

Jesup Community School

**2022-2023
Staff Handbook**

**Chad Kohagen
Superintendent**

**Paul Rea
High School Principal**

**Lisa Loecher
Middle School Principal**

**Brian Pottebaum
Elementary Principal
Curriculum Coordinator**

**Lindsay Fox
Special Education Director**

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Each staff member is responsible for the content of this handbook, Student Handbook and the Emergency Response Manual. If you have any questions, please see your building administrator.

JESUP COMMUNITY SCHOOL DISTRICT

MISSION STATEMENT

The Jesup Community School District
will develop well-rounded, productive, responsible,
caring citizens who are life-long learners.

District Values

- Integrity
- Honesty
- Responsibility
- Perseverance
- Citizenship
- Respect
- Cooperation

District Belief Statements

We believe that:

- All people have value
- All are responsible for their own actions
- Change is on-going
- All can learn
- Learning is a life-long process

Learner Performance

Goals

- Problem Solver/Critical Thinker
- Quality Producer
- Knowledgeable Person
- Cooperative Worker
- Effective Communicator
- Leader/Contributing Citizen



“High Expectations, High Achievement”

*****The following handbook and guidelines are intended for certified staff*****

ABSENCES-STAFF

When it is necessary for a teacher to be absent, please call the building principal at a reasonable time with as much notice as possible so a substitute can be found. Mr. Paul Rea (319-239-3308), Mrs. Lisa Loecher (319-269-7919), or Mr. Brian Pottebaum (563-880-3157). If you are unable to reach the principal, call the building secretary. The District may request medical documentation for any illness. A doctor's excuse is required of absences of three (3) days or longer. A doctor's release may be required in order to return to work.

ABSENCES-STUDENTS

An absence requires a written excuse, signed by the parent for each case of absence or tardiness. A telephone call to the office from the parent can also serve as an excuse. A note regarding a parent's call will be placed in the elementary teacher's mailbox. Any student who leaves the building throughout the course of the day (for illness, dental or doctor's appointments, personal reasons, etc.) must report to the office before leaving. Likewise, students entering school throughout the course of the day must report to the office prior to reporting to their scheduled classes. Elementary students will be picked up in the office to ensure their safety.

ACCIDENT FORMS

A report of each accident must be completed by the teacher/coach/supervisor present at the scene of the accident or by the person who is responsible for supervision at the time. Accident forms are available in the nurse's or building principal's office. Care should be taken to complete all statements applicable to the case. This information is very important in cases where insurance is involved. Date, time, injury, place, and teacher present--MUST BE FILLED OUT.

ACTIVITIES

Permission for school activities, other than those scheduled on the activities' calendar, must be requested from the Principal at least one week in advance of the proposed activity so that transportation, etc. may be arranged.

ACTIVITY FUNDS/ACCOUNTS

Activity funds/accounts are public funds. Expenditures, which lack public purpose, shall not be made from public funds. All funds collected through school activities are under the financial control of the school district (the district, not students, is the owner of the funds). The district has the right to regulate both the fundraising activities and the expenditures of the funds raised. Both fundraisers (completed application specifying purpose) and expenditures (completed/approved purchase request/purchase order) must have prior approval by the administration before being presented to students/organizations. Appropriate expenditures include ordinary and necessary expenses of operating district sponsored and supervised co-curricular activities. Such expenses need to fit the educational purpose of the activity. Student activity funds may not be allocated to any private organization or person. Records must be maintained for each activity account. The sponsor of each activity account has the responsibility to make sure that the above laws/rules are followed.

ACTIVITY PASS

Each support staff employee (9 or 12 month) that has signed an employment agreement will be

issued an Activity Pass that will allow the employee only to attend school events (home only).

ANNOUNCEMENTS/ BULLETINS

Elementary announcements are made over the intercom at 8:15 a.m. Teachers are encouraged to share "good news" from their classrooms for elementary announcements. Middle School and High School announcements should be read during the time determined by the building principal. Please post the bulletin in your room after you have read the announcements. A faculty/staff bulletin is emailed daily. Items to be included in either bulletin must be submitted as early as possible to the office on the "bulletin form."

AEA (Central Rivers)

All books and materials will be dropped off or returned to Central Rivers AEA once each week (schedule determined by Central Rivers AEA). Please have materials turned in to the appropriate office by 3:30 p.m. prior to the date they are due. Orders for items other than books and materials are handled in the same manner. The film order forms may be picked up in the appropriate office. Use your own identification number given to you by Central Rivers AEA on every film or book order.

ASSEMBLY SUPERVISION

When we have meetings or assemblies, teachers are to take their students to the assembly, keep the students together, sit with them, and supervise them.

ATTENDANCE SLIPS-LUNCH MONEY-COLLECTION OF ALL MONIES

Elementary teachers will be provided with attendance slips on which they will place the following information: (1) the names of pupils absent or tardy in the morning, (2) the number of pupils for hot lunch. Also, make sure you list any students who are sent home during the day by the school nurse and the time they left. It is important that first and last names be entered on the attendance slips. All excuse slips and tardy pass slips are to be placed outside your door so that the secretary can bring them to the office. It is important that excuse slips are collected each day and that excuse slips be required for all absences or tardies. They should be dated and initialed by the teacher. MS & HS teachers submit a daily lunch count to their building secretary based on students in their first hour class by 8:30 am.

The lunch clerk in the school cafeteria will collect all lunch money daily. Teachers must issue a receipt for monies collected in the classroom. Lost or stolen money is the responsibility of the teacher. All monies collected such as picture, ticket sales, etc., should be turned in to the secretary by the end of the day.

AUDIO VISUAL

The librarian/media person is in charge of the audio-visual equipment. The media specialist will outline procedures to be used. Any teachers needing assistance with the operation of media equipment please see the media specialist.

CHILD ABUSE

The child abuse law requires that certified school employees, such as teachers and administrators, are mandated or legally required to report whenever in the course of employment the reporter believes or has reason to believe a child has been injured as a result of abuse. The person who has the suspicion must report directly to the Department of Human Services at 800-362-2178. Ask for an in-take person. Please notify the principal and counselor once you have reported a situation.

What to look for:

- Red marks bruises welts, lacerations, burns, sprains, and fractures.
- A child who tells conflicting stories about the cause of an injury.
- A child who says that someone in charge of him/her hurts him/her.
- A child who expresses reluctance to explain an injury.
- A child who seems to be frequently injured.
- A child who is afraid to go home.

COMPUTERS

All staff members are expected to completely shut down their computers and turn off monitors at the end of the day. When not in the classroom, computers are to be secured so unauthorized students or staff do not have access to the computer programs and confidential information. Computers are the property of the school district. User files may be subject to access by authorized employees of the Jesup Community School District during the course of official business. Accordingly, users should have no expectation of privacy and their activity may be monitored.

COMMUNITY MEMBERSHIP

All staff members are urged to use every opportunity to become known to people of our community. Business dealings, social affairs, school meetings, etc. are opportunities to become acquainted. Your participation in community activities will be supported and is a positive reflection on the school.

CONFIDENTIAL INFORMATION

Confidential information about students and families should be cautiously shared and only for professional reasons. Having such information is a responsibility guided by high standards. Guard against creating labels for students while "visiting and venting" during your "time away" in the staff room. Confidentiality is part of professionalism. - "Honor the Absent"

EMPLOYEE CONFLICT OF INTEREST IN DEALING WITH STUDENTS

It is the goal of the Jesup School District to ensure all students are treated consistently and fairly based on their individual merits and circumstances. Therefore, employees of the District must separate their professional work from their family and personal relationships when dealing with students. Employees should refrain from using their position within the school district to confer preferential treatment on children of their own or the children of other employees or personal friends. Such preferential treatment shall be considered a professional conflict of interest. Unwarranted preferential treatment of students may result in disciplinary action.

This policy is intended to prevent any inappropriate preferential treatment to students during the assignment of grades, making school opportunities available to students, and in meeting out consequences for inappropriate student behavior.

Whenever possible, employees should refrain from being involved in substantial school-related decisions and actions being taken by other staff and administrators affecting their own children. Employees always will be able to be involved as a parent, like other parents who are not school employees. This will ensure the fair and consistent treatment of students.

CUMULATIVE FOLDERS

All cumulative folders and permanent record cards will be kept in the principal/ counselor office. The cumulative folders are to remain in the office at all times. A list of people who have access to the cumulative folders is posted in the office. You must check with the secretary or counselor prior to reviewing a folder.

CUSTODIANS

All custodian/maintenance requests must be written on a maintenance request form and submitted to your principal. Teachers can be of considerable assistance to the custodians by keeping paper and other things off the floor at the end of the day. It is important to keep woodwork, whiteboards, and walls free from tacks and stickers. If you have needs, please fill out a maintenance request form and submit it to the principal.

When the teacher leaves the building for the day, he/she should make sure that the windows are closed and the shades properly adjusted, doors locked, and waste cans placed in the hallway.

DAILY SCHEDULE

School shall begin at 8:15 a.m. and dismiss at 3:15 p.m. All teachers should be in the building by 7:30 a.m. unless meetings are scheduled or they have assigned duties. Teachers may leave the building at 3:30 p.m. On Mondays & Fridays, teachers are to be in school at 7:45 a.m. On Fridays and days preceding holidays and vacation periods, teachers may depart after buses have left the premises.

Students should not be in the building before 7:55 a.m. unless eating breakfast or other arrangements have been made.

DIRECT DEPOSIT

Direct deposit is required for all employees hired after July 1, 2005. See the Board Secretary for information.

DISCIPLINE

All staff members are expected to assume responsibility for the discipline of students. Every reasonable effort should be made in attempting to solve discipline problems before referral to the office. Occasionally, something may occur which warrants the exclusion of a pupil from class.

Due Process

It is essential to follow due process when dealing with violations of rules. Due process means:

- 1) Investigate the situation
- 2) Interview the student
- 3) Decide upon the consequence if any
- 4) Documenting the incident
- 5) Contact the parents/meet with parents if appropriate
- 6) Refer to counselor or administrator if situation is serious or is chronic

Elementary staff, please call the office to let them know when you are sending a student to the office for disciplinary reasons. If a detention is assigned to elementary students, notify the parents

to explain the situation and make arrangements for keeping the student after school.

DISTRICT LOGO/BRANDING

When using the district logo for print or publication, please consult the District Logo Appropriate Use Guide for appropriate use. The Appropriate Use Guide can be found in each building office.

DUTY

Supervision duty of halls, cafeteria, bus loading and unloading, and playground is assigned to staff members.

EMERGENCY DRILLS

Emergency drills (fire/tornado/safety) will be held several times during the year without advance notice. A chart showing routes to take from each room should be posted on the upper left-hand corner of the bulletin board in each room. This chart should be studied and your students informed so that everyone will be ready when the first drill is called.

As soon as the alarm is sounded, your group should pass in an orderly line to the appropriate designated area. All employees must report to the designated area with the students. It is essential to remember that proper organization, rather than speed, is to be stressed in an emergency drill. Each teacher should take the red emergency folder with them to verify that all students are safe and accounted for.

EMERGENCY INTERRUPTION

Classroom interruptions will occur for emergency situations only. Staff will not be called to the telephone during a class period unless it is an emergency.

EQUAL EMPLOYMENT OPPORTUNITY & AFFIRMATIVE ACTION

The Jesup Community School District Affirmative Action Plan states that students, employees, and volunteers will be assured of nondiscrimination in any educational program or activity and guarantees equal opportunities in employment. The plan guards against discrimination based on gender, marital status, age, race, creed, national origin, or handicap.

The District Affirmative Action Coordinator is Lisa Loecher.

If a parental request for a student's non-participation in regular school activities or functions is because of religious beliefs such as patriotic activities or holiday celebrations, the school honors the request. The school's responsibility for "other work" or "other activities" to compensate for the unattended school activity is waived.

EXCUSING STUDENTS EARLY

In order that a student may leave school early, for any reason, the parent must make a written request or telephone the office. The office must approve the note or call before the student leaves the building. Parents are asked to sign out the students in the office at the elementary level. Students are asked to sign out in the office at the Middle School and High School levels.

If students leave early or arrive late, they are to report to the office prior to leaving and/or entering the classroom.

EXCUSING STUDENTS FROM RECESS-ELEMENTARY

Students are to participate in recess unless they have a valid note or medical excuse. Each teacher is responsible for students staying in his or her classroom during recess. You can make arrangements with a fellow teacher if you have an assigned duty. Never leave students alone.

FIELD TRIPS

Field trips are part of the curriculum. Teachers are encouraged to arrange field trips, but to remain aware of expenses and choose trips that contribute to the achievement of the school district's educational standards and benchmarks. Field trips are to be arranged with the principal well in advance. Board approval will be required for field trips and excursions that involve unusual length or expense.

A signed permission slip from the parents must be secured before a field trip. The teacher is responsible for the distribution and collection of the permission slip, arranging bus transportation in advance, and coordinating medical needs with the nurse. Forms for bus transportation can be obtained from the office. The permission slips should remain with the teacher until completion of the field trip and then returned to the office. If your class is going to the city park, on a nature walk, etc., please make sure you take a 2-way radio with you. The radio may be checked out of the office.

FAMILY NIGHT/SUNDAY

It is the policy of the school to set aside Wednesday evening and Sunday prior to noon and after 6:00 p.m. for family activities. No school function is to be scheduled or held past 6:00 p.m. on Wednesday or prior to noon and after 6:00 p.m. on Sunday without the approval of the building principal. It is the responsibility of the supervisor to ensure students are out of the building by 6:00 p.m. on Wednesday nights.

FUNDRAISERS

Fundraiser applications need to be turned in to the building principal by the beginning of the school year in order to reserve those dates on the calendar. All fundraisers must receive prior approval from the administrative team. An Application to Conduct a Fundraiser form is available in each office. Under no circumstances may any staff member (including coaches and teachers) have an outside bank account that receives deposits from those fundraisers. The staff member is responsible for collecting money and keeping accurate records of sales and deposits. All monies must be deposited or left with an administrator on a nightly basis. Staff members that do not follow the above procedures may be personally responsible for any lost/stolen money/goods.

GRADING

Each grade in PK-2 has a specific marking system.

Marking system for grades 3-12:

A (93-100); A- (90-92) - Superior

B+ (87-89); B (83-86); B- (80-82) - Good, Above Average

C+ (77-79); C (73-76); C- (70-72) - Average

D+ (67-69); D (63-66); D- (60-62) - Below Average, Yet Passing

F – Failing

GUIDANCE

Staff members are often the first adults to recognize student problems and can assist students. When problems are recognized, please confer with the counselor. Various testing programs will be conducted during the school year to attempt to identify traits common to individual students. The results of these tests and other materials, such as anecdotal records, are recorded in the student's cumulative record.

GUM CHEWING

No gum chewing is allowed PK-8 in designated areas (i.e., computer lab, P.E., music, etc.). Please use your own discretion in management of gum chewing.

HALL DUTY

Teachers are expected to stand in the hall by their door during the passing of classes. Teachers are to be in the classroom at the start of each class period.

HATS IN THE BUILDING

Hats/caps should be removed upon entering the building.

HEALTH

First Aid---

1. The Emergency Response Team is designated to perform first aid in the event of the nurse's absence.
2. A Red Cross First Aid Manual is in the nurse's office.
3. Basic rule for accidents: Stay calm and use your good reasoning ability. Remember that there are only three situations that require immediate action--
(a) bleeding; (b) stoppage of breathing; and (c) poisoning.

Procedures---

1. Care must be exercised in letting a student who has been ill or hurt at school go home alone. Any student going home because of sickness MUST go to the nurse's office where the necessary arrangements will be made for the student to go home.
2. Use common sense about sending students to the nurse's office. Have them wait 10 to 15 minutes to see how they feel unless there is absolutely no doubt about needing to go. Some students use this as a means to get out of the room.
3. Students at all grade levels must check in and out of the respective offices before going to the nurse.

Medication---

1. All medication, including cough drops, etc., will be administered by the nurse. Medical permission forms MUST be completed and signed by the parents and/or the prescribing physician prior to the issuance of any and all medicines (including cough syrup, etc.). These forms are available in the school nurse's office. Medication is to be sent in an original labeled container from a pharmacy or drugstore.

HONOR ROLL

Honor roll will be calculated quarterly in Middle School and at semester in High School. Any student with a grade point average of 3.0 or higher is on the honor roll. Any student with a grade point average of 3.5 or higher is on the gold honor roll.

INTERNET POLICY

Employees are expected to practice appropriate use of the Internet and follow Policy Code No. 605.6. Violations may result in discipline up to, and including, discharge. It is noted that any device that operates a @jesup.k12.ia.us account, the information associated with that account may be deleted or modified by the district.

CURRICULUM FRAMEWORK

Copies of the District Planning Guide will be distributed to each teacher. As teachers progress through their units, they should make additions to these planning frameworks. Periodically, principals will check these guides to gain a clear picture of what is going on in the classroom. Updated curriculum frameworks will be turned into your building principal at the end of the school year. In addition, if you should be absent due to illness, workshop or for any other reason, please have daily plans ready for a substitute.

LOST AND FOUND ARTICLES

Articles not claimed will be given away on a quarterly basis. Lost and found items should be turned in to the respective office for students to claim.

MEDIA CENTER

All teachers will participate in the selection of library books. Books selected should be carefully evaluated to determine vocabulary, story content, multicultural, non-sexist pictures, ethical and moral implications, and quality of workmanship to be found in the publications.

MEETINGS-STAFF/GRADE LEVEL/ADVISORY

Jesup building staff meetings will be held on a monthly basis. Additional meetings may be held as the need arises and announced with prior notification, if possible. Your attendance is required. If in an emergency you are unable to attend a staff meeting, please notify the principal. YOU are responsible for obtaining the information that was announced and/or discussed. Please check with a colleague for this information.

MULTICULTURAL GENDER FAIR

Our school supports and encourages a multicultural gender fair approach to education. The school district has a school improvement committee whose purpose is to continually monitor and maintain a multicultural gender fair approach with regard to our total educational program.

The committee has adopted a grievance procedure to follow these steps:

- 1) To the immediate supervisor
- 2) File a written statement with the building principal
- 3) File a written statement with the superintendent
- 4) File a written statement with the multicultural gender fair advisory (school improvement) committee.
- 5) File a written statement with the school board

All teachers are encouraged to periodically review their written course guidelines and to update their particular subject area with regard to multicultural gender fair guidelines.

PARENT COMMUNICATION

The education of every student is a teaming process of partnership between the parent/guardian and teacher. Therefore, it is of the highest priority and a necessity that the channel for two-way communication is kept open.

The following are the responsibilities of each teacher in communicating with parents/guardians:

- Encourage parents/guardians to call at any time.
- Attend the scheduled parent-teacher conferences.
- Schedule conferences on an as-need basis with parents/guardians other than regular conferences.
- When you identify a problem, contact parents immediately and be prepared to offer alternatives to solve the problem.
- Always be well prepared and have facts available to you.
- Continuously inform parents/guardians of the progress of a student who has been falling behind. Call them by telephone or send them a note.
- Return parent/guardian phone calls/emails promptly.
- Classroom newsletters and notes can be reviewed by the principal before they are sent.
- The administration strongly encourages communications to the parents/guardians.

PARENT TEACHER CONFERENCES

During the parent-teacher conference days, our responsibility is to be available to visit with parents/guardians. Therefore, athletic groups, music groups, dramatic groups, etc. shall not schedule practices during scheduled conferences.

PARTIES AND PICNICS-ELEMENTARY

Upon approval by the principal, room parties will be allowed during the last hour of the school day beginning at 2:15 p.m. School picnics will be held in areas designated by the principal.

PARTY INVITATIONS

PK-8 invitations to parties are only allowed to be distributed at school if all members of the class are invited.

PASSES

All students should have a pass when not in the classroom.

PETS

According to Board Policy, live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

PRINTING GUIDELINES

Special orders being sent to Central Rivers AEA (including laminating and special copying) will follow these guidelines:

- 1) Materials to be copied may be left in the Central Rivers AEA bag located in the office.
- 2) Please allow at least a ONE-week turn around.
- 3) Finished materials will be delivered to the school office and placed in your box.
- 4) NO materials protected by copyright laws will be duplicated anywhere –
by Central Rivers AEA or any school machine.
- 5) A form must accompany each order.

PROGRESS REPORTS

Notice is provided on K-12 at mid-trimester (approximately six weeks). Constructive comments concerning the student's academic achievement and work habits will enable each parent to gauge the progress of his or her son or daughter.

PROPERTY OF THE SCHOOL

Be very conscious of any attempts to mark or disfigure school property. Markings on desks may foster further lack of respect. Moving about in a classroom will make it possible to observe treatment of textbooks, desks, floors, etc.

PUBLICATIONS, PUBLICITY AND PICTURES

The building principal will review all publications, programs, etc., (i.e., programs for concerts or plays, newsletters, newspapers, booklets).

Publicity and pictures in the local newspaper are highly encouraged. When you have such information or ideas for pictures that would be a good newspaper copy, please check through the office in advance.

REPORT CARDS

At the end of each quarter, students receive report cards containing their final quarter grades in all of their courses. In the Middle School, students receive report cards containing their final trimester grades in all of their trimester courses and current grade in semester courses, if applicable.

REQUISITIONS

Requisitions must be submitted for all purchases and preview material. Items purchased or previewed without a requisition and a purchase order may become the financial responsibility of the staff member. Never charge items to the school.

RESALE ITEMS

The process for purchasing items for resale is as follows:

1. Get prior approval from the principal prior to talking with students.
2. Fill out a requisition form for approval.
3. The staff member is responsible for collecting money and keeping accurate records of sales and deposits.
4. All monies must be deposited or left with an administrator on a nightly basis.
5. Submit Money so a Purchase Order can be typed.
6. The office will order goods.

7. Staff members that do not follow the above procedures may be personally responsible for any lost/stolen money/goods.

SCHEDULES-ELEMENTARY

Each staff member will submit a daily schedule to the principal. If changes are made, please submit a revised schedule. Please use the form furnished by the office for uniformity.

SCHOOL AND ITS OPERATION

Each teacher is expected to leave his/her classroom in an orderly appearance. Please set aside the last three or four minutes of the school day and designate it a clean-up period.

1. **Locking Doors and Using Lights**

Each teacher is responsible for the condition of the classroom he/she used last. Use the lights wisely. The lights should be turned out when not in use. Any teacher using the building after regular hours should ensure that all outside doors are locked and sure all lights are out before leaving the building.

2. **Use of Building**

The building should be used on a planned basis. During the regular school hours, the building will operate on a schedule. When a particular area is not already in use, it may be used if the principal gets notice of such intention. Check with the superintendent's office for building use schedule if specific areas are needed for an event.

3. **Students Leaving the Building**

Students should leave the building promptly each day unless they are scheduled for an activity or desire to study. No student other than those in activities and meetings will be permitted to remain in the building after 3:30 p.m. This does not pertain to students remaining for some purpose by the teacher.

SCHOOL CLOSING-UNSCHEDULED

The Infinite Campus Messenger system will be utilized to notify staff when school will start late or be canceled. This notification can come to you via voicemail, email, text message or a combination of these. District school closings are announced on TV channels 2-KGAN, 7-KWWL, and 9-KCRG. Information is also available through the school website www.jesup.k12.ia.us (alerts will scroll near the top).

SCHOOL DAY

Students are requested not to report to the school building earlier than 7:55 a.m. and should go home directly after dismissal with the exception of classes, scheduled activities, or study. Students eating breakfast may arrive at 7:40 a.m. During cold and inclement weather, however, provisions will be made to care for elementary students who come from some distance and who arrive before the regular time for opening the doors.

SCHOOL SAFETY PATROL

The school safety patrol has been organized to promote safety in and around the school building as well as at street intersections near the school where traffic is heavy. Middle School students who have passed the safety patrol test will participate in the patrol. All students should be given instructions in the classroom on safety regulations so that misunderstandings will be reduced to a

minimum. Remind students that patrol members are there to ensure safety. Students who do not cooperate with the patrol will be reported.

Safety patrol schedule --- 7:55 a.m. - 8:15 a.m.

3:05 p.m. - 3:25 p.m.

SCHOOL SUPPLIES

Needed supplies may be obtained in the office. School supplies, including envelopes, are to be used for school use only. Personal use of these supplies is unprofessional as well as unlawful.

SMOKE and TOBACCO -FREE FACILITY & GROUNDS

All buildings, athletic complex areas, parking lots and exteriors of the buildings are tobacco-free environments and as such no use of tobacco or look-a-like products are allowed on school district property.

SPECIAL SERVICES

The Central Rivers AEA educational consultant, school psychologist, school social worker, speech/language clinician, audiologist, and special education teachers are available for assistance in all curricular areas and to aid in the procurement of needed materials to implement the various areas. They will test any individual and provide specific curricular help to aid specific deficiencies. They are available to aid teachers in planning curriculum, schedules, lesson plans, field trips, etc. They will provide aid in the classroom as well as before and after school. Before a referral can be made, problem solving must occur (follow problem solving guidelines). This will help determine if a referral is necessary

STUDENT SCHEDULES

Student schedules are set up prior to the school year. Any changes made to student schedules need to be approved by the principal/counselor.

STUDENT TEACHERS

Students should have the regular teacher as much as possible. There is a responsibility to the profession of teaching to allow student teachers to extend their academic experience by working in our district. Teachers are allowed to have a student teacher no more than once every two years. Prospective student teachers must meet with the supervising teacher and building principal before the student teacher is accepted by the school.

SUBSTITUTES

Student learning must continue in the absence of the teacher. In order to ensure that students have the opportunity to have a productive day with a substitute, a substitute-planning folder is necessary. Complete the substitute folder with additional forms and deliver to the office no later than the fifth day of school. Include the supervision schedule with your name highlighted.

Your substitute folder will be kept in the office and given to the substitute when he/she checks in at the office. The substitute will also be given a comment sheet that will be useful for you. Within three days after the absence, please return the comment sheet to the principal's mailbox. Throughout the year, it may be necessary for you to stop by the office to update your folder.

Visit with your students about their expected behavior if a substitute should ever be their teacher. Impress upon the students that substitutes are like guests in our school. The impression the students leave with a substitute sends a message to the surrounding communities about our students, teachers, staff, and administration. We want our school to be known for well-educated and well-behaved students. Thank you for your cooperation.

Although it is not a requirement to turn in lesson plans, this is a valuable tool for planning. Lesson plans are to be completed for three days ahead and should be detailed enough for a substitute to follow without difficulty. Plans should include the name and/or edition of the textbook to be used. The following items should be available for the substitute:

- 1) Sheet of "Directions to the Substitute"
- 2) List of dependable students
- 3) Class seating chart
- 4) Lunch schedule
- 5) Textbooks
- 6) Description of duties if applicable
- 7) Name and location of nearby teachers

SUPERVISION OF STUDENTS

No class should be left alone at any time. Students are always to be supervised. No student meetings should be permitted unless a faculty member is actually present. Do not give students your keys/key cards to enable them to meet without your supervision.

TEACHER CERTIFICATION

Each teacher must have a valid/current teaching license on file in the Superintendent's office. Please note: Iowa Code No. 294.1 Qualifications- Compensation Prohibited-"No teacher shall be employed as a teacher in a common school district without having a certificate issued by some office duly authorized by law. No compensation shall be recovered by a teacher for services rendered while without such certificate".

Any questions regarding certification should be addressed to the following:

Board of Educational Examiners
Grimes State Office Building
400 East 14th St.
Des Moines, IA 50319-0147
Phone: 1-800-778-7856

The website address is: <http://www.boee.iowa.gov/index.html>.

TECHNOLOGY REPAIR REQUEST

Technology requests should be made by contacting the technology director directly or reporting the issue to the building office.

TELEPHONE USE-STUDENTS

Please do not let students come to the office to use the telephone unless you have checked their reasons for doing so. They may use the telephone only when there is a real need. PLEASE USE YOUR DISCRETION. Send only one student at a time.

TELEPHONE USE-TEACHERS

Please use your personal cell phone for personal calls. Personal calls should be limited and not interfere with job performance.

TESTING

1. ISASP: Administered to students in grades 3-11
2. Curriculum-based Measurements: Administered to students in grades K-4.

TEXTBOOKS

All teachers should record the textbook numbers in the front of their grade books or on book cards and should also write the name of the student to whom the book was issued.

Please discuss the care of textbooks with your students. Ask students to write their names with a ballpoint pen on the inside cover. Covering textbooks for protection is strongly encouraged.

VISITORS/PARENT VISITATION

Visitors, including parents, must report to the Principal's Office on arrival and pick up a visitor's badge. Visitors desiring to make classroom visits must obtain prior approval from the principal. The principal will inform the teacher of this request prior to the parent visit. When making classroom visits, parents are asked not to bring younger children. If a parent-teacher conference is desired, an appointment should be made. Parents of kindergarten students are asked to wait nine weeks before visiting the classroom.

VOLUNTEERS

An organized volunteer program exists at Jesup Community School. All volunteers for extracurricular activities, coaches, or classrooms must be cleared through the administration. Teachers are encouraged to take advantage of the program. Contact the office for volunteer assistance in your room, for material preparation or for extracurricular activities.

WEB PAGES/INFINITE CAMPUS

All teachers, coaches and activity sponsors are responsible for weekly updating and keeping current information on the web page/Infinite Campus.

Philosophy of Jesup Community School Activities Program

The activities program will be in conformity with the philosophy of the Jesup Community School District. The activities will be in line with the general policies of the Jesup Community School District, Iowa Girls Athletic Union, Iowa Boys Athletic Association and the National Federation.

The activities program will function as an integral part of the total curriculum and will constantly strive for the development of a well-rounded individual.

Statement of Purpose

1. To promote the image of the Jesup Community Schools activities.

- # ACTIVITY TRAVEL POLICY

- _____ PARENT

I, _____ give permission for _____ to ride home with
parent(s)/guardian(s) name student name

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ACTIVITIES CODE

I. General Regulations

- A. Jesup Community High School rules must be followed in all cases of eligibility, physical examinations, insurance coverage, starting dates, use of school equipment, etc. Each coach has the responsibility to know, to inform members and parents and to enforce school and state regulations in these matters.
- B. Students in activities must travel to and from contests, away from Jesup, in transportation provided by the school. Students representing Jesup will remain at the site of the contest unless transported by the supervisor. The only exceptions are as follows:
 - 1. Injury to a participant, which would require alternate transportation.
 - 2. Personal arrangements, in writing, at the site of the event made by the parent or guardian with the coach/supervisor.
 - 3. Personal arrangements, in writing, have been made prior to the event by the parent or guardian and have been approved by the building principal.

II. JESUP COMMUNITY SCHOOL Local Rules

(Applies to all co-curricular activities sponsored by the Jesup Community School)

- A. Students are required to be in attendance the entire day of a performance, game, meet or other school activity if they expect to practice or participate in that day's activities. The building principal must approve absences such as funerals, doctor appointments, dental appointments, emergency, and school visits before the student is allowed to participate.
- B. Eligibility Policy – See Jesup Community School Student Handbook.

APPENDIX A

High School Regular Class Schedule

1st Period	8:15-8:58
2nd Period	9:01-9:44
3rd Period	9:47-10:30
4 th Period	10:33-11:16
Homeroom	11:19-11:49
5th Period	11:52-12:35
Lunch	12:35-12:57
6th Period	1:00-1:43
7th Period	1:46-2:29
8th Period	2:32-3:15

Early Dismissal Schedule

	1st Period	8:15 - 8:44
2nd Period	8:47 - 9:16	
3rd Period	9:19 - 9:48	
6th Period	9:51 - 10:20	
7th Period	10:23 - 10:52	
8th Period	10:55 - 11:24	
J-Hawk Time	11:27 - 11:49	
5 th Period	11:52 - 12:21	
Lunch	12:21 - 12:43	
4th Period	12:46 - 1:15	

Late Start Schedule

	3rd Period	10:15 - 10:44
4th Period	10:47 - 11:16	
5th Period	11:19 - 11:48	
J-Hawk Time	11:51 - 12:13	
Lunch	12:13 - 12:37	
6th Period	12:40 - 1:09	
7th Period	1:12 - 1:41	
1st Period	1:44 - 2:13	
2 nd Period	2:16 - 2:45	
8th Period	2:48 - 3:15	

JESUP MIDDLE SCHOOL**REGULAR DAY SCHEDULE**

1 st Period	8:15	-	8:58
2 nd Period	9:01	-	9:44
3 rd Period	9:47	-	10:30
4 th Period	10:33	-	11:16
LUNCH – 5 th / 6 th	11:16	-	11:38
5 th Period – 7 th / 8 th	11:19	-	12:02
RTI/Homeroom – 5 th	11:41	-	12:11
5 th Period – 6 th	11:41	-	12:24
LUNCH – 7 th / 8 th	12:02	-	12:24
5 th Period – 5 th	12:14	-	12:57
RTI/HOMEROOM	12:27	-	12:57
6 th Period	1:00	-	1:43
7 th Period	1:46	-	2:29
8 th Period	2:32	-	3:15

EARLY DISMISSAL SCHEDULE

1 st Period	8:15	-	8:44
2 nd Period	8:47	-	9:16
3 rd Period	9:19	-	9:48
7 th Period	9:51	-	10:20
8 th Period	10:23	-	10:52
4 th Period	10:55	-	11:17/11:22
LUNCH – 8 th	11:17	-	11:40
LUNCH – 7 th	11:19	-	11:42
LUNCH – 5 th and 6 th	11:21	-	11:44
HOMEROOM	11:40	-	12:03
5 th Period	12:06	-	12:51
6 th Period	12:54	-	1:15

TWO HOUR LATE SCHEDULE

1 st Period	10:15	-	10:44
2 nd Period	10:47	-	11:16
4 th Period	11:19	-	11:48
LUNCH	11:48	-	12:18
5 th Period	12:21	-	12:56
3 rd Period	12:59	-	1:31
6 th Period	1:34	-	2:06
7 th Period	2:09	-	2:41
8 th Period	2:44	-	3:15

******INFORMATION BELOW IS LANGUAGE FORMERLY FOUND IN THE
COLLECTIVE BARGAINING AGREEMENT******

HOURS OF WORK

A. Workday

1. Length of Day

The workday shall consist of eight (8) hours and shall include a duty-free lunch period. In addition, the Administration may require the presence of employees before or after the workday for other duties.

2. Arrival and Dismissal Time

Employees will report for duty at 7:30 a.m. on Tuesday, Wednesday and Thursday. On Monday and Friday employees will report at 7:45 a.m. Employees will remain on duty until 3:30 p.m. On Fridays and days preceding holidays and vacation periods, the employees' workday shall end after school buses depart the premises.

3. Special Exception

An employee shall be allowed to end the employee's workday at the close of the students' day on days other than Friday or days preceding holidays and vacation periods only with permission of the Superintendent. If the Superintendent's absence from the school premises during the period prior to the event in question prevents contact with the Superintendent, the Principal shall be contacted for permission. The Superintendent's or Principal's decision on this matter is fully discretionary with him/her. Employees shall not leave the premises during normal working hours without the approval of the Principal or his/her designee.

B. Lunch Period

Employees shall have a daily minimum of twenty (20) consecutive minutes of duty-free lunch period in all instances where the same can be accomplished without employment of additional personnel by the Board. Employees who need to leave the premises during this time are to notify the Principal or his/her designee.

C. Preparation Time

Each employee will be scheduled twenty (20) consecutive minutes of preparation time during the normal student day. In the event of a schedule change due to weather related late starts/early dismissals, special events, or other unforeseen circumstances an employee's preparation time on such days may be affected.

D. All teachers new to the district will have additional three (3) days added to their contract. Tier 1 teachers in their second year (or third year if on probationary status) in the district will have an additional one (1) day added to their contract.

WAGES AND SALARIES

A. Personnel in Special Categories

1. Vocational Agriculture, Family Consumer Science, Librarian and Industrial Technology, and Guidance Counselor

In the event that an extended contract is offered it will be paid at the same rate as their regular contract.

2. Title I Teachers

These teachers will be placed on their appropriate step of the salary schedule.

B. Extra-Curricular Activities

1. Approved Activities

The Board and the Association agree that the extra-curricular activities listed in the supplemental salary schedule are official school sponsored activities.

2. Rates of Pay

Employee participation in extracurricular activities which extend beyond the regularly scheduled in-school day shall be compensated according to the rate of pay as listed in the supplemental salary schedule.

Substitution by Employees

In the event that a regular substitute is not available, the building Principal may assign an employee to serve as substitute. The building Principal's decision in this regard shall be at his/her discretion. Employees so assigned shall be paid at the rate of thirteen dollars (\$13.00) per class period, or the pro rata share thereof, if the assignment takes the employee from preparation time. This will also include the pay at the elementary level when a class is to be split or covered between other teachers.

INSURANCE

- A. 1. Each full time employee shall be allotted \$8777 per year to be applied toward a cafeteria flexible benefit insurance program. Part-time employees shall be pro-rated if elect to enroll in the District's health insurance plan.

The Board will establish a fringe benefit program to comply with Section 125 of the Internal Revenue Code.

B. Coverage

The Board provided insurance programs shall be for twelve (12) consecutive months beginning September 1, 2021, and ending August 31, 2022, so long as the same is allowed by the carrier retained by the Board. However, employees new to the District shall be covered by Board-provided insurance no later than the first (1st) day of the first (1st) full month following their first (1st) working day at school to the extent this arrangement is allowed by the carrier retained by the Board.

C. Descriptions

The Board shall provide each employee a description of the insurance coverage within ten (10) days of the beginning of the school year or date of employment. The Board shall provide such descriptions as are provided by the carrier.

HEALTH PROVISION

EMPLOYEE PHYSICAL EXAMINATIONS

Please refer to Board Policy 403.1.

OTHER PAYROLL DEDUCTIONS

Upon appropriate written authorization from the employee, the Board shall deduct from the salary of any employee and make appropriate remittance for annuities, insurance, or any other programs.

SICK LEAVE

A. Accumulative Benefits

Employees shall be entitled to fifteen (15) sick leave days as of the first (1st) official day of the school year whether or not they report for duty on that day. Unused sick leave shall be accumulative from year to year up to one hundred fifteen (115) days limit. Whenever a teacher reaches the maximum of one hundred fifteen (115) days, any sick days used that year shall first be taken from that year's fifteen (15) current entitlement days and then from the one hundred fifteen (115) day accumulation, if necessary.

Sick leave shall not be granted for employee elective surgery or for leaves for which reasonable evidence cannot be shown, reaffirming the necessity of sick leave absence. Sick leave will be prorated based on the employee's actual days of work.

B. Extended Leave

An employee who is unable to work because of personal illness or disability and who has exhausted all sick leave available may be granted a leave of absence without pay for the duration of such illness or disability, up to thirty (30) days prior to the beginning of the next year. All benefits, including insurances, shall be continued for a period of thirty (30) days following the depletion of the accumulated sick leave. Benefits may be continued by the employee after accumulated sick leave and the thirty (30) day period have elapsed.

TEMPORARY LEAVES OF ABSENCE

A. Paid Leaves

Employees shall be entitled to the following temporary leaves of absence with full pay.

1. Personal

- a. At the beginning of the school year, each employee shall be credited with two (2) day, which may accumulate to four (4) days to be used for any purpose at the discretion of the employee, except for the following:

- (1) No personal day shall be used for any kind or form of work stoppage.

(2) No personal day shall be used immediately before or after a holiday or vacation period except in case of an emergency or extenuating circumstance as determined by the Superintendent or his/her designee.

(3) An employee planning to use a personal leave day or days shall notify the Principal at least three (3) school days in advance, in writing, except in cases of emergency or extenuating circumstances as determined by the Superintendent or his/her designee.

(4) Personal leave shall not be granted during the first seven (7) school days or the last seven (7) school days of the school year except under extenuating circumstances at the discretion of the Superintendent or his/her designee.

b. Any teacher who has accumulated the maximum of four (4) personal days and chooses not to use the one (1) or two (2) personal days which would otherwise be lost at the end of the school year, shall receive monetary reimbursement for the unused day or days. The reimbursement for each unused day shall be equal to the amount currently paid to a substitute teacher for one (1) day. In the event that it is only a half (1/2) day that is not taken and would otherwise be lost at the end of the school year, the reimbursement for that half (1/2) day shall be equal to the amount currently paid a substitute teacher for a half (1/2) day.

2. Legal Leave

Any employee called for jury duty or subpoena court appearance during school hours shall be permitted to be absent without loss of pay and without charge against leave provided the employee notifies his/her principal of the upcoming absence as soon as possible after the employee is informed of the date of said jury duty or court appearance. Any fees or remuneration the employee receives during such leave for serving on a jury shall be turned over to the school district. Cases involving personal matters which are not job related shall be excluded.

3. Association

Up to four (4) days shall be available to the Association to attend conferences and conventions of the local, state and national affiliated organizations. The Association shall notify the Board at least one (1) week prior to the conference or convention as to the employees who shall be attending and the dates of their leave and shall reimburse the school district for the cost of substitute teachers.

4. Professional Leaves

Professional leave days may be made available to employees to attend educational events with advance approval of the Administration. Expenses shall be paid by the employee unless reimbursed by the District. Professional leaves shall be granted at the sole discretion of the Administration.

5. Bereavement

Up to five (5) days of leave shall be granted at any one time in the event of death of an employee's spouse, child, step-children, parent, step-parent, and any

other member of the immediate household. Employees shall be granted the following:

- a. Up to three (3) days in the event of death of an employee's brother or sister, son-in-law, daughter-in-law, father-in-law, mother-in-law, brother-in-law, sister-in-law, grandparents, and grandchildren.
- b. Up to one (1) day off in the event of the death of other family or close friend or for any funeral in which they are an active participant in the funeral service.
- c. Requests for Bereavement leave shall be made in advance to the Superintendent or his/her designee whenever possible.

6. Family Illness

Employees shall be allowed to use leave from their annual allocation of fifteen (15) sick leave, as stated above, at full pay for illness requiring the presence of the teacher to provide care in the immediate family as certified by the attending physician if required by the Administration. Accumulated sick leave may NOT be used for family illness. The immediate family shall be defined as: wife, husband, sons, daughters, step-children, foster children, parents, exchange students residing with the family and any of the following who reside with the employee: brothers, sisters, grandparents, grandchildren, or step-parents.

B. Unpaid Leaves

1. Emergency Leave

An employee may be granted unpaid emergency leave by the Superintendent, or in the Superintendent's absence, by the Principal. The decision so made by the Superintendent or the Principal shall be totally discretionary.

EXTENDED LEAVES OF ABSENCE

A. Maternity Leave

Maternity leave shall be granted as per Iowa Code.

Maternity leave shall be granted for the birth of a child. Sick leave and personal leave can be applied to time off related to maternity leave. Paid time off only applies to days an employee is medically released from work by the employee's physician and if the employee has sick or personal leave remaining. Employees must present an authorization from their physician stating they are released to return to work. After being released to return to work, an employee may take additional days under the Family Medical Leave Act (FMLA). Any unpaid days incurred will be deducted starting the pay period after the employee returns to work and the total unpaid deduction will be divided between pay periods remaining in the employee's contract.

B. Family Illness

A leave of absence without pay and without paid benefits for up to one (1) year may be granted for the purpose of caring for a sick or injured member of the employee's immediate family whose life is in jeopardy. Said leave may be granted at the discretion of the Board.

- C. Adoption
Any employee who becomes an adoptive parent of a child of up to school age shall be entitled to paid leave of up to ten (10) consecutive school days following placement of a child who is non-school age (younger than 5 years old by September 15th) in the employee's home. When the adopted child is of school age (5 years old or older by September 15th), the employee will be granted up to five (5) days of paid leave. The employee shall notify the Board as soon as the employee becomes aware of the approximate date of said placement and of any changes in that placement date thereafter.
- D. Sabbatical
An employee on a Board-approved unpaid leave (either for one-half [1/2] of a school year or for a full school year) shall upon return from sabbatical leave be placed on the salary schedule and be given the same benefits as he/she would have accrued had he/she taught in the District during such period. All benefits, including insurance, shall be continued during the leave at the employee's expense.
- E. Family Medical Leave Act
Employees of the District are entitled to unpaid family and medical leave to the same extent and subject to the same terms and conditions as set forth in the Family and Medical Leave Act of 1993 and the regulations implementing the Act. No provision of the Act is diminished by the inclusion of this provision in this contract nor are the pre-existing family or medical leave provisions of this contract diminished by the inclusion of this provision in this contract.

EMPLOYEE EVALUATION

Tier 1 (Probationary Teacher)

Teachers in their first or second year of the profession, or career teachers, who are in their first year of teaching for the District, shall be considered Tier I teachers. The cycle for Tier I shall consist of both formal and informal evaluations, initiated by the evaluator. The evaluator shall conduct a minimum of three formal evaluations and a minimum of three walkthrough evaluations. At least one of the formal evaluations shall include a pre-observation conference and post observation conference between the evaluator and teacher. The evaluator shall meet with the teacher within fifteen (15) days (school days) following formal classroom observation. Teachers in Tier I will be involved in a minimum of one summative conference in year one. In year two (year one for teachers new to the District), teachers in Tier I will be involved in a comprehensive review.

Tier 2 (Career Teachers)

Tier 2 is for licensed teachers who have earned regular teaching licenses and are not Tier 3. A teacher in the third year of probation pursuant to Iowa Code may be evaluated using the same methods as in Tier I. Each teacher in Tier 2 shall be required to develop an individual career development plan every three years.

During year one of the cycle, each staff member shall create an individual career development plan which shall reflect continuing professional growth in the areas of the Iowa Teaching Standards and Criteria and be aligned with the District's Plan.

During the first two years of the cycle, the evaluator and teacher shall meet and discuss the progress of the teacher on the Individual Career Development Plan and on the Iowa Teaching Standards and Criteria. Each year of the three-year cycle, the evaluator shall conduct a minimum of three walkthroughs. The evaluator may formally observe the teacher at any time the evaluator determines; however, the evaluator shall formally observe the teacher a minimum of at least one time in a three year cycle. At least one formal observation shall include a pre-observation and post-observation conference. The evaluator shall meet with the teacher within fifteen (15) days (school days) following formal classroom observation. The teacher shall provide a portfolio linking the Iowa Teaching Standards and Criteria. In year three, the completion of the Individual Career Development Plan will occur; a written review by the evaluator after the teacher and evaluator have discussed the teacher's progress and outcomes on the Individual Career Development Plan is completed; and a three year summative review will be conducted.

- A. Within six (6) weeks after the beginning of the school year, teachers shall be made acquainted with the evaluation procedure by a member of the administrative staff.
- B. Results of the minimum number of formal observations, provided for in Tier 1 and Tier 2 above, shall be in writing, with a copy given to the teacher, and shall be preceded by an in-class observation of the teacher's performance.
- C. The teacher shall have the right to submit an explanation or other written statement regarding any evaluation for inclusion in his/her evaluation file. Any written statement by the employee shall be made at the time of the evaluation conference or within five (5) working days of the conference.
- D. All evaluation of classroom teaching performance of a classroom teacher shall be conducted openly with the full knowledge of the teacher.
- E. Each employee shall have the right at any reasonable time to review the contents of his/her employee evaluation file.
- F. If an administrator deems an educator as in need of assistance, it must appear in writing on the educator's formative/summative evaluation when the educator arrives for their post-observation interview. The justification for being in need of assistance must be made clear in writing on the employee's evaluation. The educator must also be informed verbally by the administrator that they are indeed in need of assistance during the post-observation interview.

Before the post-observation interview is concluded, the district's **Plan of Assistance** form must be filled out collaboratively by the administrator and educator in need of assistance.

Once an educator is no longer deemed in need of assistance by an administrator, that language must appear on the educator's formative/summative evaluation; the employee will also be verbally informed by the administrator during the post-observation interview.

- G. Every attempt will be made by the building principal to have the formal evaluations completed by April 15th of the evaluation year

- H. The teacher portfolio must be submitted to the principal no later than April 15th unless otherwise specified by the building principal.
- I. Every attempt will be made by the building principal to ensure that classroom walkthroughs are spread out throughout the evaluation period.
- J. The building principal will provide the teacher with a written copy of the formal evaluation by May 15th of the evaluation year unless written notification is provided to the teacher extending this time frame.

Intensive assistance program and its implementation not subject to negotiation pursuant to chapter 20. A teacher who previously participated in an intensive assistance program shall not be entitled to participate in another intensive assistance program relating to the same standards or criteria.

Following a teacher's participation in an intensive assistance program, the teacher shall be reevaluated. If the teacher did not successfully complete the intensive assistance program, the board may:

- Terminate the contract immediately;
- Terminate the contract at the end of the year;
- Continue the contract for a period not to exceed one year and the contract shall not be subject to termination provisions in 279.15.

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.			
A	The teacher provides evidence of student learning to students, families and staff.	The teacher documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with student's families and staff members.	child study/problem-solving documentation; IEP updates; videos of performance; picture of posted grade sheets; phone logs; e-mails; student portfolios; good newsletters; end-of-year reports; DIBELS—CBM scores(3x/yr); progress reports/report cards; curriculum maps and frameworks; standardized test results (MAP, ITEDS/ITBS); classroom tests and papers
B	The teacher implements strategies supporting student, building and district goals.	The teacher knows the short- and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals.	classroom expectations distributed/posted; post learner performance goals; classroom video; committee roster/involvement; curriculum maps and frameworks; classroom observations; progress reports/ report cards; multiple assessments; lesson plans; ELP goals
C	The teacher uses student performance data as a guide for decision-making.	The teacher uses performance data such as achievement scores, individual products, writing samples, and teacher-made tests to profile student learning.	child study/problem solving forms; IEP updates; IEP reports; meetings; collaboration log; sample work; student reflections; ITBS/ITED scores; sample of work; tests; photos of art work by students; team notes, MAPS; DIBELS; CBM with teacher reflections
D	The teacher accepts and demonstrates responsibility for creating a	The teacher encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.	student choice of assignments (lesson plans); AR goal sheets; bulletin boards of student work/student-made boards; digital/ photos; room diagram; class syllabus; seating charts; student samples; field trip news clips; interactive bulletin boards; co-op learning bulletin

	classroom culture that supports the learning of every student.		boards; classroom management, classroom rules and expectations; curriculum planners; observations
E	The teacher creates an environment of mutual respect, rapport, and fairness.	The teacher demonstrates clear expectations of developing responsible, self-directed learners and models acceptance of all students based on awareness of individual student differences and evidence of diversity in teaching.	student evaluation of teacher; classroom videos; class expectations; classroom rules posted; student evaluation by teacher; curriculum planners; Observations; parent contact log; class checklist; syllabi; rubric given before project
F	The teacher participates in and contributes to a school culture that focuses on improved student learning.	The teacher develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals.	staff development work (Standard 7); school Improvement community work; staff development; collaboration logs; team meeting participation, log and notes from team meetings, recommendations to child study/problem-solving; intervention log; attendance at IEP's & staffings; at-risk recommendations; minutes from intervention meeting; blue special ed. folders
G	The teacher communicates with students, families, colleagues, and communities effectively and accurately.	The teacher demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. The teacher uses appropriate spelling, grammar, mechanics and style. The teacher varies vocal cues, rate, and volume.	progress reports; school improvement committee work; awards banquet; certificates (copies); newspaper clippings; Friday notes (elem.); phone/e-mail logs; observations by mentors, other teachers; administration; progress reports and grade slips; student award nights; observations from parent meeting; copies of notes sent home, You Make a Difference Notes (YMAD), Dispatch articles written, individual class letter and newsletters, Trellix; IEP updates

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.			
A	The teacher understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.	There is incorporation of accurate content knowledge into instruction aligned with the local content standards and benchmarks. The teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.	web quests/worksheets; resource list of related websites; thematic units; field trips; ICN; list web quests websites/multiple resources; interdisciplinary; univ. transcripts; lesson plans; use community members; resource lists; video clips/photos; results of practice/content knowledge tests; curriculum planners; portfolios (student)
B	The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	The teacher provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. The teacher knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. The teacher shows a willingness to apply diversified teaching techniques.	parent communications; applying curriculum to relevant life experiences; video clips and photos; parent communication logs; curriculum to life situations; observation for differentiated instruction; curriculum planners; observation; implementation of IEP
C	The teacher relates ideas and information within and across content areas.	The teacher knows the content taught at grade levels below and above the current grade level taught and interrelates ideas and information within and across curricular areas to assist or facilitate student understanding.	integrated units; thematic units; cross curriculum; collaboration logs; curriculum planners; peer mentoring; assessment rubrics
D	The teacher understands and uses instructional strategies that are appropriate to the content area.	The teacher knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate.	integrating cooperative learning; peer tutoring and mentoring; lesson plans; real life simulation activities (i.e. mock court); curriculum planners; observation

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 3: Demonstrates competence in planning and preparing for instruction.			
A	The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.	The teacher designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. The teacher uses these local content standards and benchmarks to determine what students should know and be able to do.	curriculum planners; observation; ITBS/ITED; assessment; teacher-created pre/post tests; progress reports; AR printout; CBMs; lesson plans, DIBELS; reading diagnostics; rubrics; IEP goals; MAPS; curriculum frameworks
B	The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.	The teacher establishes classroom goals for social, behavioral and academic success and develops classroom routines to support these goals.	classroom expectation sheets; observations; Character Counts; behavior charts; report cards; post class rules; parent/teacher conference sign-in sheets; parent communication (phone and e-mail); class schedule modifications; referrals to principal; success notes; sub sheets/plans; IEPs; Trellix; Success 4; extra curricular eligibility; student of the month; academic recognition night
C	The teacher uses student developmental needs, backgrounds, and interests in planning for instruction.	The teacher seeks and collects information to understand students' needs and interests for use in planning. The teacher designs and uses lessons/units that provide for varied student learning needs and use of information on diversified learning styles.	student of the month, curriculum planners; teacher-made student evaluation; prekindergarten observation; IEP log; success logs; child study/problem solving; input from counselor, nurse or secretary; lesson plans with diverse accountability; intervention logs; AEA classes; interest inventory; All About Me books; blue IEP folders; portfolio; interviews; ELP parent nomination surveys; career role play
D	The teacher selects strategies to engage all students in learning.	There is a plan for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. The teacher plans for adjustments in instruction to meet student-learning needs based on the assessment of student progress.	curriculum planners; observation; cooperative learning; student planners; lesson plans; video tapes; field trip reflections; data results; district learner performance goals; goal chart; varied teaching methods that target different learning styles/multiple intelligence; IEP accommodations and modifications
E	The teacher uses resources including technologies, in the development and sequencing of instruction.	The teacher uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. The teacher integrates the use of technology as a curricular support when appropriate.	observation; ICN; internet, CD-ROM; video; field trips; speakers; literature lists; thematic units; power point; pictures of students using manipulatives; curriculum planners; honor programs; use of computers, CD players, cameras, calculators; DVDs/videos; musical technology; displays of student work; Trellix web pages

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.			
A	The teacher aligns classroom instruction with local standards and district curriculum.	The teacher works collaboratively to develop and define standards, benchmarks, and performance assessments for student achievement. The teacher implements classroom instructional strategies that support the achievement of district standards and benchmarks.	minutes from district meeting; curriculum planners; student portfolios; IEPs; minutes from staff meetings; daily lesson plans; CSIP committee meetings; blue IEP folders
B	The teacher uses research-based instructional strategies that address the full range of cognitive levels.	The teacher uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs.	curriculum materials; implementation of IEP; curriculum planners; ELP/enrichment; observations; interventions; field trips; 504 Plan; speakers; collaboration with other teachers; alternative assignments; varied teaching methods that target different learning styles/multiple intelligences
C	The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	The teacher adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. The instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity.	curriculum planners; teaming & differentiated instruction; observation; child study; ELP; Title I; student data; progress reports; 504 Plan; IEPs; student surveys; observation videos; behavior rating forms; collaboration with other teachers; field trips; speakers; varied teaching methods that target different learning styles/multiple intelligences, team notes
D	The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation. The teacher uses instructional materials that are mentally engaging to the student.	observation; curriculum planners; field trips; 504 plan; ICN sessions; projects applying education (physics olympics, middle school fair); teach then practice thinking and problem solving skills and strategies; demonstrations; role-playing; skits; associating current issues with existing curriculum; rubric; checklist; examples; study groups; tutoring
E	The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.	The teacher draws on the prior knowledge, life experience, interest and language of students during instruction. The teacher assigns in-class and homework tasks that provide students with links connected to life experiences and interests.	interest surveys; observation; curriculum planners; service learning; field trips; KWL; interdisciplinary units; IEP; 504 plan; child study/problem solving meetings; pre-assessment
F	The teacher uses available resources, including technologies, in the delivery of instruction.	The teacher provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating. The teacher uses resources that are appropriate to the content and to students' prior learning.	observation; curriculum planners; examples of overheads, power point; ICN; IPTV; internet; CD- Rom; AEA; Trellix; Publisher; Word; GoLive; video production; digital cameras; scanners; JTV; Excel; Inspiraton/Kidspiration; Kurzweil; Finale; CAD/CAM, LCD/ opaque presenters

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 5: Uses a variety of methods to monitor student learning.			
A	The teacher aligns classroom assessment with instruction.	The teacher assesses what is taught by using classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills. The teacher uses multiple assessment strategies that are aligned to instructional goals.	lesson plan reflections; pre/post test analysis; student portfolio – work samples; DIBELS; CBM (math & reading); IEP; rubrics; daily work; quizzes; student self-reflections/assessments; performance assessments; norm-referenced tests;
B	The teacher communicates assessment criteria and standards to all students and parents.	The assessment information provided to students and parents is clear, makes sense and defines “success.”	class expectations; curriculum planner; e-mail; parent-teacher conference attendance sheets; DIBELS/portfolios; Trellix ; progress reports; IEPs; rubrics; syllabus; class contracts
C	The teacher understands and uses the results of multiple assessments to guide planning and instruction.	The teacher uses student achievement information from a variety of sources for decision-making.	assessment grid reflection; student work; curriculum planners; child study/problem-solving worksheet; norm-referenced test results (ITBS, MAPS, ITEDs); DIBELS/portfolios; chapter test analysis; IEP
D	The teacher guides students in goal setting and assessing their own learning.	The teacher involves students in establishing goals for learning and helps students to understand and monitor their own learning goals.	student work; IEP; curriculum planner; journals; Accelerated Reader; EBCE (Experience Based Career Education); career research and evaluation; student contract; student self-evaluations and critiques
E	The teacher provides substantive, timely, and constructive feedback to students and parents.	The teacher maintains accurate records about each student's progress and provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned.	progress reports; good news reports; student work; curriculum planner; IEP quarterly updates; newsletters; websites; student publications; grading systems; CBMs; parent-teacher conference/meeting; parent-teacher contact (telephone log; e-mail); student contract
F	The teacher works with other staff and building and district leadership in analysis of student progress.	The teacher exchanges information about student learning with students, families, and school personnel who share the responsibility for the student.	inservice/ meeting notes; curriculum planners; study group; child study/problem solving team; APR - CSIP document; schedule; extra curricular; collaboration log; website; child study/problem solving interventions; CBMs; norm-referenced test results; progress reports; 504 plans; behavior progress; staff meetings

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 6: Demonstrates competence in classroom management.			
A	The teacher creates a learning community that encourages positive social interaction, active engagement and self-regulation for every student.	The teacher creates and communicates clear expectations for individual student interaction, engagement, and self-regulation.	IEPs; teacher questioning strategies; behavior charts; classroom management plan; observation document; referral log; seating chart; pictures and clippings; parent letter/parent e-mail contact; Success 4 strategies; Character Counts
B	The teacher establishes, communicates, models and maintains standards of responsible student behavior.	The teacher clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills.	student handbook; behavior contracts; referral log; classroom beliefs; Success 4 strategies; Character Counts
C	The teacher develops and implements classroom procedures and routines that support high expectations for learning.	The teacher develops and implements schedules, timelines, procedures, and routines to support high expectations for learning.	student timeline/deadlines; product expectations; curriculum planner; individual project; project checklist; Trellex
D	The teacher uses instructional time effectively to maximize student achievement.	The teacher develops and implements classroom procedures and routines that optimize learning time.	classroom schedule/routine; classroom bulletin and activity board; lesson plans; student planner; duty boards
E	The teacher creates a safe and purposeful learning environment.	The teacher creates a classroom setting that is safe and provides an accessible learning environment for all students. The teacher insists upon fairness and respect as elements in each interpersonal relationship and encourages each student to be self-reflective. The teacher provides learning opportunities for students to become responsible, self-reliant, and collaborative.	class goals; unit goals; post rules on dealing with student conflict; health plans (504); behavior contract; safety quiz results; lab safety contract; referral log; climate surveys

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 7: Engages in professional growth.			
A	The teacher demonstrates habits and skills of continuous inquiry and learning.	The teacher routinely reflects on his/her practices and attends professional development opportunities.	College, AEA, ICN classes; staff development certificates; transcripts; mentor training; graduate course work; professional reading; professional association and content area conferences and workshops; cooperating teachers; mentoring and induction, certificate renewal coursework
B	The teacher works collaboratively to improve professional practice and student learning.	The teacher collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction. The teacher plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer-coaching partner.	child study/problem solving worksheets; IEPs; team meeting logs; teacher planning; multi-grade activities; collaboration with associates; collaboration between teachers; mentorship logs; shared lesson plans
C	The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.	The teacher monitors the implementation and effect of using new learning within the classroom.	internet lessons; data results; professional development training and implementation; AEA and ICN classes; staff-development certificates; transcripts; mentor training; graduate course work; professional reading; professional association and content area conferences and workshops; cooperating teachers; mentoring and induction; Lexile scores
D	The teacher establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.	The teacher collaborates in the development of their own professional development plan to meet district/building goals.	portfolio; mentoring meetings/logs; individual professional development plan
E	The teacher provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.		

Iowa Teaching Standard/Criteria/Artifact(s)			
Standard 8: Fulfills professional responsibilities established by the school district.			
A	The teacher adheres to board policies, district procedures, and contractual obligations.	The teacher demonstrates professional commitment and respects the contractual requirements of his/her employment.	attends in-services, meetings, training classes; extracurricular duties and responsibilities as assigned, health physical, licensure
B	The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.	The teacher presents himself/herself to the school and community in a manner that elicits respect and complies with state laws defining the profession.	child abuse reporting; OSHA; blood-borne pathogen training; CPR classes; medication certification; right to know
C	The teacher contributes to efforts to achieve district and building goals.	The teacher participates in professional development opportunities to improve achievement of district and building goals.	assists with extracurricular duties and responsibilities; peer training; mentoring; teaming meetings: CSIP; child study/problem solving
D	The teacher demonstrates an understanding of and respect for all learners and staff.	The teacher respects different values and beliefs other than one's own and works to ensure that all students are treated fairly through the understanding of differing family and community contexts.	child study/problem solving documentation; communication with teachers; student self assessments; differentiated instruction; Multi-Cultural/Gender Fair (MCGF); Higher Order Thinking Skills (HOTS)
E	The teacher collaborates with students, families, colleagues, and communities to enhance student learning.	The teacher values and respects others' roles in student learning and welcomes their participation in the teaching process.	PTO; community organizations & meetings; school board mtgs.; participation; real life experience – Career Talks; field trips; IEP mtg.; fundraisers; unique celebrations and activities (i.e. Read-Across America, Veterans' Day assembly); Arts in the Park; senior citizen lunch; community service; booster club; J-Stars; volunteers; enrichment; Head Start, FFA, FCCLA

Jesup Pre-Observation Form

Name _____ **Date of Observation** _____

Grade Level _____ **Class** _____ **Period** _____

Please fill out this form for each day your class will be visited. Attach any handouts, a seating chart, and any text materials you will be using for the lesson. A meeting will be set for us to discuss the observation.

Standard:

Benchmark:

Objectives:

Activities:

What has been done prior to prepare students for this lesson?

List any outside factors that may have an effect on the presentation of the lesson (i.e., student behaviors, climate, etc.)

Other Comments:

Comprehensive Evaluation

Teacher: _____ Folder #: _____
 Evaluator: _____ Folder #: _____
 School Name: _____
 Grade Level: _____ Subjects: _____ Year: 1 2 3

Each standard will be scored as one of the following: Exceeds (4), Meets (3), Progressing (2), Does Not Meet (1)

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	
	Criterion a: The teacher provides evidence of student learning to students, families, and staff.
	Criterion b: The teacher implements strategies supporting student, building, and district goals.
	Criterion c: The teacher uses student performance data as a guide for decision making.
	Criterion d: The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
	Criterion e: The teacher creates an environment of mutual respect, rapport, and fairness.
	Criterion f: The teacher participates in and contributes to a school culture that focuses on improved student learning.
	Criterion g: The teacher communicates with students, families, colleagues, and communities effectively and accurately.
Overall Standard 1 Score: ____	

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.	
	Criterion a: The teacher understands and uses key concepts, underlying themes, relationship, and different perspectives related to the content area.
	Criterion b: The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
	Criterion c: The teacher relates ideas and information within and across content areas.
	Criterion d: The teacher understands and uses instructional strategies that are appropriate to the content area.
Overall Standard 2 Score: _____	
Standard 3: Demonstrates competence in planning and preparing for instruction.	
	Criterion a: The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.
	Criterion b: The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.
	Criterion c: The teacher uses student developmental needs, background, and interests in planning for instruction.
	Criterion d: The teacher selects strategies to engage all students in learning.

	Criterion e: The teacher uses resources, including technologies, in the development and sequencing of instruction.
Overall Standard 3 Score: _____	
Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.	
	Criterion a: The teacher uses research-based instructional strategies that address the full range of cognitive levels.
	Criterion b: The teacher aligns classroom instruction with local standards and district curriculum.
	Criterion c: The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
	Criterion d: The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
	Criterion e: The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.
	Criterion f: The teacher uses available resources, including technologies, in the delivery of instruction.
Overall Standard 4 Score: _____	
Standard 5: Uses a variety of methods to monitor student learning.	
	Criterion a: The teacher aligns classroom assessment with instruction.

	Criterion b: The teacher communicates assessment criteria and standards to all students and parents.
	Criterion c: The teacher understands and uses the results of multiple assessments to guide planning and instruction.
	Criterion d: The teacher guides students in goal setting and assessing their own learning.
	Criterion e: The teacher provides substantive, timely, and constructive feedback to students and parents.
	Criterion f: The teacher works with other staff and building and district leadership in analysis of student progress.
Overall Standard 5 Score: _____	
Standard 6: Demonstrates competence in classroom management.	
	Criterion a: The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
	Criterion b: The teacher establishes, communicates, models, and maintains standards of responsible student behavior.
	Criterion c: The teacher develops and implements classroom procedures and routines that support high expectations for learning.

	Criterion d: The teacher uses instructional time effectively to maximize student achievement.
	Criterion e: The teacher creates a safe and purposeful learning environment.
Overall Standard 6 Score: _____	
Standard 7: Engages in professional growth.	
	Criterion a: The teacher demonstrates habits and skills of continuous inquiry and learning.
	Criterion b: The teacher works collaboratively to improve professional practice and student learning.
	Criterion c: The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.
	Criterion d: The teacher establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.
	Criterion e: The teacher provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.
Overall Standard 7 Score: _____	
Standard 8: Fulfills professional responsibilities established by the school district.	
	Criterion a: The teacher adheres to board policies, district procedures, and contractual obligations.

	Criterion b: The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.
	Criterion c: The teacher contributes to efforts to achieve district and building goals.
	Criterion d: The teacher demonstrates an understanding of and respect for all learners and staff.
	Criterion e: The teacher collaborates with students, families, colleagues, and communities to enhance student learning.
Overall Standard 8 Score: _____	

- + The teacher is a first year Beginning Teacher.
- + The teacher meets, exceeds, or has made adequate progress on all eight Iowa Teaching Standards and is recommended for a standard license.
- + The teacher fails to meet the Iowa Teaching Standards.
- + The teacher is being recommended for a third year before a license decision is made.

Evaluator's Signature: _____

Date: _____

Evaluation Period: _____, 20__ to _____, 20__

Teacher's Signature: _____

Date: _____

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year.

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning			
	Accomplished	Developing	Novice
The Connector	The Connector works effectively with all teachers due to specific measures he or she has taken to build trusting and professional relationships.	The Connector is beginning to build trusting relationships with a broader array of teachers, including more challenging teachers.	The Connector is able to build trusting relationships with a limited group of teachers.
Learning Targets	The Teacher Leader... a. Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change (1e,4a,6a,6b,6e) b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning (3b,6b,6d, 6e) c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning(1d,1f,4a,6c) d. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges(1d,6a,6e,8d) e. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues(1e,4a,6e,8d)		
Evidence			

Domain II: Accessing and Using Research to Improve Practice and Student Learning			
The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.			
	Accomplished	Developing	Novice
The Connector	The Connector has a well-formed understanding of adult learning research and flexibly adapts the coaching based on this knowledge to move the adult learning forward.	The Connector has taken specific measures to develop an understanding of adult learning. The Connector is more able to pinpoint and remedy problems when working with teachers.	The Connector has little knowledge in adult learning research and has a hard time pinpointing the cause of problems when working with teachers.
Learning Targets	<p>The Teacher Leader...</p> <ul style="list-style-type: none"> a. Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning(1b,2b,2d,3a,3c,4a) b. Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning(1c,2d,3a,3c,8c) c. Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues d. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning(1a,3a,5b,8c) 		
Evidence			

Domain III: Promoting Professional Learning for Continuous Improvement The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.			
	Accomplished	Developing	Novice
The Connector	The coach understands which facilitation processes to employ at any given time. The coach is a skilled facilitator and, as a result, both small and large groups function in a highly productive manner on a consistent basis.	The coach is working to expand the repertoire of facilitation techniques used in small and large group sessions. Groups are beginning to function at a more productive level.	The coach employs a limited set of facilitation processes. Small and/or large group facilitation are not productive on a consistent basis.
	The Connector understands his or her appropriate role as a coach while also understanding how to work collaboratively with the school leaders	The Connector and the school leaders are beginning to find better definitions regarding their unique roles and are working more collaboratively.	The Connector and the school leaders do not work collaboratively. The Connector is unclear regarding the coaching role and how it relates to the role of the school leaders.
Learning Targets	The Teacher Leader... a. Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals (2a,3a,3c,4b,7b,7d,8c) b. Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning (2b,2d,3a,3d,4a,4b,4c,4d,7c,7d,8d) c. Facilitates professional learning among colleagues (7d) d. Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning (2d,3c,3d,3e,4f,7d) e. Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning (2c,3a,4b,5b,5f,7b,7e) f. Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning (3e,4f,7d) g. Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning (3b,5e) h. Uses information about emerging education, economic, and social trends in planning and facilitating professional learning (2c,2d,3a,3c,3d,4d,7c,7d)		
Evidence			

Domain IV: Facilitating Improvements in Instruction and Student Learning			
The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.			
	Accomplished	Developing	Novice
The Connector	The Connector has extensive experience in a broad range of grade levels and subject areas. The Connector continues to broaden his or her experience to deepen the current knowledge base.	The Connector has taken specific measures to broaden the range of teaching experience across a range of grade levels and subject areas.	The Connector is currently developing knowledge of the content that is being coached. The Connector is capable and experienced across a limited range of grade levels and subject areas. The Connector is still gaining experience in the content that is being coached.
Learning Targets	<p>The Teacher Leader...</p> <ul style="list-style-type: none"> a. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture (3a,4a,4d) b. Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices (2d,3a,4a) c. Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator (3b,5e,7a) d. Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs (2c,4e) e. Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe (3e,4f,7c) f. Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction (2b,2c,4d,8d) 		
Evidence			

Domain V: Promoting the Use of Assessments and Data for School and District Improvement The teacher leader is knowledgeable about current research on classroom- and school based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.			
	Accomplished	Developing	Novice
The Connector	The Connector relies on student learning data to directly and consistently inform coaching conversations. The Connector seamlessly guides the conversation from student learning to other factors such as the implementation of a program or curriculum, and classroom routines.	The Connector is beginning to draw on student data in coaching sessions. The connector is more capable in addressing other factors such as the implementation of a program or curriculum, and classroom routines in the context of student learning.	The Connector rarely draws from student data in coaching sessions. Coaching is consistently focused on teaching practice, implementation of a program or curriculum, or classroom routines.
Learning Targets	The Teacher Leader... a. Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards (4b,5c) b. Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning (3a,5a,5b,5f,7b,7e,8c) c. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues (3a,3d,5e,5f,8c) d. Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning (3a,4b,4c,5a,5c,5d,5f,7b,8c)		
Evidence			

Domain VI: Improving Outreach and Collaboration with Families and Community The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.			
	Accomplished	Developing	Novice
The Connector	The Connector consistently seeks new experiences and opportunities for learning rather than taking the stance of an “expert.”	The Connector takes advantage of some opportunities for new learning and is becoming more comfortable regarding taking the stance of “colearner” with teachers.	The Connector does not take advantage of opportunities for new learning on a consistent basis and does not take the stance of “co-learner” with teachers.
Learning Targets	The Teacher Leader... a. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community (2a,2c,3d,4e,8d) b. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances (1g,3b) c. Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students (2b,2c,2d,4c,8d) d. Develops a shared understanding among colleagues of the diverse educational needs of families and the community (2b,2c,2d,8d) e. Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community (1g,2c,2d,3c,8e,8d)		
Evidence			

<p>Domain VII: Advocating for Student Learning and the Profession</p> <p>The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.</p>			
	Accomplished	Developing	Novice
The Connector	The Connector encourages reflective dialogue by asking open ended questions, probing, and using paraphrasing techniques rather than simply giving the teacher answers.	The Connector is beginning to use strategies such as asking open ended questions, probing, and paraphrasing techniques to encourage reflective dialogue among teachers.	The Connector does not use conversational approaches that encourage reflective dialogue among teachers.
Learning Targets	<p>The Teacher Leader...</p> <ul style="list-style-type: none"> a. Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning (4b,7b,8a) b. Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students (2b,3c,7b,7c) c. Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members (1g,3e,4d,4f,8e) d. Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals (3e,4f,7a,7b,7c,8c) e. Represents and advocates for the profession in contexts outside of the classroom 		
Evidence			

This part of the evaluation is meant to be self-reflective and be able to use as a reference to the work the instructional coach did specifically with teachers over each quarter.

Teacher documentation should reflect the number of teachers he or she worked with each quarter.

Level 1 Establishing relationship (actively pursuing coaching opportunities or worked with all staff during PD)

Level 2 Informal assistance (tech or instructional)/Classroom Observation (one and done)

Level 3 Coaching conversations/co planning

Level 4 Formal Coaching Cycles (team or individual)

	Level 1	Level 2	Level 3	Level 4	Total Teachers
Quarter 1 (# of teachers)					
Quarter 2 (# of teachers)					
Quarter 3 (# of teachers)					
Quarter 4 (# of teachers)					

Teacher documentation should reflect the teachers he or she supported in a coaching cycle each quarter and the focus.

Get Specific with Coaching Cycles:

Identify which building the coaching cycle was in. Identify the teacher's goal and student goal (what is the work focused on?)

Quarter 1 Coaching Cycle ELEM-- MS-- HS-- R	Teacher Goal	Student Goal

Quarter 2 Coaching Cycle ELEM-- MS-- HS-- R	Teacher Goal	Student Goal	
Quarter 3 Coaching Cycle ELEM-- MS-- HS-- R	Teacher Goal	Student Goal	
Quarter 4 Coaching Cycle ELEM-- MS-- HS-- R	Teacher Goal	Student Goal	

Coaching Feedback Notes: --Could be done quarterly or at semester

Strengths	
Growth Opportunities	
Goals for _____	

Jesup Community School District

Building Level: _____

Individual Professional Development Plan

20__ - 20__ School Year

Teacher Name	Date
Evaluator	Date
District Professional Development Goal	
Building Professional Development Goal	
Individual Professional Development Goal (measurable and attainable)	
How will this goal contribute to student learning according to the district and building goals?	
Which Iowa Teaching Standards and Criteria will be addressed by this goal?	
How will you participate in collaboration to learn and apply new knowledge and skills?	
What indicators will you use to document the accomplishment of this goal?	
How will you utilize the Teacher Leadership Program to support you in accomplishing this goal?	

Jesup CSD
Assistance Phase
Plan of Assistance

Teacher	Date

Specific Concern(s) related to the following Iowa Teaching Standards:

Plan (Method/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date

Administrator Signature/Date	Teacher Signature/Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

Jesup CSD
Assistance Phase
Final Summary

Teacher	Date	Meeting Dates

Information and Evidence documenting Evaluator's Recommendation:

--

Evaluator's Recommendation:

--

Administrator Signature/Date	Teacher Signature/Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

STAFF REDUCTION PROCEDURE

A. Board Determination

When the Board has made the determination that a reduction in staff among employees within a specific area of employment is necessary, the procedure for determining the employee or employees who will be reduced from staff shall be in accordance with this Article.

*Note: No bargaining unit member employed with the Jesup Community School District previous to the 2006-2007 school year will be adversely affected by this change in staff reduction agreement. Anyone employed before the 2006-2007 school year that would be better served by the previous staff reduction agreement will be granted its use. Any such request must be in writing within 5 school days of receiving notice of staff reduction.

B. Area of Employment

The areas of employment as that term is used in this Article are defined as follows:

- Classroom teachers, Pre K-4
- Classroom teacher Rural K-8
- Science, 5-12
- English, 5-12
- Family and Consumer Science, 5-12
- Languages, 5-12
- Mathematics, 5-12
- Social Studies, 5-12
- Business Education, 5-12
- Art, K-12
- Physical Education, K-12
- Industrial Technology, 5-12
- Guidance, K-12
- Instrumental Music, K-12
- Vocal Music, K-12
- Library/Media, K-12
- Title 1, K-5
- Vo Ag, 5-12
- Special Education, Pre K-12

C. Procedure

The reduction within the affected area of employment shall be accomplished as follows:

1. Reduction will first be accomplished by attrition.
2. Reduction will be accomplished secondly by reducing employees with temporary or emergency certification within the area of employment. In the event that there are more than one (1) such employees affected, the Administration will determine which of such employees will be reduced on the basis of the criteria established in Section C-3.
3. When neither attrition nor reduction of temporary or emergency certified employees accomplishes the required reduction within the affected area of

employment, the Administration shall determine the employee within that area of employment to be reduced according to the following criteria as each is weighted below:

- a. Total teaching experience in the Jesup Community School District - 18.
 - b. Total teaching experience in other school systems - 10.
 - c. Breadth and depth of certification endorsements and educational preparation. Endorsements and educational preparation relative to the area of employment shall take priority over other endorsements and educational preparation - 18.
 - d. The educational subject area and grade levels in which reductions are being made - 18.
 - e. Relative skill and ability as measured by the employee evaluation - 18.
 - f. The need to avoid termination of existing programs, curricular or extracurricular - 18.
 - g. When the foregoing factors are relatively equal, the employee teaching in the affected area of employment with the least seniority shall be reduced.
4. The Board shall notify the employee or employees to be reduced of the contemplated reduction as soon as is reasonably possible, in accordance with the Code of Iowa, and shall meet with said employee or employee's time mutually agreeable to all parties to said meeting to discuss the reduction.

D. Layoff Due to Staff Reduction

During said layoff due to reduction, the employee shall not be prevented or prohibited from seeking and accepting employment elsewhere, and shall not be terminated for this reason except on written request by the employee. After two (2) contract years on said layoff, the employee will be removed from the list of employees on layoff due to reduction in staff. Employees on layoff due to reduction in staff shall receive no insurance benefits at Board expense during that status, but may elect to continue insurance benefits by paying the premiums themselves direct to the carrier, contingent upon approval of said procedure by the respective insurance carriers.

E. Recall

An employee on layoff due to reduction shall be offered the first vacancy that occurs in the District within the area of employment from which the employee was reduced, providing the employee is certified for said position at the time of recall. Recall in this fashion shall be in reverse order from the order of reduction from that area of employment. The employee recalled by the Board shall be notified of said fact in writing by certified mail and shall accept the position offered in writing by certified mail within ten (10) days of the receipt of said written notice. If the employee so notified fails to accept that position within said time limits, the employee has then declined the position and surrendered all recall rights. The employee will then be considered an applicant. An employee recalled from reduction shall retain the employee's position on the salary schedule occupied when the reduction began, together with an increase on said salary schedule for experience gained during this period in other districts in Iowa, or additional qualifying education during said period as same has been defined in the Section

pertaining to wages and salaries. Employees employed to fill a vacancy created by the awarding of a leave of absence or employed after September 1 shall not be eligible for the benefits of this Section.

CHAIN OF COMMAND PROCEDURE

A. Definitions

1. Complaint

A complaint shall mean only that there has been an alleged violation, misinterpretation or misapplication of any of the specific provisions of the Collective Bargaining Agreement, District Handbooks or Board Policy.

2. Complainant

The complainant is the person making the claim.

3. Party in Interest

A party in interest is the person making the claim, and any person, who might be required to take action or against whom action might be taken.

B. Purpose

The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to any problems that may arise. Both parties wish these proceedings to be kept informal and confidential.

C. Procedure

1. First Step

An attempt shall be made to resolve the complaint through an information discussion between the complainant and the administrator involved.

2. Second Step

If a complaint is not resolved informally at the first step, the aggrieved shall file the complaint in written form with the administrator within ten (10) calendar days after the informal conference with the administrator. The written complaint shall state the nature of the complaint, spelling out the specific concerns which have been allegedly violated, misinterpreted or misapplied, and shall state the remedy requested. Within fourteen (14) calendar days after the administrator receives the written complaint, a meeting at a mutually agreeable time shall be held with the aggrieved to discuss the alleged complaint and attempt to resolve the same. The administrator or his/her designee shall render such a decision and communicate it in writing to the complainant within fourteen (14) calendar days following the meeting between the administrator and the complainant.

3. Third Step

In the event a complaint has not been satisfactorily resolved at the second step, the complainant may file an appeal of the administrator's answer within ten (10) calendar days of the said written decision with the Superintendent or his/her designee. Within fourteen (14) calendar days after the written complaint is filed, the complainant, the representative(s) of the complainant, if desired, and the Superintendent shall meet in an attempt to resolve the complaint. The Superintendent or his/her designee shall file an answer within fifteen (15) calendar days of the third step complaint meeting and communicate it in writing to the employee, the administrator, and the representative of the employee.

4. Fourth Step

Meeting with School Board Staff Committee

If the complaint is not resolved satisfactorily in step three, there shall be available a fourth step meeting with the School Board Staff Committee. The request to meet with the School Board Staff Committee should be filed with the board secretary. If a request to meet with the School Board Staff Committee is not filed within ten (10) calendar days of the third step reply then the complaint will be deemed settled on the basis of the third step answer. Upon receipt of the request, the School Board Staff Committee will convene within 14 days unless another time is mutually agreed upon by both parties.

D. Rights of the Complainant

1. Representation

A complainant may be represented at all formal stages of the chain of command procedure by himself/herself, or at the option of the complainant, by a representative selected.

2. Meeting Time

All chain of command meetings and hearings shall be held at mutually agreed upon times outside of the regular work day.

E. Miscellaneous

1. Year-End Complaint

In the event a complaint is filed at such time that it cannot be processed through all the steps in this complaint procedure by the end of the school year, and if left unresolved until the beginning of the following school year could result in irreparable harm to an aggrieved person, the time limits set forth herein shall be reduced so that the chain of command procedure may be exhausted prior to the end of the school year or within a maximum of thirty (30) calendar days thereafter.

2. Separate Complaint File

All documents, communications and records dealing with the processing of a complaint shall be filed in a separate complaint file and shall not be kept in the personal file of any of the participants. Said complaint file shall be kept in the appropriate principal's office.

3. Time Limits

The time limits specified may be extended by mutual agreement. The failure of an employee to act on any complaint within the prescribed time limits shall constitute a waiver of the alleged complaint and will act as a bar to further appeal of that alleged complaint. An administrator's failure to give a decision within the prescribed time limits shall permit the complainant to proceed to the next step.

4. All complaints must be presented within fourteen (14) calendar days of the date of occurrence or knowledge of the occurrence of the event giving rise to the complaint.

5. At all steps of a complaint after step one, all parties shall have the privilege to have representatives to attend any meeting required to resolve the complaint.
 6. All meetings and hearings under this procedure shall be conducted in private and shall include only witnesses and the complainant. Designated or selected representatives may be present beyond step one.
- F. If the aggrieved person does not follow the procedure set forth in this Article XIII (C), the Administration and the Board will not be required to process said complaint.
 - G. Failure of an employee to follow the outlined procedures would be considered a violation of Teaching Standard 8 of the employee evaluation tool. A violation of this procedure would be reflected in the employee's evaluation and could result in the employee being placed on Intensive Assistance.

CHAIN OF COMMAND FORM

JESUP COMMUNITY SCHOOL DISTRICT

_____ Complaint No. _____
 Name of Complainant

Second Step (Principal)

- A. Date of event giving rise to complaint: _____
- B. Specific clause of the Collective Bargaining Agreement, Employee Handbook, or Board Policy violated:
- C. Nature of complaint:
- D. Remedy requested:
- E. We agree to meet to discuss this matter on _____ at _____.

 Teacher Initials

 Admin. Initials

F. Disposition by Principal:

Signature of Complainant Signature of Principal or Designee

Date Signed: _____ Date Signed: _____

CHAIN OF COMMAND FORM
JESUP COMMUNITY SCHOOL DISTRICT

Third Step (Superintendent)

A. Signature and date of complainant:

B. Signature and date of representative, if applicable:

C. Date received by Superintendent: _____

D. Disposition by Superintendent:

Signature of Superintendent
or his/her Designee

Meeting with School Board Staff Committee

Meeting with School Board Staff Committee is hereby requested:

Signature of Complainant

Date Signed

Signature of Representative, if applicable

Date Signed

Date received by Board Secretary

Signature of Superintendent

VOLUNTARY TRANSFER PROCEDURE

A. Definition

A transfer shall be defined as a movement of employees from building level to building level (PS-4, 5-12, Rural K-8). The realignment of the employees within these levels shall not be considered a transfer. Any employee who is realigned will be notified in writing by the District as soon as practical after the District has determined the realignment.

B. Notification of Vacancies

1. Date

The Superintendent shall post in all school buildings, distribute through email, and post on the school website a list of the vacancies which occur during the school year and which will exist in the following school year upon knowledge of the existence of said vacancies.

2. Requests

Employees who desire a change in grade level, subject area, building or classroom may file a request for such a change with the Superintendent, in writing. Such a request for change may be filed at any time during the fiscal year. A request for change filed during the previous fiscal year shall not be considered for vacancies occurring during the current fiscal year unless re-filed in the current fiscal year. If an employee does not receive a voluntary transfer the employee will have the opportunity to discuss the transfer with the Superintendent.

C. Notice of Transfers

As soon as is practical after Board action filling any posted vacancies, the Board shall announce its action by posting the same in each school building, distribute through email, and post on the district website as a part of the school board. The Board's decision as to each vacancy shall be in its discretion.

INVOLUNTARY TRANSFER PROCEDURE

A. Definition

A transfer shall be defined as a movement of employees from building level to building level (PS-4, 5-12, Rural K-8). The realignment of the employees within these levels shall

not be considered a transfer. Any employee who is realigned will be notified in writing by the District as soon as practical after the District has determined the realignment.

Employees who are requested in writing by the administration to move to another area of employment and are then staff reduced, or who are involuntarily transferred from one area of employment to another area of employment and are then staff reduced, will have their seniority in the previous area of employment.

B. Procedure

The procedure in the event that the Administration has determined that the vacancy shall be filled by a transfer of an employee other than from a request on file pursuant to the Voluntary Transfer Procedure, or in the event that the Administration shall determine that any other change or transfer in grade or subject area or building or classroom is necessary, the principal involved shall notify the transferee in writing of the intended action and shall meet with the transferee to inform the transferee of the reasons for the transfer. Thereafter, the transferee may, within five (5) school days of the receipt of said notice, request in writing a hearing before the Board. If a hearing is requested, it shall be held prior to any final action by the Board on the transfer. The decision of the Board after said hearing shall be final in its discretion.

[illegible]