes that some students may need prescription and nonprescription medication to participate in their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") 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.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by licensed health personnel working under the auspice of the school with collaboration from the parent or guardian, individual's health care provider or education team pursuant to 281.14.2(256). Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma or other airway constricting diseases, respiratory distress or students at risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon written approval of the student's parents and prescribing licensed health care professional regardless of competency.

Persons administering medication shall include authorized practitioners, such as licensed registered nurses and physician, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course

conducted by a registered nurse or pharmacist that is provided by the department of education). The medication administration course is completed every five years with an annual procedural skills check completed with a registered nurse or pharmacist. A record of course completion shall be maintained by the school.

A written medication administration record will be on file including:

- date;
- student's name;
- prescriber or person authorizing administration;
- medication;
- medication dosage;
- administration time;
- administration method;
- signature and title of the person administering medication; and
- any unusual circumstances, actions, or omissions.

Medication shall be stored in a secured area unless an alternate provision is documented. The development of emergency protocols for medication-related reactions is required. Medication information shall be confidential information as provided by law.

Disposal of unused, discontinued/recalled, or expired medication shall be in compliance with federal and state law. Prior to disposal school personnel shall make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications needs to be picked up. If medication is not picked up by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

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.aealearningonline.org/index_login.php

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. 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. 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 remove themselves 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 employee should also contact the EMC OnCall Nurse work injury hotline, at 844-322-4668, within twenty-four hours after the injury. This call automatically files an accident report. 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. If the employee is not capable of contacting the EMC OnCall Nurse, the principal or supervisor should contact EMC.

Employee Physical Examination

Referenced in Master Contract, Section D (Wages), Article XVII (Health Provisions).

First Aid Procedures for Students

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

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

Procedures for Diabetic Students

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

Food Requirements

Food Outside of School Meals

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

Substance Free Workplace

Board Policy 403.5 – SUBSTANCE-FREE WORKPLACE

The board expects the school district and its employees to remain substance-free. No employee will 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 alcoholic beverage as defined by federal or state law. "Workplace" includes school district facilities, school district premises, or school district vehicles. A "workplace" also includes non-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.

If an employee is convicted of a violation of any criminal drug offense committed in the workplace, the employee will notify the employee's supervisor of the conviction within five days of the conviction.

The superintendent will make the determination whether to require the employee to undergo substance abuse treatment or to discipline the employee. An employee who violates the terms of this policy may be subject to discipline up to and including termination. (An employee who violates this policy may be required to successfully participate in a substance abuse treatment program approved by the board.) If the employee fails to successfully participate in a program, the employee may be subject to discipline up to and including termination.

The superintendent is responsible for publication and dissemination of this policy to each employee. In addition, the superintendent will oversee the establishment of a substance-free awareness program to educate employees about the dangers of substance abuse and notify them of available substance abuse treatment programs.

It is the responsibility of the superintendent to develop administrative regulations to implement this policy.

Tobacco/Nicotine Free Environment

Board Policy 905.2 – TOBACCO/NICOTINE-FREE ENVIRONMENT

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

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 Red Rover online absence management system to locate and place substitute teachers. Employees are asked to enter absences as soon as possible. The Red Rover system allows them to enter absences up to a year in advance.

To enter an absence, employees must log into Red Rover at <https://login2.redroverk12.com/> in their web browser's address bar, enter their email address and password. It is recommended that employees download the Red Rover app to their iPhone or Android device. (Employees who forget their login information may click the Forgot Password link to receive an email to reset their password.) Employees must enter an absence from their absence management home page under Create an Absence.

Employees must fill out the absence details including the date of the absence, the absence reason, notes to the Administrator or substitute, and additional information.

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

Leaves of Absence

Licensed employees reference Master Contract Section B (Licensed Employees); Article VII (Leaves of Absence).

Associates reference Master Contract Section C (Associates); Article XIII (Leaves of Absence).

Medical documentation of personal illness of employee or employee's family member may be required after three consecutive calendar days of absence.

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 and Visitors/Guests to Workplace

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.

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

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.

Visitors, including parents, volunteers, vendors, and contractors, will be directed to report to the front office to sign in. They will be greeted and asked for their photo identification (i.e. driver's license or other state or federally issued ID). Office personnel will scan the ID into the Raptor Visitor Management System and verify that no alert is indicated on the database. When a visitor has been successfully screened they will be issued a disposable visitor badge that includes their photograph, name, date, time and destination. When an alert is identified by the database a building administrator will be contacted.

All volunteers/visitors who are not wearing a badge should be immediately escorted to the office.

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. Intruder Drills are conducted regularly.

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 Station: 94.3 KNIA/KRLS

Television Stations:

WOI – Channel 5

KCCI – Channel 8

WHO – Channel 13

KDSM – Channel 17

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 must 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 district 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.

Weapons Threat:

- Announce STAY PUT. Students should move immediately to the closest classroom with an adult. Staff may have areas of supervision responsibility

depending on the building and the schedule.

- Call 911.
- Call district 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.

Weapons

Board Policy 404.1 – POSSESSION OF WEAPONS BY EMPLOYEES

The district is committed to maintaining a safe teaching and learning environment. The presence of weapons in the schools is prohibited. The possession of weapons by employees is prohibited on school grounds or at school-sponsored or school-related activities.

For purposes of this policy, a “weapon” is 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 manner for which it was designed. Additionally, anything which is actually 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, numchucks, 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. Violations of this policy which are also violations of local, state or federal laws will be reported to the appropriate law enforcement agencies.

The superintendent is authorized and directed to provide both general and specific exceptions to this policy when appropriate for law enforcement, security, or essential functions of positions.

TERMINATION OF EMPLOYMENT

Contract Release – Licensed Employees

Board Policy 407.2 – LICENSED EMPLOYEE CONTRACT RELEASE

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

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

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

In the event a certified employee (i.e., teacher or administrator) submits a written resignation by November 15, to be effective at the end of the current school year, that employee shall 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, shall be eligible to receive a \$1,000 severance

bonus. By acceptance of the severance bonus, the employee waives any rights to seek unemployment or other employment claims against the district. The payment of the severance bonus shall occur within thirty (30) days following board approval of the resignation. Once the resignation is approved by the Board, all the employee's rights will be terminated on the employee's last contract day of the current school year. Once approved, the employee's resignation may not be rescinded. This provision may not be applied in conjunction with any other employment separation agreement.

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

(See Contract Release – Licensed Employees above)

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
Elementary Classroom	Social Studies	Art
At-Risk, K - 5	Mathematics	Instrumental Music
	Science	Vocal Music
	Foreign Language	Physical Education
	Family Consumer Science	Title I
	Industrial Technology	T.A.G.
	Business Education	Counselors
Nurses	Middle School Technology, 6-8	Librarians (if certified K-12)
All nurses	Librarians (if certified 7-12)	ESOL
	Vocational Agriculture	Technology Integrationists
	Health	
Instructional Coaches	At-Risk, 6-12	All Technology Integrationists
All instructional coaches		
		Behavior Strategists
		All Behavior Strategists

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 electronically.

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 laidoff 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

Reference Iowa Department of Education - <https://educate.iowa.gov/media/984/download?inline=>

APPENDIX B -

Board Policy 102 – EQUAL EDUCATIONAL OPPORTUNITY

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

The Indianola Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact, Director of Human Resources, 1301 East 2nd Avenue Indianola, Iowa 50125, 515-961-9500 hrdirector@indianola.k12.ia.us.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or 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.

The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action

Coordinator by writing to the Affirmative Action Coordinator, Indianola Community School District, Indianola, Iowa; or by telephoning 515-961-9500.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

[Board Policy 102.E2](#) – CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Indianola Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Director of Human Resources, 1301 East 2nd Avenue, Indianola, Iowa 50125, 515-961-9500, hrdirector@indianola.k12.ia.us.

[Board Policy 102.E3](#) – NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS

The Indianola Community School District 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 to 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 and notice prior to evaluation and placement of your child and right to Periodically request a re-evaluation of your child;
- Inspect and review 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; and
- 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 have the decision of the impartial hearing officer reviewed.

It is the policy of the Indianola Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact

Special Programs Coordinator, 1301 East 2nd Avenue, Indianola, Iowa 50125, 515-961-9500, spcoordinator@indianola.k12.ia.us.

Board Policy 104 – ANTI-BULLYING/HARASSMENT POLICY

The Indianola Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. 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.

Bullying and/or harassment of or by students, employees, and volunteers is against federal, state, and local policy and is not tolerated by the board.

Accordingly, school employees, volunteers, and students shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the superintendent or designee pursuant to the regulation accompanying this policy. The superintendent is responsible for implementation of this policy and all accompanying procedures. Complaints will be investigated within a reasonable time frame. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the district will notify the parent or guardian of the student.

If as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district, a parent or guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic.

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 regulation, 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.

Retaliation Prohibited

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.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

Definitions

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

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- "Harassment" and "bullying" mean any repeated or potentially repeated electronic, written, verbal, or physical act or conduct toward a t an individual based on any trait or

characteristic of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:

- (1) Places the individual in reasonable fear of harm to the individual's person or property.
 - (2) Has a substantial detrimental effect on the individual's physical or mental health.
 - (3) Has the effect of substantially interfering with a individual's academic or career performance has the effect of substantially interfering with the individual's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Trait or characteristic of the individual" 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.

Board Policy 106 – DISCRIMINATION AND HARASSMENT BASED ON SEX PROHIBITED

In accordance with Title IX of the Education Amendments Act of 1972, the Indianola Community School District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment.

The Board authorizes the Superintendent to adopt procedures for any individual to report sexual harassment to the District's Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the District may still offer supportive measures to the subject of such conduct and shall apply any other policy or procedure applicable to the alleged conduct.

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title Coordinator, Director of Human Resources, 1301 East 2nd Avenue, Indianola, Iowa 50166, 515-961-9500, hrdirector@indianola.k12.ia.us.

Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.

Board Policy 409.3R1 – EMPLOYEE FAMILY AND MEDICAL LEAVE (FMLA)

A. School district notice.

1. The school district will post notice in Exhibit 409.3E1 regarding family and medical leave.
2. Information on the Family and Medical Leave Act and the board policy on family and medical leave, including leave provisions and employee obligations will be provided annually. The information will be in the employee handbook.
3. When an employee requests family and medical leave, the school district will provide the employee with information listing the employee's obligations and requirements. Such information will include:
 - a. a statement clarifying whether the leave qualifies as family and medical leave and will, therefore, be credited to the employee's annual 12-week entitlement or

- 26-week entitlement depending on the purpose of the leave;
- b. a reminder that employees requesting family and medical leave for their serious health condition or for that of an immediate family member must furnish medical certification of the serious health condition and the consequences for failing to do so; or proof of call to active duty in the case of military family medical leave;
- c. an explanation of the employee's right to substitute paid leave for family and medical leave including a description of when the school district requires substitution of paid leave and the conditions related to the substitution; and
- d. a statement notifying employees that they must pay and must make arrangements for paying any premium or other payments to maintain health or other benefits.

B. Eligible employees

Employees are eligible for family and medical leave if three criteria are met.

- 1 The employee has worked for the school district for at least twelve months or 52 weeks (the months and weeks need not be consecutive); and;
2. The employee has worked at least 1,250 hours during the 12 months immediately before the date FMLA leave is to begin. Full-time professional employees who are exempt from the wage and hour law may be presumed to have worked the minimum hour requirement.

If the employee requesting leave is unable to meet the above criteria, then the employee is not eligible for family and medical leave.

C. Employee requesting leave -- two types of leave.

1. Foreseeable family and medical leave.
 - a. Definition - leave is foreseeable for the birth or placement of an adopted or foster child with the employee or for planned medical treatment.
 - b. Employee must give at least thirty days notice for foreseeable leave. Failure to give the notice may result in the leave beginning thirty days after notice was received. For those taking leave due to military family and medical leave, notice should be given as soon as possible.
 - c. Employees must consult with the school district prior to scheduling planned medical treatment leave to minimize disruption to the school district. The scheduling is subject to the approval of the health care provider.
2. Unforeseeable family and medical leave.
 - a. Definition - leave is unforeseeable in such situations as emergency medical treatment or premature birth.
 - b. Employee must give notice as soon as possible but no later than one to two work days after learning that leave will be necessary.
 - c. A spouse or family member may give the notice if the employee is unable to personally give notice.

D. Eligible family and medical leave determination. The school district may require the employee giving notice of the need for leave to provide reasonable documentation or a statement of family relationship.

1. Six purposes.
 - a. The birth of a son or daughter of the employee and in order to care for that son or daughter prior to the first anniversary of the child's birth;
 - b. The placement of a son or daughter with the employee for adoption or foster care and in order to care for that son or daughter prior to the first anniversary of the child's placement;
 - c. To care for the spouse, son, daughter or parent of the employee if the spouse, son, daughter or parent has a serious health condition; or

- d. Employee's serious health condition that makes the employee unable to perform the essential functions of the employee's position.
- e. Because of a qualifying exigency arising out of the fact that an employee's spouse; son or daughter; or parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves.
- f. Because the employee is the spouse; son or daughter; parent; next of kin of a covered service member with a serious injury or illness.

2. Medical certification.

a. When required:

- (1) Employees shall be required to present medical certification of the employee's serious health condition and inability to perform the essential functions of the job.
- (2) Employees shall be required to present medical certification of the family member's serious health condition and that it is medically necessary for the employee to take leave to care for the family member.
- (3) Employees shall be required to present certification of the call to active duty when taking military family and medical leave.

b. Employee's medical certification responsibilities:

- (1) The employee must obtain the certification from the health care provider who is treating the individual with the serious health condition.
- (2) The school district may require the employee to obtain a second certification by a health care provider chosen by and paid for by the school district if the school district has reason to doubt the validity of the certification an employee submits. The second health care provider cannot, however, be employed by the school district on a regular basis.
- (3) If the second health care provider disagrees with the first health care provider, then the school district may require a third health care provider to certify the serious health condition. This health care provider must be mutually agreed upon by the employee and the school district and paid for by the school district. This certification or lack of certification is binding upon both the employee and the school district.

d. Medical certification will be required fifteen days after family and medical leave begins unless it is impractical to do so. The school district may request recertification every thirty days. Recertification must be submitted within fifteen days of the school district's request.

e. Employees taking military caregiver family and medical leave to care for a family service member cannot be required to obtain a second opinion or to provide recertification.

Family and medical leave requested for the serious health condition of the employee or to care for a family member with a serious health condition which is not supported by medical certification will be denied until such certification is provided.

E. Entitlement.

- 1. Employees are entitled to twelve weeks unpaid family and medical leave per year. Employees taking military caregiver family and medical leave to care for a family service member are entitled to 26 weeks of unpaid family and medical leave but only in a single 12-month period.
- 2. Year is defined as Rolling—measured forward from the first day leave is used.
- 3. If insufficient leave is available, the school district may:
 - a. Deny the leave if entitlement is exhausted
 - b. Award leave available

F. Type of Leave Requested.

- 1. Continuous - employee will not report to work for a set number of days or weeks.
- 2. Intermittent - employee requests family and medical leave for separate periods of time.

- a. Intermittent leave is available for:
 - _ Birth of my child or adoption or foster care placement subject to agreement by the district;
 - _ Serious health condition of myself, spouse, parent, or child when medically necessary.
 - _ because of a qualifying exigency arising out of the fact that my spouse; son or daughter; or parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves;
 - _ because I am the spouse; son or daughter; parent; next of kin of a covered service member with a serious injury or illness.

b. In the case of foreseeable intermittent leave, the employee must schedule the leave to minimize disruption to the school district operation.

c. During the period of foreseeable intermittent leave, the school district may move the employee to an alternative position with equivalent pay and benefits. (For instructional employees, see G below.)

3. Reduced work schedule - employee requests a reduction in the employee's regular work schedule.

- a. Reduced work schedule family and medical leave is available for:
 - _ Birth of my child or adoption or foster care placement and subject to the agreement by the district;
 - _ Serious health condition of myself, spouse, parent, or child when medically necessary.

_ Because of a qualifying exigency arising out of the fact that my spouse; son or daughter; parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves;

_ Because I am the spouse; son or daughter; parent; next of kin of a covered service member with a serious injury or illness.

b. In the case of foreseeable reduced work schedule leave, the employee must schedule the leave to minimize disruption to the school district operation.

c. During the period of foreseeable reduced work schedule leave, the school district may move the employee to an alternative position with equivalent pay and benefits. (For instructional employees, see G below.)

G. Special Rules for Instructional Employees.

1. Definition - an instructional employee is one whose principal function is to teach and instruct students in a class, a small group or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors and special education assistants.

2. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule family and medical leave greater than twenty percent of the work days in the leave period may be required to:

- a. Take leave for the entire period or periods of the planned medical treatment; or
- b. Move to an available alternative position, with equivalent pay and benefits, but not necessarily equivalent duties, for which the employee is qualified.

3. Instructional employees who request continuous family and medical leave near the end of a semester may be required to extend the family and medical leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter or spring break.

a. If an instructional employee begins family and medical leave for any purpose more than five weeks before the end of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last at least three weeks and the employee would return to work during the last

three weeks of the semester if the leave was not continued.

b. If the employee begins family and medical leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks and the employee would return to work during the last two weeks of the semester.

c. If the employee begins family and medical leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.

4. The entire period of leave taken under the special rules is credited as family and medical leave. The school district will continue to fulfill the school district's family and medical leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's family and medical leave entitlement ends before the involuntary leave period expires.

H. Employee responsibilities while on family and medical leave.

1. Employee must continue to pay health care benefit contributions or other benefit contributions regularly paid by the employee unless employee elects not to continue the benefits.

2. The employee contribution payments will be deducted from any money owed to the employee or the employee will reimburse the school district at a time set by the superintendent.

3. An employee who fails to make the health care contribution payments within thirty days after they are due will be notified that their coverage may be canceled if payment is not received within an additional 15 days.

4. An employee may be asked to re-certify the medical necessity of family and medical leave for the serious medical condition of an employee or family member once every thirty days and return the certification within fifteen days of the request.

5. The employee must notify the school district of the employee's intent to return to work at least once each month during their leave and at least two weeks prior to the conclusion of the family and medical leave.

6. If an employee intends not to return to work, the employee must immediately notify the school district, in writing, of the employee's intent not to return. The school district will cease benefits upon receipt of this notification.

I. Use of paid leave for family and medical leave.

An employee may substitute unpaid family and medical leave with appropriate paid leave applicable to the employee under board policy, individual contracts or the collective bargaining agreement. Paid leave includes, but is not limited to, sick leave, family illness leave, vacation, personal leave, bereavement leave and professional leave. When the school district determines that paid leave is being taken for an FMLA reason, the school district will notify the employee within two business days that the paid leave will be counted as FMLA leave.

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.

HIPAA (HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996)

Reference Centers for Disease Control and Prevention -

<https://www.cdc.gov/php/publications/topic/hipaa.html#:~:text=The%20Health%20Insurance%20Portability%20and,the%20patient's%20consent%20or%20knowledge.>

Teaching and Promoting Equity, Diversity and Inclusion in Schools

[HF 802](#) requires school districts to ensure that curriculum and staff training do not “teach, advocate, encourage, promote, or act upon specific stereotyping and scapegoating”.

“Divisive Concepts & Scapegoating” training available through [AEA Learning Online](#).

Staff are responsible for staying updated and current with best practices and educational standards.

APPENDIX C

Acknowledgement of Receipt

(found on last page of this document)

APPENDIX C

Acknowledgement of Receipt

I acknowledge that I have received or can access a copy of the Indianola Community School District's Certified Staff and Associate Handbook available at:
<https://www.indianola.k12.ia.us/district/employee-resources-requires-login/employee-resources/district-forms-guidelines/>

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