

**CHARLES CITY COMMUNITY SCHOOL DISTRICT
Resolution**

Pursuant to Chapters 21 and 298A Code of Iowa, a public hearing was held by the Charles City Community School District at June 22, 2020 at 6:15 p.m. via zoom, meeting ID 922 3954 4022. The meeting was held electronically due to heightened public health risks and the need to limit large gatherings during the COVID-19 outbreak. After consideration of public comments, a resolution to expend the District's flexibility funds in the amount of \$57,286.76 from unexpended and unobligated professional development funds was approved.

| | | |
|-----------------------|--|--------------------|
| Washington Elementary | Furnish additional 2 nd grade classroom | \$ 6,788.18 |
| Washington Elementary | Furnish preschool classroom | \$ 2,906.50 |
| Middle School | 5 th grade classroom library – Lucy Calkins | \$ 4,174.70 |
| Middle School | 6 th & 7 th grade – Big ideas math | \$ 4,730.89 |
| High School | AP History Books | \$ 4,248.34 |
| High School | Tool storage cage for wood shop | \$ 4,992.00 |
| High School | Literature that is modernized, relevant & engaging | \$ 1,271.00 |
| High School | Dust Collector system with new ducting | \$ 5,620.66 |
| Building & Grounds | Football scoreboard repair | \$ 1,115.00 |
| Communication | Seven radios & base station & antenna | \$ 2,003.25 |
| Board of Education | Microphone for local channel audio | \$ 297.00 |
| Board of Education | Consultant fee - community information | \$ 6,250.00 |
| Public Relations | Beautification projects – districtwide | \$ 546.88 |
| Technology | PowerSchool – Performance Matter set up | \$ 5,775.00 |
| Superintendent | Research and Development projects | <u>\$ 6,567.36</u> |
| | Total | \$57,286.76 |

Board President

Dated

Board Secretary

Dated

Charles City Community Schools 2019-2020 Strategic Goals and Progress Report Card

June 2020

Equity and Achievement Goal

1. Equity for all Students (Regardless of who you are or what your story is, you can learn and be loved here.)
 - a. Provide leadership around systems to develop equitable outcomes for all students regardless of their circumstances
 - b. Improve academic and behavior outcomes for traditionally underserved students
 - c. Reduce the subgroup gap in achievement and behavior traditionally underserved students
 - d. Provide rigorous and relevant professional learning to staff around equity and cultural competency
 - e. Develop and implement K-12 student leadership roles to improve engagement
2. Student Engagement (The ones doing are the ones learning)
 - a. Enhance and improve student academic engagement outcomes through our essential competencies
 - b. Develop and implement Signature Programming that is regionally unique at Washington Elementary
3. Leadership (We need you to be the best version of yourself.)
 - a. Create a culture of student leadership at all grades and levels that is embedded into the teaching and learning

Culture and Climate Goal

1. Provide leadership for the district goal of assessing and improving culture, climate, and learning environments for the students and staff.
 - a. Provide clarity and consistent message to all stakeholders around our vision, mission, values, and strategies
 - b. Create a culture of highly engaged staff leaders that promotes distributed leadership and ownership of the work and learning
 - c. Pilot and implement a signature program at Washington Elementary that attracts and engages new families
 - d. Improve and implement high-quality communication and community engagement strategies to create a unique and invitational school culture

Facilities and Infrastructure Goal

1. Provide leadership for the district to achieve its goal of ensuring 21st-century facilities for learning and extracurricular environments.
 - a. Enhancement of the current facilities planning committee/team
 - b. Enhancement of a long-range facilities master planning
 - c. Initiate action on High School Improvements

Strategic Goal 1: Student Achievement and Equity

1. Enhancement of our Mission: this year we took great work to do strategic planning, developing essential competencies, and creation of our theory of practice and instructional framework. We were proud to introduce and approve our mission of being a school that “regardless of who you are or what your story is, you can learn and be loved here.”
2. Developing strong data tools and systems to improve our response to teaching and learning. Leadership and teachers will be utilizing student achievement, behavior, and attendance data in all of our decision making. We have added new data software to improve this work with intensive training for our leadership team.
3. Focus on data around our subgroup students. In our journey towards equity and meeting our vision of being a “regardless” school, we are working to close gaps on traditionally underserved students. We are looking at the data and making decisions on how to improve their performance as measured against all other students and close the gap.
4. Our relentless focus on literacy and math growth. We are working to have a unified math curriculum grades 6-12. High school is piloting an adoption of Big Ideas math that is currently utilized at the middle school. K-5 already has a strong inquiry based math curriculum installed that we provide additional professional learning to continue best-practice work. Some of our strongest data has come from the lower grades in the math curriculum.
5. New innovative teacher evaluation and coaching tool. Our administrative team has conducted 770 teacher walkthroughs with written feedback so far since October 1st. The superintendent also has a goal to walk through every teacher’s classroom at least once a week. We are building a culture of collaboration and sharing.
6. Strategic and engaging professional learning. We have listened to our staff on what their needs for professional learning are; we have a balance of learning on our strategic plan and goals while also honoring their need for collaboration time. We have received great feedback from our staff on this. We continue to provide deep learning on equity (cultural competency), student engagement, and student leadership. This is in addition to specific PD around content areas.
7. Student leadership is being infused at all levels of our schools. We have student leaders from small tasks like sweeping hallways, cleaning lunch rooms, and taking care of our school. We have had medium leadership roles such as decorating our schools, leading field days and organizing different events such as blood drives. We have had huge student leadership gains such as organizing Vets Day, winning grants at Prairie Meadows, service trips to Nebraska, student board members, and creation of new clubs. We live by two mottos: never do what a kid can do, and never say what a kid can say. We want all of our family to be the best versions of themselves.
8. Student Engagement: We continue to study through focus groups, shadows, surveys, and other evidence gathering on what we can do to improve student engagement. All of our administrators shadow students to understand their lived experience. I recently did a site visit to Pike County Schools in Georgia and we are on the cusp of some big ideas and proposals on how we can truly revolutionize student engagement. We believe that the ones’ doing are the ones learning.
9. Human Capital: We continue to make our organization one of family which means nobody gets left behind. Part of this is establishing high accountability across our organization. We feel passionately that we have the right people in our family that believe in our vision/mission. Hiring, recruitment, retention, and culture/climate have been foundational in this work.
10. *Vision Casting: Worked with a diverse group of stakeholders from across our schools to cast new vision for the entire family; Creating compassionate competent problem solvers.*
11. *2020 Vision: Introduced a bold new plan of teaching and learning with the Senior Leadership team to rethink how we approach teaching and learning. This work is aligned with our new vision.*

12. *Student Leadership: Continues to grow at an amazing rate. Some examples include our student ambassadors, cleaning leaders, flag pole projects, student board members, student videographers, student environmental leaders, community internships, and student created leadership podcasts.*
13. *Charles City Center for Teaching and Learning; introduced and implemented our own in-house leadership academy with two primary focuses:*
 - a. *Student Teacher Academy that recruits and trains the best student teachers across Iowa with value added benefits for both the student and schools*
 - b. *Leaders in Training system that invests, mentors, and equips pre-service administrators working on their degree programs*
14. *Leadership Coaching: improvements and investing in intentional leadership coaching for Senior Leaders as well as key staff leadership positions*
15. *Creation of Systems for Equity and Social Justice; the leadership and district continue to work on areas of improving our response to equity, cultural competency, and social justice. This is through key professional learning as development of teams to lead this work.*
16. *Creation of district-wide metrics that will measure the health of the entire organization. This was collaboratively created by a diverse group of stakeholders across our community.*

Strategic Goal 2: Culture and Climate

1. Our team leader system continues to be the foundation for culture and climate. We use span of care and distributed leadership to make sure our people in the classrooms are making decisions and caring for each other. We continue to support and grow this system. We administer a staff culture/climate survey quarterly to check our work and develop improvement. Our data has continued to grow each quarter from when we started last year.
2. Washington Elementary is currently in the midst of a task force to determine what their next steps will be for a Magnet School. We are on track to have a presentation and recommendation to the board this spring. We look forward to being innovative and having unique programming that meets our vision/mission as well as attracts people to our community.
3. Creation of a new school report card; we are working to develop comprehensive metrics that allow us to measure our success and health. We have a broad task force of leaders, staff, students, and parents working with us to develop
4. Student and Parent Surveys: we are working to create and implement this spring comprehensive surveys to our students and parents to see their satisfaction with our schools. We have a pilot of this out with our middle school students right now and will be going district-wide in the next month
5. Community Partnerships: We continue to work on building strong partnerships with the city, county and other entities. We work closely with NIACC on career readiness and future partnerships. We are collaborating with TLC for a move of their daycare to our North Grand Building. We are constantly looking for partnerships for community sustainability
6. Highly improved behavior outcomes across our campuses. We have implemented trauma informed instruction to assist with mental health, added a counselor and social worker to our staff, and provided intensive training district-wide for Love and Logic strategies. We have also utilized restorative justice as consequences as appropriate. One celebration: our Middle School Suspension rates have shown a 37% decrease from last year at this time, and a 71% decrease from two years ago at this time.
7. Superintendent Leadership on visibility: I make a priority of being in every school and every classroom weekly. I engage in entry, dismissal, and visible at as many activities as possible. I travel to away events regularly, ride school buses once a month, shadow custodians and lunch staff quarterly, and continue to visit local businesses and coffee groups to listen to stakeholder input.
8. Superintendent Leadership on 1-1 conversations: I have conducted over 200 1-1 interviews. I meet

with 1-2 staff members a week for 30 minute sit downs as well as at least 1 community member a week. I am currently meeting with HS staff and clergy.

9. Highly engaging communications strategic plan. We are working to have a clear and professional digital footprint in video, print, and socials. We have a task force that is working to rebuild our website for a summer roll out. We are building capacity to create cinema quality video content with student leadership. We are building an even stronger social media presence that is highly responsive to feedback and questions.
10. Highly engaging and invitational campus environments and experiences. All of our Front of House staff is trained on red carpet experience. We want our customers to feel welcome, special, and like family. We have trained student tour leaders, set protocols for enrolling new students that make it as seamless as possible, and staff that engages our customers in a friendly and loving way. We continue to provide training on this and also have assessment with mystery shoppers
11. Beautiful and Warm Campus Environments: Our campuses have gone through transformations to improve the feel and warmth. This includes exterior with painting, cleaning, and improvements to the look of our campuses. The interiors of our schools are warm, colorful, and have student work/pictures at the center. Lincoln and Washington have led this work and we continue to improve. *This includes additional training and investing in teams and systems to constantly evaluate and improve the environmental feel of our campuses.*
12. Increased Enrollment: We have watched our enrollment increase the past two years as we continue to tell the story of the #CharlesCityExperience. It is our secret sauce.
13. Strategic Planning for Activities: We have been working to develop long range strategic planning for athletics and activities to determine our strengths and weaknesses and what we need to do to develop core values. We look forward to action plans that will take our activities to even higher levels for kids around our vision/mission/values.
14. *Community Partnerships: Continuing to seek key community partners to advance our mission and vision. This has included the City of Charles City, TLC Childcare, Floyd County, Hartwood Inn, YMCA, Bridge Church, IC Schools, NIACC, as well as others. We continue to be a leader in community sustainability in our mission and vision.*
15. *Development of our "Secret Sauce". Our Secret Sauce is our classroom experience that we call the #CharlesCityExperience. We continue to develop this with our students and parents by improving trust and how they feel about our schools. This is through the deep relationship building. OUR focus is on continued professional development for our staff in this area that will ultimately improve student engagement.*
16. *New Website: our new website was developed throughout the spring and implemented June 1st. It is a culmination of months of work, feedback, focus groups, and crafting a website that meets the needs of our intended audience.*
17. *Financial Health; the district continues to live within the recommended target ranges for healthy and sustainable finances. We work aggressively to balance the tension of our mission/vision, sustainability, and taxpayer accountability.*
18. *Interest Based Bargaining: currently in the 2nd year of a 3 year contract. Worked through another successful round of interest based bargaining that is built on trust and cooperation.*
19. *COVID Response: worked to be a community leader and meet the needs of our family in compassion, competence, and even social/emotional. This included responses in teaching/learning, food security, mental health, emergency responses, reentry, human resources, and leadership.*

Strategic Goal 3: Facilities and Infrastructure

1. Creation of a strategic plan for facilities and infrastructure. It has taken over a year, but our leadership is putting a final draft on a strategic plan that guides us 3-5 years out based on needs and budget. This was driven by our ICAT assessment and budgeting numbers as well as working with community partners to determine community sustainability.
2. Development of a community-wide information gathering plan to better engage our community on future facility needs. We engaged the Donovan Group to assist us with this work.
3. Continued conversations with the community, leadership, and staff/students in high school needs. We have had multiple design and input conversations from students/staff at the high school. We are beginning to engage the community at the next level to prepare for what is next.
4. Continued improvement maintaining of our facilities; completion of our baseball/softball fields, improving our soccer/football/band practice fields, new carpet, painting, new vehicles, and environmental improvements to make our facilities safe, warm, invitational, and support teaching and learning.
5. *Completion of the Baseball/Softball field project in June 2020.*
6. *Completion of the College Ground practice field improvements, June 2020.*
7. *Updating of the Facilities Strategic plan to create a sustainable plan for future projects*
8. *Information campaign to inform the community of current facility needs and possible future projects.*

CHARLES CITY COMMUNITY SCHOOL
OTHER LICENSED STAFF
2020-21 SALARIES

| | | |
|-------------|-------------------|--------|
| Dan Caffrey | Juv Court Liaison | 45,379 |
| Dan Klatt | TAP coordinator | 65,416 |

CHARLES CITY COMMUNITY SCHOOL
Senior Leadership team Excluding Superintendent
2020-21 Salaries

Administrators

| | | |
|-----------------|-------------------|---------|
| Jurrens, Bryan | HS Principal | 107,596 |
| Taylor, Joe * | MS Principal | 104,000 |
| Wolfe, Larry | Asst HS Principal | 97,725 |
| Harskamp, Tom * | Asst MS Principal | 83,537 |
| DeVore, Marcia | Lincoln Principal | 100,719 |
| Shannon, Kara | Wash Principal | 100,719 |

Directors

| | | |
|-----------------|----------------|--------|
| Hanson, April | Technology | 81,847 |
| Mitchell, Jerry | Facilities | 86,906 |
| DeVore, Justin | Communications | 59,492 |
| O'Brien, Terri | Finance | 92,331 |



CHARLES CITY COMMUNITY DISTRICT

**ADMINISTRATIVE SUPPORT TERMS AND
CONDITIONS OF EMPLOYMENT**

CONTRACT YEAR 2020-2021

COVERAGE

The employee handbook for the school district is in effect for any language not expressly covered in this handbook. In the event of conflicting language, this handbook supersedes the employee handbook.

DEFINITIONS

1. District Administrative Support – is a 12-month position working in a district office.
2. Program Coordinators – is a 9-month position working as a lead person in their room. See school calendar.
3. Campus Administrative Support – is a 10-month position working in a campus office.
4. Interpreter – is a 9-month position working with ELL programs. See school calendar.
5. Full-time means 30 hours or more per week.
6. Part-time means less than 30 hours per week.

HOURS & WORK YEAR

1. District Administrative Support work 8 hours a day. Start and stop times are set based on district needs. A ½ hour is allotted for lunch.
2. Campus Administrative Support hours are determined by Senior Leadership.

WAGES & FRINGES/OVERTIME

See Administrative Support salary schedule. There are separate classifications for each of the four groups.

- After the Six (6) month anniversary, move to step 1.
- After the Eighteen (18) months of satisfactory employment move to step 2.

| | |
|-----------------------|-----------------------------|
| <u>Longevity Pay:</u> | 20¢ per hour after 10 Years |
| | 25¢ per hour after 15 Years |
| | 30¢ per hour after 20 Years |

Overtime

Overtime is only available with prior approval of the supervisor. Overtime will be at 1½ times the normal rate of pay. Overtime is earned after working more than forty (40) hours/week. The work week begins on Sunday and runs through Saturday.

LEAVES/NON-WORK DAYS

HOLIDAYS

District and Campus Administrative Support employees will be eligible for holiday pay for the following holidays that occur during their regular work year. Paid holidays will include: New Year's Day, Martin Luther King Day, Memorial Day, 4th of July, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, and Christmas Day. District Level Administrative Support employees will be eligible for New Years' Eve and an additional floating holiday to be used during Christmas break. District and Campus Administrative Support will be eligible for holiday pay for one floating holiday to be taken during Spring Break. In the event that there is no Spring Break in a given year, the floating holiday may be utilized at the employee's discretion with prior approval from Senior Leadership.

SCHOOL BREAKS/SNOW DAYS

9 and 10 month Administrative Support shall not suffer a loss of income as a result of school being cancelled for students. If school is cancelled for students and rescheduled for makeup at a later date, they will work the makeup date and be paid at that time. They will also be paid their regular daily wages for the first two (2) days of school cancelled for students and not made up at a later date. If any additional student days are cancelled and not scheduled for makeup beyond the two (2) paid non-makeup days, they will have the option to either come to work, if it is safe, on a cancelled day or schedule a mutually convenient time to make up an hours missed with their current senior leadership, or they may choose not to work or make up the hours and will not be paid. Any makeup hours must not result in overtime pay and must be completed on or before June 15th.

12 month District Administrative Support shall receive paid breaks as designated by the District as set forth in the school calendar for teaching staff and students unless otherwise designated by the Superintendent.

VACATIONS

9 12 month District Administrative Support shall receive twenty (20) days of paid vacation per year. The Board will allow the District Administrative Support to carry over a maximum of twenty (20) days of vacation earned in the current year to the next year. If the carried over vacation is not taken in the next year, it will be lost. For District Administrative Support with a July 1 start date who quit, are laid off, discharged, retired, or terminated from service, will have their final year of earned vacation prorated for the amount of time worked and the District Administrative Support will be expected to use all their vacation in their final year of employment or they will lose it. Upon separation, pay-out of unused vacation may be granted by the Superintendent if the District Administrative Support must perform essential duties prior to expiration of their contract.

PERSONAL DAYS

Administrative Support shall be entitled to two (2) days of personal leave per year, which may be used in quarter, half or full day increments. Accumulate six (6) from prior year for a maximum of eight (8) days.

SICK LEAVE

Administrative support personnel are eligible for sick leave and the maximum accumulation is 135 days, which may be used in quarter, half or full day increments. If the employee schedules a doctor or dental appointment that requires the employee's absence for one (1) hour or less, then no time shall be charged against the employee's sick leave. All employees shall earn fifteen (15) sick days per year.

RETURN TO WORK

Administrative Support returning from a leave of absence may be required by the employer to submit a doctor's statement prior to being reassigned to work. The employer will pay the cost of obtaining such a statement except a leave of absence for sickness or injury.

BEREAVEMENT LEAVE

Administrative Support shall be entitled to paid leave to attend funerals of professional colleagues, relatives, friends or other acquaintances but not to exceed ten (10) days per year.

FAMILY ILLNESS OR INJURY

Administrative Support employees shall be granted leave of absence at full pay for illness or injury of any relative or close personal acquaintance limited to six (6) days per year.

JURY DUTY

Administrative Support employees required to report or serve jury duty will be granted a paid leave of absence at the regular straight time hourly rate. The employee will furnish the employer a statement of the compensation received for such jury duty and that amount will be deducted from the employee payroll check. (Mileage and meal reimbursement is not deducted.)

EVALUATIONS

All employees shall have a formal evaluation every year, and more often if the employer determines a need, or if the employee requests such evaluations.

SEVERANCE PAY

All Administrative Support who has been employed for a total of ten (10) years will be entitled to receive severance pay at the following rates:

| | |
|--------------------|------------------|
| First ten years | \$25.00 per year |
| Next ten years | \$30.00 per year |
| After twenty years | \$40.00 per year |

The above provisions relating to severance pay do not apply when they are entitled to receive benefits from the long-term disability insurance policy.

BENEFIT CONTINUATION

The district agrees to provide and pay the premium for the following insurance protection to all full time Administrative Support employees. Employees new to the district will be covered by the employer provided insurance the first of the month following the date of employment.

1. In the event that an employee is absent because of illness or injury and has exhausted sick leave accrual, the said benefits shall be available throughout the balance of the employee's employment year.
2. Employees on paid leave shall continue to have Board contributions made according to the levels described below.
3. After the elapse of time specified in 1 above, an employee on non-paid leave may choose to continue their coverage per COBRA guidelines. The cost of such during the leave shall be borne by the employee. The employee will remit payment to the Board in advance of premiums(s) due date.

HEALTH

The employer agrees to provide full family coverage (**95% plan**) as currently in force for all Administrative Support who were employed as full-time Administrative Support prior to July 1, 2006.

The employer agrees to provide single coverage (**95% plan**) as currently in force for all Administrative Support new to the position of full-time Administrative Support after June 30, 2006.

DENTAL COVERAGE

The District shall pay for single dental insurance as per the terms of the District's dental insurance program.

TERM LIFE INSURANCE

The employer agrees to provide each full-time Administrative Support employee with term life insurance that provides a minimum death benefit of \$50,000 as per the terms of the District's term life insurance program.

LONG TERM DISABILITY

The District shall pay for a disability insurance program that provides 66 2/3% of their monthly earnings as per the terms of the District long term disability program.

WORKER'S COMPENSATION

Each employee shall be covered by workers' compensation benefits as provided by law.

SCHOOL LIABILITY

All employees shall be covered by a school financed liability insurance covering job-related performance of duties.

FAMILY MEDICAL LEAVE ACT/EXTENDED LEAVES OF ABSENCE

The District will comply with the provisions of the Family Medical Leave Act. The District and any Administrative Support employee applying for this unpaid leave under the Family Medical Act shall reduce the specifics of said leave to writing prior to commencement (or as soon as possible in cases of emergency).



CHARLES CITY COMMUNITY DISTRICT

**SENIOR LEADERSHIP TEAM
HANDBOOK**

CONTRACT YEAR 2020-2021

COVERAGE

The employee handbook for the school district is in effect for any language not expressly covered in this handbook. In the event of conflicting language, this handbook supersedes the employee handbook.

DEFINITIONS

Senior Leader positions include the superintendent, principals, assistant principals and director positions. Only full time senior leaders who work at least 30 hours per week shall receive benefits.

Administrator positions are considered certified: Superintendent, Principals and Assistant Principals in each of the District's four buildings.

Director positions are considered non-certified: Director of Finance, Director of Facilities, Director of Communications, Director of Technology, and Activities Director (unless included in a certified staff group).

HEALTH INSURANCE

The District shall pay seventy-five percent (75%) of the premium for family coverage under the "95%" plan or full single insurance premium for "95%" plan.

The District shall pay single insurance coverage (95% plan) for directors hired under a sharing arrangement.

Employees may select from a second plan offered by the district ("100%" plan) which may change from year to year based on insurance industry trends. If the 100% plan is selected, the additional premium will be passed on to the senior leader in the way of a salary deduction unless they are a two employee family.

The Board-provided insurance programs shall be for twelve (12) consecutive months. Senior Leaders new to the District shall be covered by Board-provided insurance the first of the month following the date of employment.

ANNUITY

For senior leaders hired prior to July 1, 2006: If the senior leader selects single health insurance coverage, the difference between the 75% of the family rate and single rates of insurance will be paid to the senior leader in a tax sheltered annuity of the employee's choice.

For senior leaders hired after July 1, 2006, a \$100 monthly tax sheltered annuity will be paid to those employees choosing single health insurance.

DENTAL COVERAGE

The District shall pay for single dental insurance as per the terms of the District's dental insurance program.

TERM LIFE INSURANCE

The District shall pay for a term life insurance policy that provides a death benefit of \$50,000 as per the terms of the District's term life insurance program.

LONG TERM DISABILITY

The District shall pay for a disability insurance program that provides 66 2/3% of their monthly earnings with a maximum of \$8,333 per month and as provided in the provider's benefit certificate.

WORKER'S COMPENSATION

Each senior leader shall be covered by Worker's Compensation benefits paid for by the Board with benefits as provided by law.

SCHOOL LIABILITY

Each senior leader shall be covered by a school financial liability insurance covering job-related performance of duties. Employees required to use personal automobiles in their assigned duties shall be covered by this liability insurance as primary coverage, but excluding coverage for physical damage to the employee's vehicle, medical expenses incurred by the employee, and further excluding coverage for uninsured or underinsured motorists who bear liability for physical damage to the employee's property or physical injuries sustained by the employee.

HEALTH & DENTAL BENEFIT CONTINUATION

1. In the event that an employee, absent because of illness or injury, has exhausted sick leave accrual, the said benefits shall continue throughout the balance of the school year.

2. Employees on paid leave shall continue to have Board contributions made according to the levels described above.

3. After the elapse of time specified in 1 above, an employee on non-paid leave may choose to continue their coverage per COBRA guidelines. The cost of such during the leave shall be borne by the employee. The carrier(s) shall determine the appropriate rate(s) per COBRA guidelines. The employee will remit payment to the Board in advance of premium(s) due date.

OTHER PAYROLL DEDUCTIONS

Upon written authorization from the senior leader, there shall be deducted such amounts so authorized by the employee for annuities, United Way, flexible spending accounts, and other group insurance programs offered through the District.

INSURANCE COMPANIES

The Board shall have the sole and exclusive right at any time to procure insurance providing benefits herein described from any insurance company.

PROFESSIONAL DUES

The district shall cover the cost of state and national dues for up to two (2) professional organizations for Administrators. The district shall cover the cost of all dues required by the district for Directors.

TRAVEL ALLOWANCE

Travel allowance for the Superintendent, Director of Technology, and Director of Communications shall be \$1,000 per year, payable in 26 equal installments.

LEAVES/NON-WORK DAYS

HOLIDAYS

Senior Leaders shall not be required to work and shall receive the following paid holidays: Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Day, Memorial Day, and 4th of July.

An employee scheduled to work less than twelve (12) months shall receive the same holiday breaks as 12 months employees, but only for the holidays that fall during the times they are scheduled to work.

SCHOOL BREAKS

Senior Leaders shall receive paid breaks as designated by the District as set forth in the school calendar for teaching staff and students unless otherwise designated by the Superintendent.

VACATIONS

Senior Leaders shall receive twenty (20) days of paid vacation per year. The Board will allow the Senior Leader to carry over a maximum of twenty (20) days of vacation earned in the current year to the next year. If the carried over vacation is not taken in the next year, it will be lost. For senior leaders with a July 1 start date who quit, are laid off, discharged, retired, or terminated from service, will have their final year of earned vacation prorated for the amount of time worked and the senior leader will be expected to use all their vacation in their final year of employment or they will lose it. Upon separation, pay-out of unused vacation may be granted by the Superintendent if the senior leader must perform essential duties prior to expiration of their contract.

PERSONAL DAYS

Senior Leaders shall be entitled to two (2) days of personal leave per year, which may be used in quarter, half or full day increments. Accumulate six (6) from prior year for a maximum of eight (8) days.

SICK LEAVE

Senior Leaders shall be entitled to fifteen (15) days of sick leave per year to be used in either quarter, half or full day increments. Unused sick leave shall accumulate to the credit of the senior leader until a maximum of 135 days leave is attained. Any employee may use such sick leave for the current year (15 days) before using such accumulated leave. All accumulated sick leave is forfeited upon termination of employment.

JURY DUTY

Senior Leaders shall be excused for jury duty. In order that no employee shall suffer financial loss because of such absence, the difference between their normal salary and the compensation received for jury duty shall be paid.

BEREAVEMENT LEAVE

Senior Leaders shall be entitled to paid leave to attend the funerals of professional colleagues, relatives, friends or other acquaintances but not to exceed ten (10) days per year.

FAMILY ILLNESS OR INJURY

Senior Leaders shall be granted leave of absence at full pay for illness or injury of any relative or close personal acquaintance limited to six (6) days per year.

FAMILY MEDICAL LEAVE ACT/EXTENDED LEAVES OF ABSENCE

The District will comply with the provisions of the Family Medical Leave Act. The District and any Senior Leader applying for this unpaid leave under the Family Medical Act shall reduce the specifics of said leave to writing prior to commencement (or as soon as possible in cases of emergency).

CHANGES IN BENEFITS

The benefits described herein may be changed, altered, amended or withdrawn at the discretion of the board of education, except that those benefits applicable on the first day of an Senior Leader's contract shall remain unchanged during the term of that contract. Accordingly, any subsequent changes in benefits made by the board of education shall become effective for an employee only upon the renewal of his or her contract.

Adopted: June 11, 2007

Revised: April 14, 2008, June 10, 2013, June 22, 2015, June 13, 2016, June 12, 2017, April 8, 2019, June 24, 2019

Administrator, Director, and Program Coordinator handbooks combined on June 12, 2017. In 2019-20 the senior leader group was created and defined as administrators and directors. Program coordinators were included as part of the Administrative Support group.



CHARLES CITY DISTRICT

COMMUNICATION STYLE GUIDE

FORWARD:

Why this is important

The purpose of this style guide is to help produce consistency throughout the Charles City Community School District's publications, communication, website and partners. A cohesive language eliminates confusion for our stakeholders and is part of our cohesive brand image.

The Communications & Community Engagement Department will update this document regularly on the website as new items become add worthy. If you see something worthy of being considered for a change or addition please contact the Office of Communications & Community Engagement.

The following are preferred styles and correct usages for written material at Charles City Community School District. While many style guides exist, the Communications & Community Engagement Department generally conforms to AP Style because this is most commonly used.

The guidelines are based on the Associated Press (AP) Stylebook, Webster's New World Dictionary, and local usage. In cases of conflict, The Charles City Community School District Style Guide supersedes the AP Stylebook and AP supersedes Webster's. Entries address questions that may commonly arise when writing about the District, such as building and place names, and proper reference to various District organizations. Please consult the AP Stylebook or Webster's Dictionary for further reference.

Email questions or comments to the Director of Communications & Community Engagement.
jdevore@charlescityschools.org

BRAND CLARIFICATION

After four years of using the new marks the Charles City Community School District has experienced some questions and challenges with the new branding package. This addendum to the style guide serves to correct some non-sanctioned uses and provide clarification on the use of the District branding. This addendum means to serve as additional clarification from the Brand System Official Usage and Style Guide.

Clarification points

All branding uses inside the Charles City Community School District family must be approved by the Director of Communications & Community Engagement effective October 1, 2018.

Justin DeVore, Director of Communications & Community Engagement
641-257-6500 jdevore@charlescityschools.org

Advice: Follow the rules specified in the Branding Usage and Style Guide - get product checked by the Office of Communications & Community Engagement - go into production.

All clothing for activities should contain at least one visible piece of District branding.

We encourage the first use of the words "Charles City" to be branded. However, this is not a requirement.



Comets should always be branded.



The flame on the C is appropriate only for the letter C. You can not use the flame on other letters.



BRAND CLARIFICATION

“Chuck town” is a brand of the Charles City Area Chamber of Commerce and Community Revitalization. It is not consistent with the brand of the District. The use of this term isolates the District into only representing one community and we serve four communities. *“Chuck town” should never be used when referring to activities within the Charles City Community School District.*

We do not personify the Comet.

Non-standard Comets may not be used. The only Comet that is allowed is the Comet contained within the branding guidelines.



Our main font headline is Franchise. You may download this font on the District website. Please do not use the impact font as a substitute for Franchise. Our main body font is Calibri.

The Comet Tail is always on the left and the head is always on the right.

Youth organizations not directly affiliated with the District are encouraged to use District branding but must follow the same rules established and obtain approval.

How organizations use the branding will be taken into consideration when determining family benefits such as charges related to facilities and custodial fees. **To book facilities contact** Todd Forsyth, Director of Activities - 641-257-6510 - tforsyt@charlescitieschools.org

Designers and printers may be held responsible for printing incorrect branding including revocation of future contracts with the Charles City Community School District if the designs have not been approved.

The Charles City Community School District maintains the Trademark on these marks and logos. We trust this helps clarify the appropriate use of the logos and trademarks outlined in the Brand System Official Usage and Style Guide

BRAND CLARIFICATION

It is the coach's and director's responsibility to ensure compliance for the organization and all groups affiliated with the organization. Under no circumstances is printing allowed without approval from the Office of Communications & Community Engagement.

The word Comets must be branded as per the District branding style guidelines - the word Comet does not have to be branded.

All posters must be approved by the Office of Communications & Community Engagement.

The Office of Communications & Community Engagement will send coaches an email with final approval to print. Please provide this approval email to your printer / designer before printing.

The flame on the C may not be added to any inanimate objects.

We do have a Comet sound effect available from the Office of Communications & Community Engagement.

District funds will not be used to pay for incorrectly branded materials unless the product has been approved by the Office of Communications & Community Engagement.

No product should be produced with district branding that would be in violation of a campus dress code.

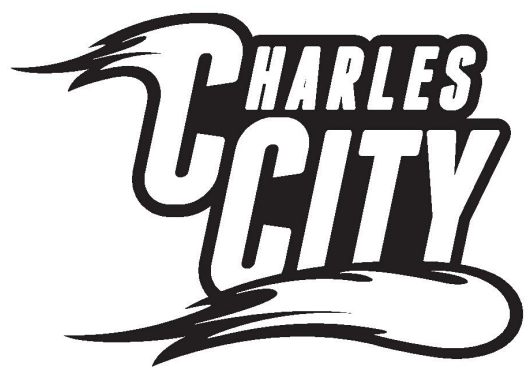
PRIMARY MASTERMARK



FULL COLOR
ON LIGHT OR WHITE BACKGROUNDS



FULL COLOR
ON DARK OR PATTERNED BACKGROUNDS



ONE COLOR
ON LIGHT OR WHITE BACKGROUNDS



ONE COLOR (GRAYSCALE)
ON DARK OR PATTERNED BACKGROUNDS

PRIMARY MARK - COMETS LOGO



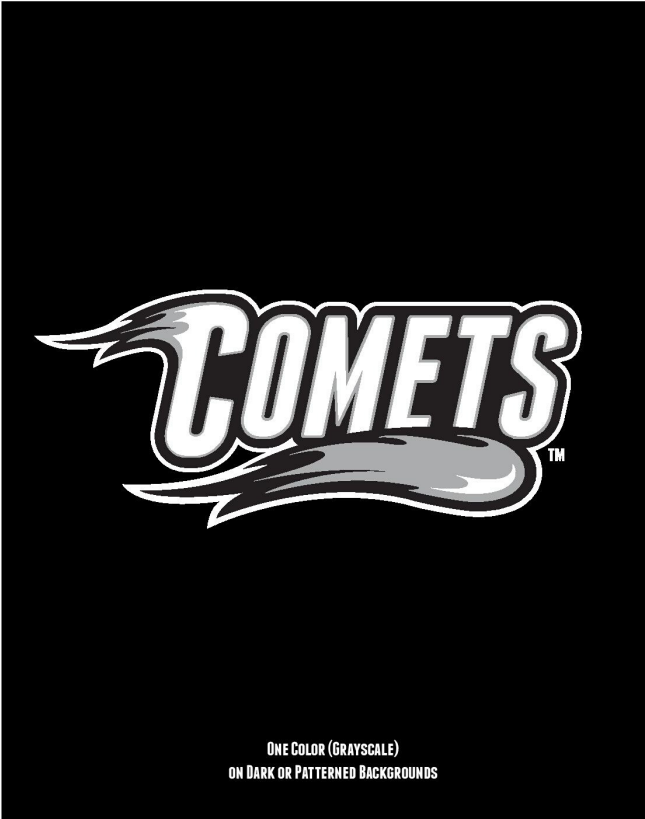
FULL COLOR
ON LIGHT OR WHITE BACKGROUNDS



FULL COLOR
ON DARK OR PATTERNED BACKGROUNDS



ONE COLOR
ON LIGHT OR WHITE BACKGROUNDS



ONE COLOR (GRAYSCALE)
ON DARK OR PATTERNED BACKGROUNDS

PRIMARY MARK - "CC" LETTERMARK



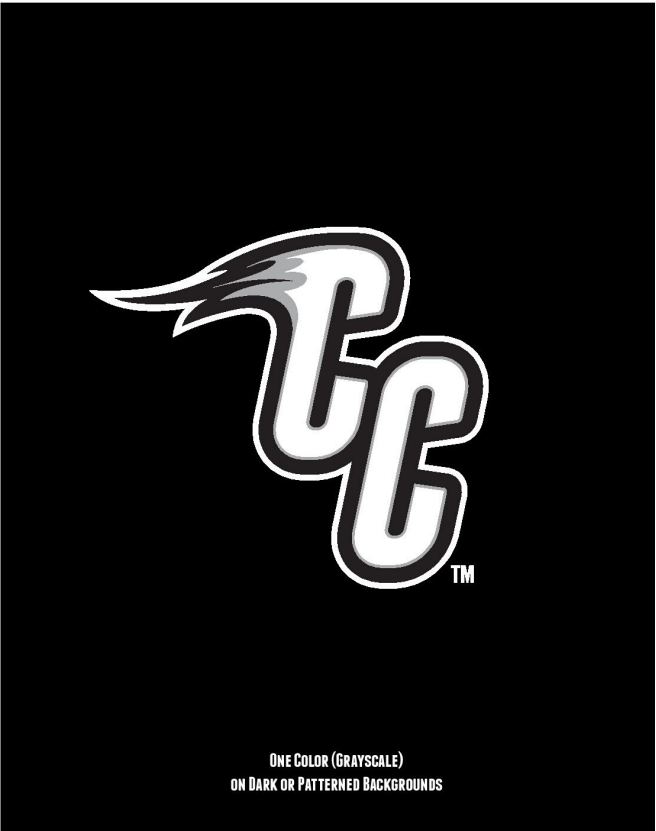
FULL COLOR
ON LIGHT OR WHITE BACKGROUNDS



FULL COLOR
ON DARK OR PATTERNED BACKGROUNDS



ONE COLOR
ON LIGHT OR WHITE BACKGROUNDS



ONE COLOR (GRAYSCALE)
ON DARK OR PATTERNED BACKGROUNDS

PRIMARY MARK - MASCOT LOGOMARK



FULL COLOR
ON LIGHT OR WHITE BACKGROUNDS



FULL COLOR
ON DARK OR PATTERNED BACKGROUNDS



ONE COLOR
ON LIGHT OR WHITE BACKGROUNDS



ONE COLOR (GRAYSCALE)
ON DARK OR PATTERNED BACKGROUNDS

COMMON MISUSE AND VIOLATIONS

BRAND STANDARDS:

For Charles City Community Schools to maintain brand integrity and maximize each logo's effectiveness as an identifier, all logos must be applied — without modification — according to the guidelines in this manual.



NEVER USE UNAPPROVED COLORS



NEVER ALTER TYPOGRAPHY



NEVER DISTORT MARKS



NEVER RESIZE MASTERMARK ELEMENTS



NEVER FLIP OR REVERSE MARKS



NEVER REARRANGE THE MASTERMARK

COMMON MISUSE AND VIOLATIONS



NEVER ALTER THE ANGLE OF MARKS



NEVER USE INAPPROPRIATE TAGLINES



NEVER ADD SHAPES



**NEVER USE LOGOMARKS
WITHOUT SPECIFIED OUTLINE ON A DARK
OR PATTERNED BACKGROUND**



**NEVER USE LETTERMARKS
WITHOUT SPECIFIED OUTLINE ON A DARK
OR PATTERNED BACKGROUND**

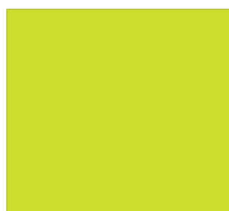


Digital & Print Color Palette



PRIMARY

Comet Orange
#F89728



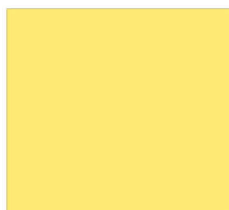
SECONDARY

Comet Lime
#CEDE2E



TERTIARY

Comet Berry
#52307C



SECONDARY

Comet Lemon
#FFEA76



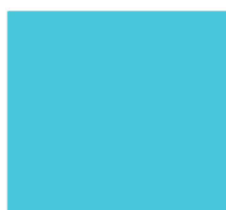
TERTIARY

Comet Pineapple
#F0C323



SECONDARY

Comet Bleu Cheese
#137584



TERTIARY

Comet Smurf
#49C6D9

HEADLINE FONT FRANCHISE

Body Font Calibri

STYLE GUIDE KEY

This manual is organized like a dictionary in the model of The Associated Press Stylebook. Following is a key to the entries.

| | |
|---|---|
| North Grand Auditorium The official auditorium <i>Do not refer to this as the Middle School accepted word forms unless Auditorium or the 500 N. Grand Auditorium</i> | Entry words. In alphabetical order, are in boldface . They represent the accepted word forms unless otherwise indicated. |
| Project RISE RISE is always capitalized. The acronym stands for Respect, Integrity, Strength, Empowerment. | Text explains usage |
| Power School | Some entries simple give the correct spelling, hyphenation, and/orcapitalization. |

1 Comet Drive Address of the Charles City High School. Do not use #1 Comet Drive.

activity department *Do not use athletic department*

Address punctuation is no longer desired by the USPS in mailings. No commas or periods should be used in addresses. Please reference this [USPS Abbreviations link](#). It is important to use correct abbreviations in PowerSchool.

Advanced Placement AP (no periods) is acceptable on second reference.

Affordable Care Act The full name of the bill is the Patient Protection and Affordable Care Act and the Health Care and Education Reconciliation Act of 2010 also known as "Obamacare". The act should never just be referred to as "Obamacare".

Alumni Alumnus is used to referring to a male graduate or former student. **Alumni** is the plural of alumnus but can also be used to refer to a group of men and woman graduates / former students. **Alumna** is used to referring to a woman graduate or former student. **Alumnae** is the plural of **alumna**.

ampersand an ampersand (&) should only be used when it is part of a proper name: Communications & Community Engagement. It should not be used as a substitute for "and" (unless in a tweet when space is a concern).

associate principal not assistant principal, better yet field administrator

board of education capitalize only when part of a proper name. The board of education acted on the proposal. The Charles City Board of Education meet in regular session

breaks Winter Break, Spring Break, Thanksgiving Break

canceled this is the American spelling, the British spelling is cancelled. Please use one l when canceling events.

Career and Technical Education CTE is acceptable on second reference.

Carrie Lane High School This is a program of the Charles City High School. Located at the First Congregational Church as of October, 2018.

Central Rivers Area Education Agency Formerly known as AEA 267.

Central Services the offices that contain office of talent, office of finance, office of the superintendent, and office of Communications & Community Engagement. Formerly known as Central Office.

Charles City Community Excellence in Education Foundation spell out on first reference. On second reference, refer to it simply as the foundation (not capitalized).

Charles City Community School District or Charles City Community Schools. Serves families in Bassett, Charles City, Colwell, Floyd, and Roseville. On second reference, District or the District (capitalized) may be used. Do not use Charles City Schools.

Charles City High School Gym

this is the gymnasium located at 1 Comet Drive inside of the Charles City High School. Often will be written as Charles City High School Gym (1 Comet Drive). *Do not refer to this at Competition Gym 2.*

The Charles Theatre not Theater

Chuck Town is not appropriate for formal writing. The Charles City Community School District represents four communities. When this term is used it isolates the services the district provides to only one of the four communities.

College Grounds home to the former bus barn (now storage) and the soccer fields for the YMCA youth soccer program in the spring.

Comet Café Café should have an accent mark on the e. Keyboard command for this is holding the option key and typing e and then immediately typing e again.

Comet Drive begins at the entrance to the Charles City High School parking lot and connects to the transportation center and the Charles City Middle School. This is a two-way drive.

Comet Field is the field for football, marching band, soccer, and track & field. It is the location of the Blaine Thorson Track inside of Comet Field.

Comet Gym this is the gymnasium located at 1200 1st Avenue inside of the Charles City Middle School. Often will be written as Comet Gym (1200 1st Avenue). *Do not refer to this at Competition Gym 1.*

commencement

dates events do not need the superscript identifier at the end of the number. June 3 not *June 3rd*, September 25 not *September 25th*.

Directors

Director of Activities
Director of Communications
Director of Finance/Board
Secretary
Director of Operations
Director of Technology

effect vs. affect consider changing the word to impact. **Affect**, as a verb, means to influence. **Effect**, as a verb, means to cause. **Effect**, as a noun, means result.

email one word, no hyphen.
Publicly facing email addresses for staff should use
@charlescityschools.org domain name whenever possible, student email addresses only use the domain @charles-city.k12.ia.us. Both email addresses come to the same account.

FFA do not use Future Farmers of America.

Field Administrators principals and associate principals

Gil & Donna White Charles City FFA Enrichment Center at the Floyd County Fairgrounds first reference use the entire name, second reference FFA Enrichment Center.

grade-point average, GPA No periods. Use GPA on first reference when used with figures: a 2.5 GPA is required.

grade, grader Avoid using grader as a noun. First grade student is acceptable.

gymnasiums see Comet Gym, Charles City High School Gym, and North Grand Gym

halftime one word. The Pom Squad will perform at halftime.

Home School Assistance Program first reference use the entire name, second reference HSAP is acceptable.

Individual Educational Plan IEP is acceptable on second reference.

internet is no longer capitalized

Iowa BIG North a collaborative program of the Charles City Community School District, Osage Community School District, New Hampton Community School District, the Rudd-Rockford-Marble Rock Community School District, Turkey Valley Community School District, North Butler Community School District and Riceville Community School District. BIG is always capitalized.

Northeast Iowa Conference the conference of schools containing the following school districts: Charles City, Crestwood, Decorah, New Hampton, Oelwein, Waukon, Waverly-Shell Rock.

North Grand Auditorium the official auditorium of the Charles City Community School District. *Do not refer to this as the Middle School Auditorium or the 500 N. Grand Auditorium.*

North Grand Building The building containing Central Services, Iowa BIG North, Home School Assistance Program, and the North Grand Auditorium. *Do not refer to this as Old Middle School. Do not abbreviate as N. Grand Building. NGB is acceptable for internal communications only.*

North Grand Gym this is the gymnasium located at 500 N. Grand Avenue inside of the North Grand Building. Often will be written as North Grand Gym (500 N. Grand Avenue).

North Iowa Area Community College NIACC is acceptable on second reference.

numbers spell out whole numbers below 10; use figures for 10 and above: There are eight periods in the day. Each class is 46 minutes long.

With ordinal numbers, spell out first through ninth when they indicate sequence in time or location. Starting with 10th, use figures Mike was seventh in line. The runner finished in 12th place.

Grade levels in formal writing always spell out until ninth grade, then use sophomore, junior, senior. Jonah is in 4th grade. The lead in the musical is a junior.

Always use figures for ages the lead in the musical production is 16. The baby is 8 months old.

Use figures for percentages and use the % sign our enrollment increased by 1.3%. **Use figures for money** 5 cents, \$1.05, \$1.8 million.

Obamacare see Affordable Care Act.

online

paraeducator

parent-teacher conference Hyphenate. P-T conference is acceptable on second reference

professional development Not in-service day.

Project RISE RISE is always capitalized. The acronym stands for Respect, Integrity, Strength, Empowerment.

grade, grader Avoid using grader as a noun. First grade student is acceptable.

PowerSchool

schools On external communications the full name of the school should be used on first reference: Washington Elementary School, Lincoln Elementary School, Charles City Middle School, Charles City High School. CCMS and CCHS are acceptable on second reference. WE, LE, MS, HS is acceptable for internal communications only.

school districts when Iowa schools consolidate the district name is hyphenated. Example: Rudd-Rockford-Marble Rock Community School District, Nashua-Plainfield Community School District.

senior leadership is comprised of all field administrators and directors.

SMART lunch SMART is always capitalized. The acronym stands for Students Maximizing Achievement, Resources, and Time.

Spaces use one space after a period between sentences.

Sportmen's Park the current park containing Mark Fluhrer and Pat LaBarge softball diamond and Louis Koenigsfeld baseball diamond and tennis courts. This property is owned by the City of Charles City and maintained by the Charles City Community School District custodial staff.

times

Do not use :00 with a time unless it's a very formal publication in which it would be appropriate—for instance, invitations.

Lowercase *a.m.* and *p.m.*

It is sometimes permissible to remove the periods in a.m. and p.m. in tables and lists if space is tight, but use the periods in running text.

Noon, not *12 p.m.* or *12 noon*.

Do not use *o'clock* unless it's in quoted material or formal contexts such as invitations.

Transportation Center the location of District buses and vehicles located on Comet Drive. The postal address for this building is 1204 1st Avenue. District technology offices are also located at the Transportation Center. Do not refer to this as the Bus Barn.

webpage, website One word. Do not capitalize

Wi-Fi

world languages not foreign languages

NAMES:

Dené Lundberg

Dené should have an accent mark on the e. Keyboard command for this holding the option key and typing e and then immediately typing e again.

DeVore Capitalize the V

LeAnn Smith Capitalize the A

Mike Fisher Superintendent of the Charles City Community School District.

McGrew Capitalize the G

McInroy Capitalize the I

O'Brien Apostrophe after the O, capitalize the B

VanderWerf Capitalize the W

VonHagen Capitalize the H

WEBSITES:

CharlesCitySchools.org official website of the Charles City Community School District, always capitalize as above when printing. Capitalization doesn't matter when entering into a browser.

CharlesCityPAN.com official website of the Charles City Public Access Network containing Charles City Board of Education meeting playback, along with other videos. Always capitalize as above.

CONCEPT:

The Charles City Comet is stylistically designed to represent integrity, pride and tradition. The Comet embodies "Blazing a Trail" forward-thinking, as well as the leadership found in Charles City schools and community. The Charles City Community Schools brand system fulfills this sentiment by establishing unified marks, colors and fonts to create a comprehensive brand.

BRAND STANDARDS:

For Charles City Community Schools to maintain brand integrity and maximize each logo's effectiveness as an identifier, all logos must be applied — **without modification** — according to the guidelines in this manual.

CONTACT:

All logos and artwork included in this guide are trademarks of Charles City Community School District. Reproduction without the expressed written consent of Charles City Community Schools or its licensing agent is strictly prohibited.

For information about the specifications included in this guide or questions regarding specific use, please contact:

Communications and Marketing
Charles City Community Schools
641.257.6500



CHARLES CITY COMMUNITY DISTRICT

EMPLOYEE HANDBOOK

CONTRACT YEAR 2020-2021



School District Vision, Mission, Core Values, and Commitments

Charles City Community Schools exists to reach our kids through love and learning—and that's the passion behind everything we do. We want to create an experience where our kids can be challenged and encouraged through love and learning to become the best versions of themselves.

School District Vision, Mission, Core Values, and Commitments

Mission (Why we exist)

Regardless of who you are or what your story is, you can learn and be loved here.

Vision (Where we are going; our picture of the future)

We know we have the ability to reach our vision of creating compassionate, competent problem solvers to all the people that we serve.

Core Values (Our DNA; expected behaviors and who we striving to become)

We do what is best for all kids
Family
Committed Leaders
Passionate
Vulnerable

Commitments (How we commit to treat each other)

Honor the family
Keep calm and teach
Keep the main thing the main thing
Assume positive intent
No surprises
Be vulnerable

OUR WAY OF LIFE

WELCOME TO OUR FAMILY

Let me be the first to thank you for choosing to be part of our Charles City Community Schools family! We know we have the ability to reach our vision of creating compassionate, competent problem solvers to all the people that we serve. Our Primary Customers are always kids, our Secondary Customers are staff and parents, and our Tertiary Customers are community stakeholders. Through our core values of doing what is best for all kids, committed leadership, passion, family, and being invitational, we will positively impact the world each day.

Our “Secret Sauce” is what makes Charles City Community Schools unique and peculiar. It is the element that allows our Vision, Mission, and Core Values come to life.

This Handbook was collaboratively created by a team of staff and leaders. Thanks to all of the members of the Handbook task force that took time to create this document for the improvement of our family! The purpose of the Employee Handbook is to provide you with information that will be of assistance to you in your efforts to learn more about who we are and the DNA that flows through our organization. To access our board policies online or learn more about the Charles City Community School District, please visit www.charlescityschools.org. All forms referenced in the Employee Handbook can be accessed through the staff tab on the Charles City Community School District’s website. Under the staff tab, select staff intranet. Thank you again for being part of this incredible journey and we look forward to an amazing school year.

Mike Fisher,
Superintendent and Chief Learner

ESSENTIAL COMPETENCIES

After a six month journey in the spring of 2019, a team of 30 students, staff, parents, board members, community, and leadership embarked on the Next 20 Project. During this time, the team worked to develop what are the essential competencies that our graduates may need over the next 20 years to prepare them around our vision, mission, and core values. Below are the essential competencies this team developed and we believe that every student has the right to earn and will drive all of the teaching and learning that happens each day.

Adaptability
Integrity
Critical Thinking
Communication
Empathy
Growth

OUR BELIEF IN INNOVATION AND STARTERS

A passage from Seth Godin's book, *Poke the Box*; "What do you do here?" That's a question I often ask people in organizations. It's interesting to hear people describe their roles, their jobs, their sets of tasks. Some people are self-limiting (I sort the TPS reports every Thursday) while others are grandiose (I'm responsible for our culture). Almost no one says, "I start stuff."

This is astonishing if you think about it. If there's no one starting stuff, then where does innovation come from? Not the ideas; no, there are plenty of those, but the starting. If all that we're missing is the spark of life, the motive force, why is this overlooked. Where is the VP of starting? How many no's have to be surmounted before you get to a yes? Clearly, there's a guy in charge of the plant or the sales force or the money. But who is in charge of "yes"?

DEFINITIONS AND LANGUAGE

Around here, our family believes in the power of language. Our family has some unique and peculiar terms that define us. Below you can see definitions to terms and our philosophy on the language that we use.

LANGUAGE

At Charles City Community Schools we believe in the power of language. Thoughts shape our words, words shape our behaviors, and behaviors shape our character. Therefore, we make a focus on being intentional about the language we use to teach and model for our students and fellow family members to support who we are. In addition we always reduce the social distance; rank and power are not important. Included are words we make an emphasis to use to align with our vision/mission. We also have words that don't align with our Vision, Mission, Core Values, and Commitments that we try to avoid.

Some of the characteristics of our language include:

1. Positive
2. Growth based
3. Kind and respectful

Words we love:

Family, We, Us, Ours, Teacher, Administrator, Staff, Senior Leaders

Words we avoid:

I, You, Me, My, Them, Mine, Boss

Definitions

Administrative Support: This generally refers to clerical support and secretaries at the different campuses.

Campus: The Charles City term for school building.

Central Services: This is the district office where our Office of Schools and Learning, Office of Talent, Office of Communications, and Office of Finance are located.

Certified: Staff that hold Board of Educational Examiners licenses as part of their positions.

Classified: Staff that do not hold Board of Educational Examiners licenses as part of their positions.

Offices: Offices are the division of responsibility for our school district that provide essential services.

Talent: The Charles City term for human resources, hiring, selection, retention, and human capital.

Senior Leaders: These are administrators and directors. These are people who serve in visionary leadership roles that are also responsible for direct supervision of staff.

Seniority: This means an employee's length of continuous service with the employer since such employee's last date of hire. The date of hire is established as the date said employee reports for work. An approved leave of absence or layoff due to staff reduction does not constitute a break in service. In the event the seniority of two or more employees is equal, the employee with the greater total years of teaching experience outside the district will be considered to have greater seniority. In the event both of the above are still equal, the employee with the most college credits earned in his/her field beyond the B.A. degree will be considered to have greater seniority. An employee accrues seniority in any subject area the employee previously worked or presently works in. If an employee moves to another department either voluntarily, involuntarily, or partially; the employee continues to accrue seniority in the original department and begins to accrue in the new department from zero.

Teacher: Any adult staff that works with students. All employees at Charles City Community Schools are considered teachers.

CAMPUSES AND OFFICES

Charles City High School

Bryan Jurrens, Principal
Larry Wolfe, Associate Principal
641 257-6510
highschool@charlescitieschools.org

Charles City Middle School

Joe Taylor, Principal
Tom Harskamp, Associate Principal
641 257-6530
middleschool@charlescitieschools.org

Lincoln Elementary

Marcia DeVore, Principal
641 257-6560
lincoln@charlescitieschools.org

Washington Elementary

Kara Shannon, Principal
641 257-6570
washington@charlescitieschools.org

Office of Activities

Todd Forsyth, Director of Activities
Administrative Support, Julie Ritter
The Office of Activities is responsible for all athletics, performing arts, and student organizations. This office also coordinates with the Office of Operations for facility rentals and use.
641 257-6510
activities@charlescitieschools.org

Office of Finance

Terri O'Brien, Director of Finance
Administrative Support, Tricia Bahlmann
The Office of Finance is responsible for the support of our students through sustainable and equitable use of financial resources.
641 257-6500
finance@charlescitieschools.org

Office of Schools and Learning

Mike Fisher, Director and Superintendent of Schools
Administrative Support, Paige Elsbernd
The Office of Schools and Learning is responsible for the teaching, learning, curriculum, Teacher Leadership Team, and coaching/evaluation of the campus administrators and senior leadership team. This office is the direct support and oversight of the individual school campuses for vision, mission, and core values. This office also includes the Office of Talent which oversees all areas of human resources/capital and Food Service.
641 257-6500
superintendent@charlescitieschools.org

Office of Communications

Justin DeVore, Director of Communications
Administrative Support, Lisa Miller
The Office of Communications is responsible for internal and external communications for our organization. This office is responsible for branding, first impressions, our invitational focus, recruitment/retention, proactive/urgent communications, and external community engagement.
641 257-6500
communications@charlescitieschools.org

Office of Technology

April Hanson, Director of Technology
Administrative Support, John Carpenter
The Office of Technology is responsible for all technology, software, hardware, and integration for the school district. They provide support for computers, technology, software, and phones. They work in conjunction with our campus administrative support and media technology staff to support all students.
641 257-6590
technology@charlescitieschools.org

BOARD POLICIES

Board policies are established for the success, safety, and protection of all school employees in the performance of their job duties. Board policies are available at www.charlescityschools.org. If you have questions about board policies, please contact your Senior Leader or the Office of Finance.

HANDBOOK REVIEW PROCESS

The handbook shall be reviewed on an annual basis by a task force of employees and senior leaders to make recommendations to the board on changes and alterations to the handbook. Recommendations will be made by the task force to the Superintendent and School Board for any changes to the handbook which will make the final decision on adoption. Employees with feedback and suggestions for improving the handbook are encouraged to contact their Senior Leader so it may be reviewed by the task force.

LEADERSHIP

OUR LEADERSHIP CORE VALUE

At Charles City Community Schools, Committed Leadership is one of our core values. This means leadership is part of our DNA. We define leadership the same as Dr. Stephen Covey; "Communicating others' worth and potential so clearly, they are inspired to see it in themselves." From this, we believe in leadership at all levels including students, staff, and community. We believe in distributed leadership as well and that all of our family feels empowered to make decisions to advance our vision, mission, core values, and way of life. Below is a description of some of our different leadership teams and the work they do to serve the family.

SENIOR LEADERSHIP TEAM

The Senior Leadership Team is composed of the administrators (certified) and directors (non-certified) who serve as the visionary, servant, and supervisory leaders of the school district. This includes the campus principals, associate principals, and district directors. They are responsible for the vision, mission, core values, and maintaining our way of life through service to others. They also act as the chief advisors to the superintendent.

DISTRIBUTED LEADERSHIP AND LEADERSHIP TEAMS/TASK FORCES

The Charles City Community School District utilizes a Distributed Leadership framework that promotes the use of decision making at the level closest to the kids. Through semi-autonomous leadership, staff are empowered to make decisions that align with our North Star which is comprised of our Vision, Mission, Core Values, Commitments, and Frameworks. Through this process a variety of tools will be utilized:

1. **Team Leaders System:** this will be utilized as a system to improve culture/climate, keep the lines of communication open and attuned with the Senior Leadership, provide span of care to our staff, and make decisions with their teams.
2. **Teams:** Teams are standing groups that meet regularly for the ongoing work of our North Star. Examples of this are Team Leaders, Negotiations, School Improvement Advisory Team, Teacher Quality Team, and Behavior Coordinators Team. Some of our teams are mandated by Iowa Code and are explained below.
3. **Task Forces:** These are temporary groups created to work on a specific task. Examples include the Calendar Task Force and the Evaluation Task Force.

All of these groups are open to all employees. The Senior Leadership highly encourages all employees to get involved and use distributed leadership to best meet our kids needs.

STATE MANDATED TEAMS

SCHOOL IMPROVEMENT ADVISORY TEAM

At the school district level, Iowa Code requires school districts to have a **School Improvement Advisory Team**. As stated in §280.12, the board of directors of each public school district and the authorities in charge of each nonpublic school shall do the following:

1. Appoint a school improvement advisory committee to make recommendations to the board or authorities. The advisory committee shall consist of members representing students, parents, teachers, administrators, and representatives from the local community, which may include representatives of business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.
2. Utilize the recommendations from the school improvement advisory committee to determine the following:
 - a. Major educational needs.
 - b. Student learning goals.
 - c. Long-range and annual improvement goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement.
 - d. Desired levels of student performance.
 - e. Progress toward meeting the goals set out in paragraphs “b” through “d”.
 - f. Harassment or bullying prevention goals, programs, training, and other initiatives.
3. Consider recommendations from the school improvement advisory committee to infuse character education into the educational program

In the Charles City Community School District, there are four (4) teachers appointed to the SIAC; one from each building. Each serves a two-year (2-year) term. Contact your campus Senior Leader if you wish to serve on the SIAC. It is open to Association and non-Association members alike.

TEACHER QUALITY TEAM (TQ)

Iowa Code also requires school districts to have a **Teacher Quality** team. As stated in §281-83.7(284), the committee is subject to the requirements of the Iowa open meetings law (Iowa Code chapter 21). To the extent possible, committee membership shall have balanced representation with regard to gender. To meet the provisions of Iowa Code while also meeting our vision, mission, core values, and distributed leadership design, each campus will have an established Teacher Quality Team. This team shall be composed of Senior Leadership and teacher leaders. Each campus shall be allotted Teacher Quality funding based on campus teacher population using established formulas. If there are Teacher Quality decisions that impact the entire school district, then the campus teams shall combine (or representatives of each team) to create a district-wide team. This team shall serve in an Ad Hoc role. The committee shall do all of the following:

1. Monitor the implementation of the requirements of statutes and administrative code provisions relating to this chapter, including requirements that affect any agreement negotiated pursuant to Iowa Code chapter 20.
2. Monitor the evaluation requirements of this chapter to ensure evaluations are conducted in a fair and consistent manner throughout the school district or agency. In addition to any negotiated evaluation procedures, develop model evidence for the Iowa teaching standards and criteria. The model evidence will minimize paperwork and focus on teacher improvement. The model evidence will determine which standards and criteria can be met through observation and which evidence meets multiple standards and criteria.

3. Determine, following the adoption of the Iowa professional development model by the state board of education, the use and distribution of the professional development funds distributed to the school district or agency as provided in 2007 Iowa Code Supplement section 284.13, subsection 1, paragraph “d,” based upon school district or agency, attendance center, and individual teacher professional development plans.
4. Monitor the professional development in each attendance center to ensure that the professional development meets school district or agency, attendance center, and individual teacher professional development plans.
5. Ensure the agreement negotiated pursuant to Iowa Code chapter 20 determines the compensation for teachers on the committee for work responsibilities required beyond the normal workday.
6. Make recommendations to the school board and the certified bargaining representative regarding the expenditures of market factor incentives.

There are an equal number of teachers and administrators that serve on the TQ Team. Teachers are appointed by the President of the CCCEA.

INSTRUCTIONAL DIRECTION TEAM

The Instructional Direction Team is a fundamental component of the Campus and District Senior Leadership that is responsible for the instructional vision and direction for our students and teachers. This work is achieved through the vision, mission, core values, and commitments of our family. This team will utilize the North Star, the Charles City Theory of Practice, and evidence based work to achieve effective outcomes for kids. Specifically, this team will focus on these key areas:

1. Vision/Direction of district and campus instruction and student outcomes (Strategic Planning)
2. Implementation and execution of vision/direction of our strategic plan
3. Supporting effective instruction and student outcomes
4. Support teacher retention

The Instructional Directional Team is composed of two separate groups that work under the responsibility of the Office of Schools and Learning at the district level.

District Instructional Directional Team

This team is composed of all campus IDL teams together and the Superintendent who is the Director of Schools and Learning. The district team is responsible for the strategic planning at the highest levels of the organization through the Next 20 Plan.

Campus Instructional Directional Team

This team is comprised of the campus administrator(s), instructional coach(s), and two certified staff members. The Team Leaders shall generally be visionary, restorative, and entrepreneurial in their thinking. This team is a subset of the campus senior leadership team which is comprised of the administration, assigned coaches, and all team leaders. The campus teams are responsible for the execution and implementation of the work at the classroom and student level through the district work of the strategic plan.

Team Member Purposes

Administration Purpose

1. As the senior point leader of the Instructional Direction Team, support teacher and student outcomes through visionary leadership, implementation, execution, equipping, and accountability
2. Support the members of the Instructional Direction Team through coaching and supports (coach the coach model)
3. Starter

Instructional Coach Purpose

1. As a member of the Instructional Direction Team, support teacher and student outcomes through visionary leadership, equipping, and accountability through the guidelines and expectations of the Teacher Leadership Compensation Grant
2. Equip new teachers through the Welcome Home Program with coaching and mentoring
4. Support all teachers through leadership, coaching, and mentoring
5. Starter

Teacher Role

1. As a member of the Instructional Direction Team Team, support teacher and student outcomes through visionary leadership and provide the team attunement, practicality, and positive tension through the lens of a practicing classroom professional
2. Support the work of the team through positive interactions by being a change agent
3. Starter

Coordinator

The Instructional Directional Team will also have the assistance of a coordinator. The coordinators role will be:

1. Coordinate and oversee the Host teacher program
2. Coordinate and be responsible for the Welcome Home Program which includes mentoring teachers
3. Coordinate and be responsible for the Charles City Center for Teaching and Learning which houses the student teaching institute

TEACHER LEADERSHIP AND COMPENSATION SYSTEM

The Iowa Teacher Leadership and Compensation (TLC) System was launched in the 2014-15 school year as a way to reward effective teachers with leadership opportunities and higher pay, attract promising new teachers with competitive starting salaries and more support, and foster greater collaboration for all teachers to learn from each other (<https://educateiowa.gov/teacher-leadership-and-compensation-system>). It was phased in over three years. Every school district in Iowa has implemented a TLC plan which has resulted in nearly 10,000 teachers now serving in a teacher leadership role. The Charles City Community School District first implemented a TLC plan in 2016-17.

Through the system, teacher leaders take on extra responsibilities, including helping colleagues analyze data and fine tune instructional strategies as well as coaching and co-teaching.

The goals of the Teacher Leadership and Compensation System are:

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

The District's TLC plan is as follows:

WAGES & SALARIES

There are four (4) separate leadership roles as stated in the District's TLC application that was approved by the Iowa Department of Education: Instructional Coaches, Success Coaches, Mentor Teachers, and Host Teachers. In addition to the employee's regular teaching contract, an employee selected for a teacher leadership role also shall be issued a supplemental contract for a one-year assignment to that role that provides for additional days and supplemental pay as set forth in the District's TLC application, which are as follows:

- a. Instructional coaches shall receive an annual stipend of \$7,500 for ten (10) additional days.
- b. The Success Coaches shall receive an annual stipend of \$7,500 for ten (10) additional days.
- c. Beginning Mentor Teachers shall receive an annual stipend of \$750 for one (1) additional day.
- d. Veteran Mentor Teachers shall receive an annual stipend of \$500 for one (1) additional day.
- e. Host teachers shall receive an annual stipend of \$1,000 for one (1) additional day.

EVALUATION

1. Evaluations shall follow the District's evaluation process. Teacher leaders shall be evaluated using the Teacher Leader Model Standards found at www.teacherleaderstandards.org as well as the set district job descriptions.
2. A teacher who completes an assignment in a TLC position may apply for assignment to a new TLC position.

INVOLUNTARY TRANSFERS

1. Only those individuals who apply for positions described in the District's DE approved TLC grant will be assigned to these positions. No staff may be involuntarily transferred into one of these positions.
2. The placement of an employee into a TLC role shall be determined by the criteria outlined in the District's DE approved TLC application.

STAFF REDUCTION

1. **Seniority:** An employee receiving a supplemental contract for a one-year assignment for a TLC role will be considered to be a regular, full-time bargaining unit position, and will maintain and continue to accrue seniority.
2. **Reduction or Realignment:** If staff reductions or realignment occur due to a reduction in TLC funding or a modification in the District's TLC plan, the parties will follow the District's staff reduction process.

OTHER CONSIDERATIONS

1. **Retention:**
 - a. The contract length for the instructional coaches and success coaches is for one (1) year. Instructional coaches and success coaches may submit a request to remain in the position by April 1 of the contracted year. A streamlined application process shall be available to those coaches who wish to continue in their roles.

- b. The contract length for Host teachers is for one (1) year. Host teachers may submit a request to remain in the position by April 1 of the contracted year. A streamlined application process shall be available for two consecutive terms to those teachers who wish to continue in their roles. Host teachers may serve in their positions for no more than three (3) consecutive school years. At the conclusion of three (3) consecutive school years, their positions will be opened up for fulfillment by other qualifying teachers. Incumbent Host teachers may go through the formal interview process again if they choose.
- c. The contract length for the mentor veteran teachers is for one (1) year. Beginning mentor teachers may serve in their position for two (2) consecutive school years. At the conclusion of their mentorship, incumbent mentor (beginning and veteran) teachers may go through the formal selection process again if they choose to continue working as a mentor.

2. **Resignation:** The instructional coach or success coach may decline the position for the subsequent school year by notifying the superintendent in writing by March 1 of the contracted year.

3. **Removal:** The removal of an employee from a TLC role shall occur by either (a) the employee and the District mutually agreeing to remove the employee from the role, (b) the employee providing written resignation that is accepted by the District, or (c) the District removing the employee from the role after providing the employee appropriate due process.

4. **Placement after Resignation or Removal:** If a teacher leader is removed or does not wish to renew their assignment in a TLC role as an instructional coach or success coach, the employee will be placed in the employee's former teaching position, or if the former teaching position does not exist, to another teaching position for which the employee is qualified that is within the employee's subject area and grade level (PK-4, 5-8, and 9-12) and that is as near as possible to the employee's prior teaching position. These terms for replacement are not binding however all attempts will be made in good faith and with reasonable accommodation as agreed upon by the administrative team and employee.

5. Teachers shall not be transferred involuntarily into a Teacher Leadership and Compensation System (TLC) position.

FAMILY RULES, EXPECTATIONS, COMMITMENTS, AND PROCEDURES

PHILOSOPHY

Our Charles City Community School District employees (our family) are expected to follow the vision, mission, core values, commitments and the aligned board policy and procedures. The following rules, expectations, commitments, and procedures have been collaboratively created as a foundation of principles on how we treat each other and advance the work for our kids. Behavior and conduct is expected to advance our vision and mission for the betterment of the entire family. The following information is alphabetically listed.

ABSENCES

In order to accomplish the goals and mission of the district, daily attendance by all employees is imperative. Employees are encouraged to limit absenteeism to emergencies and appropriate instances that cannot be scheduled outside of a workday. Employees must submit leave requests through Frontline Education (formerly Aesop) either online (<https://login.frontlineeducation.com>) or by calling (800) 942-3767. Senior Leaders may also require employees to notify their direct supervisors of all times when they will be absent. Employees will be advised if this is the case.

Absences arranged in advance (vacations and personal days) do not require a call when absent or when returning to work, unless outside the scheduled time off. If an employee is absent for three (3) consecutive workdays, without proper notification and authorization, the employee shall be considered to have abandoned his or her position and progressive discipline may be utilized.

Misuse of leave procedure, misrepresentation of reasons, and unauthorized tardiness/early departure is prohibited.

Lesson plans are to be completed for three to five days ahead and should be detailed enough for a substitute teacher to follow without difficulty. Unit plans should be in place for long-term absences.

ADMINISTERING MEDICATION

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

ANTI-BULLYING AND ANTI-HARASSMENT

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

Definitions

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

- “Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones and electronic text messaging.

- “Harassment” and “bullying” shall mean any electronic, written, verbal or physical act or conduct toward a student based on the individual’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
 1. Places the student in reasonable fear of harm to the student’s person or property.
 2. Has a substantial detrimental effect on the student’s physical or mental health.
 3. Has the effect of substantially interfering with a student’s academic performance.
 4. Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities or privileges provided by a school.
- “Trait or characteristic of the student” includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status.
- “Volunteer” means an individual who has regular, significant contact with students.

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent’s designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent’s designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within **180 days** of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

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

Investigation

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

Decision

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

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

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Publication of Policy

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

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

BACKGROUND CHECKS

Employees are subject to criminal, dependent adult abuse, and child abuse background checks at least every five years. The background check will be conducted either by the district or another agency.

CAMPUS SECURITY, KEYS, AND FOBS

The district is committed to maintaining a safe and secure learning environment for students and staff. In order to accomplish this, it is the responsibility of all employees to do their part in creating this safe and secure environment. Employees should contact the Office of Operations, to report any security/safety hazard(s) or condition(s) they identify. Each school building has a secure entrance for students, staff, and the public. The entrance doors are programmed to be unlocked prior to student arrival and then re-locked once the school day is underway. Exterior doors at each school should be kept closed unless there is direct supervision.

Keys & Fobs

All employees who are issued building keys or fobs are responsible for them. If an employee loses a building key or fob, s/he should notify their Senior Leader immediately so that a plan can be put in place to secure the building. The employee may be responsible for the cost of re-keying or the cost of a new fob. When an employee separates from the district, they shall return their district keys and fobs to the Senior Leader upon their last day of work. The Senior Leader is responsible for notifying the Director of Operations for receipt of the keys and fobs.

At no time should an employee give a building key or fob to a student or community member to unlock doors and access the building.

CELLPHONES

School employees are encouraged to utilize their cell phones as an effective instructional tool and model appropriate behavior. Please keep in mind to conduct personal business in breaks and non-instructional hours.

COMMUNICATION EXPECTATIONS

Communication in any organization is essential. This includes students, parents, staff, and all other stakeholders. Below are some expectations and commitments we make as a family towards open communication all under the same commitment "No surprises." Staff are expected to communicate to parents and students the appropriate time, place, and manner of communication. Parents that break agreements on treating staff with kindness and respect may be required to communicate through Senior Leadership. This will be determined on a case by case basis. Senior leaders will always adhere to "loyal to the absent" when receiving concerns or complaints and will forward these on to the appropriate person. Senior leadership response in these situations will always be "Have you talked to the person yet?"

Parent Communication

1. If I was the parent would I want to know? If so, make the contact home
2. Students struggling or failing are promptly contacted via phone

Student Communication

1. With kindness and respect
2. Never sarcasm
3. Golden Rule
4. Any students quitting an activity should have a personal contact with the adult to receive feedback why

Staff Communication

1. No surprises!
2. Face to face is best
3. 24 hour rule; if something upsets you, we wait 24 hours until we discuss it
4. Disagree then commit
5. Loyal to the absent

CHILD ABUSE REPORTING

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

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

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

Within six months of their initial employment, mandatory reporters will take a two-hour training course involving the identification and reporting of child abuse, or submit evidence they have taken the course within the previous five years. The course will be re-taken at least every five years. It may be taken through the Iowa AEA Online service (www.iowaaeaonline.org)

NOTE: For more information, please visit the "Report Abuse and Fraud" section of the Iowa Department of Human Services' website, located at <http://dhs.iowa.gov/report-abuse-and-fraud>.

NOTE: Please remember there are two types of reporters identified in Iowa law: mandatory reporters and permissive reporters. Mandatory reporters are those individuals who are required by law to report suspected incidents of child abuse when they become aware of such incidents within the scope of their employment or professional responsibilities. Permissive reporters are not required by law to report abuse, but may choose to report to the Iowa Department of Human Services. While all licensed school employees, teachers, coaches and paraeducators are mandatory reporters within the scope of their profession, they are considered permissive reporters outside the scope of their profession.

CLASSROOM TEMPERATURE MECHANICAL ISSUES

The acceptable classroom temperature shall generally be in the range of 65-80 degrees. If this range is not able to be achieved within a reasonable amount of time by the maintenance staff then accommodations will be collaboratively made with the staff member and Senior Leadership. In the event of an issue, you should contact your Senior Leader. Note: This policy is meant to cover mechanical failure and not normal weather conditions.

CONFLICT OF INTEREST

Employees may not use their positions to obtain financial gain or anything of substantial value for the benefit of themselves, family, or affiliated organizations.

CONFLICT RESOLUTION

There will be times of conflict between family members due to professional disagreements, breaking of commitments, or miscommunication. During these times, these expectations are to be followed in order to find a resolution:

1. 24 Hour rule: In the event that a conflict develops that causes emotional distress, the parties are expected to wait 24 hours before addressing.
2. All conflicts are to be addressed with the people directly involved face to face. During conflicts, we never use email to communicate.
3. If the conflict is not able to be resolved, the parties may (upon mutual notification) see administrator or senior leader to mediate. The administrator will attempt to find a win-win solution with the parties using the Vision, Mission, Core Values, and Commitments as the guide. The administration reserves the right to make a final ruling on all conflicts.
4. Please do not go to other people to discuss the conflict unless you have met with the involved parties first. (If I were you, would I want to know?)

CONTINUED EDUCATION CREDIT

The following procedures are in place for licensed employees wishing to apply earned credits towards movement on the salary schedule:

- Employees must submit a written application and secure permission to apply courses to their lane advancement. The Graduate Credit Application Form is available by calling Central Services at (641) 257-6500.
- Employees that will have, or believe they might have enough credits by the fall to advance to another lane must request lane advancement by March 15.
- Employees must provide suitable evidence (e.g., student grade report) of additional credits by September 10 with the Office of Talent if a salary adjustment is requested.
- After an official transcript is filed with the superintendent, a new contract will be issued and the employee's salary will be adjusted retroactively.

CONTRACT RELEASE – LICENSED EMPLOYEES

Licensed employees who wish to be released from an executed contract must give at least 21 days' advance written notice to the Office of Talent. Licensed employees may be released at the discretion of the board. Only in unusual and extreme circumstances will the board release a licensed employee from a contract. The board will have sole discretion to determine what constitutes unusual and extreme circumstances.

Release from a contract may be made contingent upon finding a suitable replacement. Licensed employees requesting release from a contract after it has been signed and before it expires may be required to pay the board the cost incurred to locate and hire a suitable replacement. Upon written mutual agreement between the employee and the superintendent, the costs may be deducted from the employee's salary. When required, payment of these costs will be a condition for release from the contract.

CONDUCT EXPECTATIONS

School district employees are encouraged to create professional relationships with students so as to assist with their learning. Employees are expected to maintain ethical and appropriate relationships with students at all times that meet the school's vision, mission, core values, and Iowa code.

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

The district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation.

COPYRIGHT

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

CORPORAL PUNISHMENT, RESTRAINT, AND DETAINING STUDENTS

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

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

DISCIPLINE AND INTENSIVE ASSISTANCE

Our vision, mission, core values, and commitments clearly define who we are and our way of life. We believe high accountability, tough love, and radical transparency make us a better family. Occasionally, progressive discipline must be utilized for instances of violating our vision, mission, core values, commitments and the aligned policies, procedures, and regulations. Below, the procedures are defined.

Communication Expectations for Discipline and Intensive Assistance

These expectations serve as protocols for administration and senior leadership to follow in notification to employees of any meetings that involve discipline or performance beyond the scope of typical coaching and routine evaluation.

These processes are considered best-practice and follow our vision, core values, and commitments as a school district family.

1. The staff member will be verbally notified of a meeting with the supervisor at least 24 hours in advance. The meeting will be held at a mutually convenient time. The employee will be advised of their right to bring representation and also a brief description of the nature of the meeting
2. The staff member will then receive an email from the supervisor confirming the time/date of the meeting, who will be attendance from the district, and of their right to bring representation
3. If applicable, the supervisor will notify the Uniserv director to give them notice of the meeting for scheduling purposes
4. Meetings will generally be held after school hours and not on Friday if possible. These meetings will generally not be held during teacher prep or before school unless requested by the employee
5. Written notes (including any corrective action documentation) will be provided electronically after the meeting by the supervisor with the opportunity for employee feedback

Probationary Status

Certified Employees with a standard license shall have a probationary period of 1 academic year. Certified Employees with initial licenses are probationary during the duration of their initial license.

Classified employees shall have a probationary period of **90 calendar days** for all new employees. Probationary employees may be released from employment without cause.

Progressive Discipline Procedures

(This is a general guideline; steps may be accelerated based on the severity of the behavior.)

Step One – Verbal Warning

The employee and the Senior Leader shall meet to bring attention to the existing conduct issue. The issue shall be discussed and the nature of the problem clearly described as well as applicable district policies and procedures. The meeting shall be documented and a copy provided to the employee. The original copy shall be placed in the employee's personnel file.

Step Two – Written Warning

If the issue in Step One is not corrected, the employee and the Senior Leader shall meet to review the existing behavioral issue and any additional incidents. The Senior Leader shall outline the consequences for failing to meet conduct expectations to the employee.

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

Step Three – Recommendation for Termination of Employment

If the issue in Step Two is not corrected, the employee may be subject to the termination procedures as outlined in Iowa Code and in board policy. The Senior Leader will discuss the appropriate action with the superintendent. The superintendent has the authority to recommend the termination of an employee to the Board.

Certified Employee Intensive Assistance

Certified employees in need of comprehensive improvement for performance beyond the typical informal coaching and support shall be engaged in a two step intensive assistance process that will first utilize a Memo of Awareness and then a Plan of Assistance. In some cases needing urgent improvement, the Memo of Awareness may be bypassed for an immediate Plan of Assistance.

1. Memo of Awareness (MOA): The Memo of Awareness is a non-binding document utilized by administration to highlight areas of growth, success criteria, and supports to assist the staff in their improvement. These are non-binding documents that will not be included in the employee's file. MOA's shall generally be in place for at least 30 days before the use of a Plan of Assistance, although this is a guideline.

2. Plan of Assistance (POA): Plans of Assistance are formal action plans that identify areas of growth, expectations, metrics, and supports to assist the staff member in comprehensive improvement. The formal plan will be utilized as a support system as well as a measurement to determine if the staff member will remain as an employee with Charles City Community Schools. Initial POA's shall not be less than 30 days or exceed 12 months in length/duration. POA's may be extended beyond the 12 months upon mutual agreement of the district and employee. The determination of the successful completion of a POA shall rest solely with the district. The district has the final determination of the content of the POA; however, it shall be the practice of the district to allow the employee feedback and collaboration on the creation of the POA.

- a. Any Initial License teacher who is recommended for Year 3 licensure, shall be placed on a Plan of Assistance.
- b. Any certified staff member that fails any full standard of their annual evaluation shall be placed on a Plan of Assistance.

DRESS AND GROOMING

All employees are required to dress in a professional and appropriate manner. Clothing deemed inappropriate will be discussed with the employee. Questions about appropriate attire should be addressed to the appropriate Senior Leader.

DRILLS AND EVACUATIONS

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

Fire and tornado drills are required by law. School districts must have two fire and two tornado drills before December 31 and two fire and two tornado drills after January 1 for a total of eight drills each school year. Schools also must conduct an evacuation drill within the first ten days of the school year.

EMAIL EXPECTATIONS

It is the goal of Charles City Community Schools to minimize and lower email traffic while maintaining standards of communication and commitments. Use these guidelines:

1. Short and sweet is always preferable
2. If more than a paragraph long, consider meeting the person face to face.
3. Think through any CC's that you utilize and if they are truly necessary
4. Emails are best for setting up times to meet or talk and documentation of events

Please remember that ALL electronic mail sent to or received from a district email account is public record and may be subject to subpoena and/or open records requests. For this purpose only, all email sent to or received from district email accounts is archived. A good rule of thumb is to never put anything in email that you wouldn't want printed on the front cover of the Des Moines Register.

It is the expectation that any situation that involves conflict or negative emotions will be discussed and resolved face to face. Emails are to never be used in these situations. Emails that are angry, overtly negative, or passive aggressive will not be tolerated under any circumstances.

Any angry or negative emails received from parents or other stakeholders should always be responded via phone call. Please do not engage parents by replying to these emails as they are rarely resolved in a positive manner. It is expected that emails and phone calls are acknowledged and responded to within 24 hours.

EMERGENCY CLOSINGS, INCLEMENT WEATHER, AND OTHER INTERRUPTIONS

Occasionally, school may be delayed, released early, or canceled due to emergencies, inclement weather, and/or other interruptions.

Licensed and classified employees will remain, if necessary, for the safety of students.

The District will utilize a variety of traditional and social media platforms to communicate a change in the school day, including but not limited to:

- SchoolMessenger phone calls, texts, and emails (see your campus administrative support to get signed up)All-district-staff email
- District social media pages
- District website (www.charlescityschools.org)
- KCHA radio
- Local television stations (KIMT, KTTC, KAAL, KCRG, & KWWL)
-

In the event that all schools are closed, personnel who must report at normal start times, or as soon as possible, include: All 12-month classified staff, and supervisory custodial staff.

EMPLOYEE DRIVER'S LICENSES AND SCHOOL TRANSPORTATION

For some of our positions such as bus drivers and maintenance personnel, valid driver's licenses are required as part of their job descriptions. All other positions, valid driver's licenses may not be required for their position.

However, in order to drive a school vehicle, school employees must be legally eligible. Employees desiring to drive school vehicles must be on our Approved Employee School Transportation List. The employee must fill out the appropriate documentation with the Operations Department and provide a copy of their valid driver's license. If an employee's driver's license becomes invalid at any point, the employee must notify their Senior Leader within 48 hours to be removed from our Approved Employee School Transportation List. Failing to do so, or driving without proper qualifications could.

EMPLOYEE INJURY ON THE JOB

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

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

It is the responsibility of the employee injured on the job to inform the supervisor immediately. Additionally, it is the employee's responsibility to inform the Office of Talent within 24 hours of the occurrence. It is the responsibility of the employee's immediate supervisor to file an accident report within 24 hours after the employee reported the injury.

The Charles City Community School District has a designated medical clinic to treat all workplace-related injuries & illnesses. If an employee needs medical attention due to a work-related injury or illness, seek treatment at:

Floyd County Area Family Practice Center
Dr. Joseph Molnar
1501 S. Main Street, Suite 6
Charles City, IA 50616
(641) 257-1184

For a serious injury or illness, seek immediate treatment at the nearest emergency facility. The Floyd County Medical Center is located at 800 11th Street, Charles City, Iowa. The number is (641) 228-6830.

EMPLOYEES ON PLANS OF ASSISTANCE AND TRANSFERS

Employees that are on current Plans of Assistance will not be eligible for voluntary/involuntary transfer during the duration of the plan. This shall only be superseded in the event of the reduction in force process.

EMPLOYEE PAID LEAVE

Employees may be placed on paid leave at the discretion of the superintendent or their designee for the purpose of conducting investigations or other reasonable matters.

EMPLOYEE PHYSICAL EXAMINATION

The district believes good health is important to job performance. School bus drivers will present evidence of good health upon initial hire and every other year in the form of a physical examination report, unless otherwise required by law or medical opinion. [All other employees shall present evidence of good health, in the form of a post-offer, pre-employment physical examination report].

The cost of the initial examination will be paid by the employee. The form indicating the employee is able to perform the duties, with or without reasonable accommodation, for which the employee was hired, must be returned prior to the performance of duties. The cost of bus driver renewal physicals will be paid by the school district up to a maximum of \$70. The school district will provide the standard examination form to be completed by **Breitbart Chiropractic** or a certified medical examiner for bus drivers.

Employees whose physical or mental health, in the judgment of the administration, may be in doubt must submit to additional examinations to the extent job-related and consistent with business necessity, when requested to do so, at the expense of the school district. The district will comply with occupational safety and health requirements as applicable to its employees in accordance with law.

EMPLOYEE POLITICAL ACTIVITY

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

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

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

EMPLOYEE RECOGNITION

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

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

EMPLOYEE RECORDS

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

The records will include, but not be limited to, records necessary for the daily administration of the school district, salary records, evaluations, application for employment, references, and other items needed to carry out board policy. Employee personnel files are school district records and are generally considered confidential records and therefore are not open to public inspection or accessibility. Only in certain limited instances, when the employee has given a signed consent or non-confidential records such as an employee's salary, an employee's individual contract, or if the employee resigned in lieu of termination and the documented reasons why, will employee personnel records be accessible to individuals other than the employee or authorized school officials.

Employees may have access to their personnel files and copy items from their personnel files as needed and requested.

EMPLOYEE SEARCHES

The school district reserves the right to inspect classrooms, work stations, and district property for the purpose of maintenance as well as within the scope of applying policy, procedures, and application of the law.

EMPLOYEE TRANSFERS AND SELECTION

See the Human Capital Management System Handbook

EVALUATION

The evaluation procedure is a process to foster improved employee engagement and performance. The process is collaborative and will utilize a process that is peer and collaboratively reviewed and created. For certified employees, the foundation of the process shall be the Iowa Teaching Standards and the district job descriptions. For classified employees, the foundation of the process shall be the district job descriptions. Evaluation shall be administered by the assigned Senior Leaders.

Within **two (2)** weeks after the beginning of each school year, Senior Leadership shall notify each employee under their supervision with the evaluation procedures, criteria, and instruments to be used in evaluation. The evaluation orientation ensures employees have an understanding of the evaluation system. No formal evaluation shall take place until the evaluation orientation is completed.

All teachers with an initial license and career teachers in their first year of teaching in the Charles City Community School District fall under the **Tier I** evaluation process. A teacher who is not meeting one or more of the following criteria falls under **Tier III**:

1. District expectations under the Iowa Teaching Standards 1-7 & Criteria (Standard 8 is excluded)
2. The Individual Career Development Plan
3. District Job Descriptions

Teachers who are not in either Tier I or Tier III fall under the provisions of **Tier II**.

A licensed employee that feels the evaluation is unfair, unjust, or inaccurate may grieve evaluation procedures as detailed in the collective bargaining agreement, except for probationary teachers and Tier III teachers. Failure to submit a complaint shall indicate agreement with the evaluation. The evaluation results shall be placed in the employee's personnel file.

If the Senior Leader determines that the licensed employee's performance is not meeting performance standards they shall recommend to the superintendent that the employee participate in an intensive assistance program. The district reserves the right to administer the intensive assistance process at any time the employee is not meeting performance standards. If the employee fails to meet the established criteria, the district may begin the termination process.

All employees shall be evaluated at least once every **three (3) years**. The district reserves the right to administer the evaluation process to employees in need at any time it is deemed necessary.

FIELD TRIPS

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

For major trips, which is defined as requiring 2 nights lodging and is outside Iowa and its contiguous state, the Superintendent and Board shall approve the detailed trip schedule and budget after approval of the campus Senior Leader. See board policy for additional information on student field trips and major trips.

FAMILY AND MEDICAL LEAVE

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

For additional information regarding the Family and Medical Leave Act (FMLA) please contact the Office of Talent or visit the "Family and Medical Leave Act" section of the United States Department of Labor's website, at www.dol.gov/whd/fmla/.

FINANCE PROCEDURES

The Charles City Community School District utilizes software modules for purchasing and receiving, absence/leave requests, money collections, and maintenance and vehicle requests. Staff members will be given log-in information to use Frontline Education (formerly Aesop), k-Purchase, and SchoolPay when their job requires it.

Employees always must obtain approval prior to purchasing an item or planning a leave or fundraiser. Approvals for purchase of general supplies and equipment may be done through k-Purchase. Workshop/conference registration approval is through Frontline Education (formerly Aesop). Travel expenses may be reimbursed through completion of the travel expense report available at the Staff Intranet at our website.

The District has several credit cards and lines of credit available with local vendors. If you are in question as to the best process for purchasing an item, please contact the Office of Finance at Central Services. The district credit card may be checked out from the Office of Finance at Central Services.

LICENSURE

Employees required to hold a license, authorization, or certification are responsible for keeping it current. The district will make reasonable efforts to keep employees notified of expiring certifications; however, the employee is ultimately responsible for keeping these current to maintain their employment status.

GIFTS

Due to Iowa code, employees are not permitted to directly or indirectly solicit, accept, or receive gifts unless it is less than \$3.00. Please see your Senior Leader if you have specific questions about this.

GRADE UPDATE

Teachers are expected to update their grades every two weeks through the approved communication system. Parents and guardians of students that are failing are to be promptly contacted by phone.

GROUP INSURANCE BENEFITS (CERTIFIED)

At the option of the employee, the Board agrees to provide each employee that has a written individual contract with the District the following insurance protection.

HEALTH CARE COVERAGE

Each full-time employee shall be covered by an Alliance Select health care program with premium paid by the Board, that meets the following minimum specifications:

Benefits

The program will cover many services including:

- Basic hospital (inpatient and outpatient), surgical and medical services
- X-ray, laboratory, pathology and related testing services for the diagnosis and treatment of an illness or injury
- Most prescription drugs and medicines
- Preventative physical examinations and related preventative services
- Immunizations (excluding travel immunizations)

All covered services are subject to deductible (except services performed in and billed through a participating physician's office), coinsurance and contract limitations and must be medically necessary.

Benefit Period Deductible

\$500 deductible per member per benefit period. \$1,000 in deductibles per family per benefit period.

Coinsurance

0% Select Provider Group and 20% for covered services you receive from all non-Select or non-BlueCard PPO participating or non-participating providers.

Out of Pocket & Lifetime Maximum

\$1,000 maximum per member per benefit period. \$2,000 maximum per family per benefit period. Lifetime benefits maximum is unlimited.

Office Visit co-pay

There will be a \$10 office visit co-pay.

All active eligible employees 65 and over shall continue their group health coverage in this form.

The Board shall pay a total single health care premium for those selecting this coverage. The Board further agrees to pay \$50 per month to a tax sheltered annuity of the employee's choice for the above mentioned employees.

LIFE

Each full-time employee shall be covered by a term life insurance program paid for by the Board that provides a minimum death benefit of \$50,000 to age 70.

DISABILITY

Each full-time employee shall be covered by a disability insurance program paid by the Board that provides the following benefits;

A ninety (90) calendar day waiting period or the length of sick leave to which the employee is entitled under the terms of this agreement, whichever is greater.

66 2/3% of salary with a maximum of \$2,000 per month.

Eligibility to age 70. Maximum benefit period subject to Carrier's Contract provisions.

Integrated with Social Security, Worker's Compensation, and IPERS.

WORKER'S COMPENSATION (formerly workmen's compensation)

Each employee shall be covered by Worker's Compensation benefits paid for by the Board with benefits as provided by law.

SCHOOL LIABILITY

All employees shall be covered by a school financial liability insurance covering job-related performance of duties. Employees required to use personal automobiles in their assigned duties shall be covered by Board paid auto liability insurance, as primary insurer.

FAMILY PLAN

Family coverage will continue to be offered to each employee electing in writing on the form provided by the Employer or the Insurance Company, with 75% of the total premium to be paid by the Employer.

DENTAL COVERAGE

Each full-time employee shall be covered by single dental insurance at a rate not to exceed \$30.00 per month.

COVERAGE

The Board provided insurance programs shall be for twelve (12) consecutive months. Employees new to the District shall be covered by Board provided insurance no later than one (1) month after initial employment.

CONTINUATION

In the event that an employee, absent because of illness or injury, has exhausted sick leave accrual, the said benefits shall continue throughout the balance of the school year.

Employees on paid leave shall continue to have Board contributions made according to the levels described above.

An employee on non-paid leave for one month or longer may choose to continue their coverage per COBRA guidelines. The cost of such during the leave shall be borne by the employee. The carrier(s) shall determine the appropriate rate(s) per COBRA guidelines. The employee will remit payment to the Board in advance of premium(s) due date.

INSURANCE COMPANIES

The Board shall have the sole and exclusive right at any time to procure insurance providing benefits herein described in Article 14 from any insurance company.

HANDBOOK CONCERNS

Handbook Concerns procedures are a means of internal conflict resolution to address concerns within this handbook.

Step One

*Within **ten (10) days** after the alleged misinterpretation or misapplication of the handbook, an employee with a concern shall privately discuss the issue with their immediate Senior Leader and attempt to find a resolution. The Senior Leader will respond within **five (5) work days**.*

Step Two

*If the concern is not resolved at Step One, the employee may submit a formal written complaint with the Senior Leader. The formal written concern must be submitted to the Senior Leader within **ten (10) work days** after the receipt of the Level One response.*

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

*The Senior Leader will provide a written answer to the formal complaint within **five (5) work days**.*

Step Three

*If the concern is not resolved at Step Two, the employee shall submit a formal written concern to the superintendent within **five (5) work days**. The superintendent will provide a written answer to the formal concern within **ten (10) work days**. The superintendent's decision will be final. If there are multiple concerns stemming from the same issue, the superintendent may process the complaints as a group.*

HEALTH AND SAFETY INFORMATION

Wellness

The board promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The school district supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

The school district provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

The school district supports and promotes proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the school district nutrition standards and in compliance with state and federal law. Foods should be served with consideration toward nutritional integrity, variety, appeal, taste, safety and packaging to ensure high-quality meals. *See the DE guidance on Healthy Kids Act*

The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of meals to all students; and/or use nontraditional methods for serving meals, such as "grab-and-go" or classroom breakfast.

The school district will develop a local Wellness Policy Team. The local wellness policy team will develop a plan to implement and measure the local wellness policy and periodically review and update the policy. The Committee will report annually to the board and community regarding the content and effectiveness of this policy and recommend updates if needed. The report will include compliance with this policy, the extent to which this policy compares to model Wellness policies and describe the progress made in achieving the goals of this policy.

The board has a policy (507.9) and regulations (507.9R1) regarding wellness.

Life-Threatening Allergy

The Charles City Community School District is committed to providing a safe and nurturing environment for students. The Charles City Board of Education understands the prevalence of life-threatening allergies among school populations and proactively endorses the concept of being allergy aware and allergy smart. Recognizing that the risk of accidental exposure to allergens can be reduced in the school setting, the Charles City Community School District is committed to working in cooperation with parents, students, and physicians to minimize risks and provide a safe educational environment for all students.

Furthermore, it is understood that allergic reactions can be unpredictable and that school personnel must be proficient at recognizing and reacting to an incident. The focus of allergy management shall be on awareness, education, communication, prevention, and emergency response.

The goals for allergy management include:

1. To establish procedures for identifying, managing, and ensuring continuity of care for students with life-threatening allergies across all grade levels from Early Childhood through grade 12.
2. To maintain the health and protect the safety of children who have life-threatening allergies in ways that are developmentally appropriate, promote self-advocacy and competence in self-care, maintain confidentiality, and provide appropriate educational opportunities.
3. To ensure that interventions and individual health care plans for students with life-threatening allergies are based on medically accurate information and evidence-based practices and are shared with staff trained in recognizing and responding to allergic reactions.

In accordance with applicable law, it is the policy of the district to provide all students, through necessary accommodations where required, the opportunity to participate in all school programs and activities, as can be reasonably expected. Accordingly, the superintendent shall direct district building administrators and staff to act affirmatively and work closely with parents to assure that the needs of children with documented allergies are taken into consideration in planning for district programs. The district school nurse(s) will review practices annually with all staff and make recommendations for updates based on current medical practices.

Procedure for Implementing Life-Threatening Allergy Policy

1. The Senior Leadership in consultation with the school nurse, will be responsible for notifying classroom teachers, instructional assistants, and parents of students in classrooms where one or more students have a life-threatening allergy. (The allergy must be clearly documented by the primary care physician or a board certified allergist.) It must be considered a disability as defined in Section 504 of the Rehabilitation Act of 1973 of the Americans with Disabilities Acts and updates for an accommodation to be made. Notification will include an explanation of the severity of the health threat, a description of signs and symptoms to be aware of, and a concise list of foods and materials to avoid. Parents, in consultation with their primary care provider/allergist, will provide the list of allergens to be avoided.
2. At the beginning of each school year the school nurse, in consultation with district administration, will educate all staff regarding the provisions of the Life-Threatening Allergy Policy and Regulations.
3. **Classroom teachers will provide notification for substitute teachers** regarding students with life-threatening allergies as part of their instructions to substitutes when teachers are absent. Notification will include an explanation of the severity of the health threat, a description of signs and symptoms to be aware of, and a concise list of foods and materials to avoid.
4. The Charles City Community School District will be peanut-aware for grades PK-8. At Washington Elementary and Lincoln Elementary, nuts and nut products may not be brought to school. We request that parents and students avoid including nuts and nut products in lunches and snacks for students at Charles City Middle School.
5. **NO HOMEMADE TREATS OR FOOD ITEMS** for students may be brought into classrooms by parents or staff where there are students with life-threatening allergies. All treats in those classrooms must be commercially prepared and packaged for distribution with intact ingredient labels. Treats may be distributed by the classroom teacher for special occasions, such as birthdays or holiday parties. Classrooms with students who have life threatening allergies may have more specific guidelines depending on the type(s) of allergy.
6. Food preparation will only be allowed in the academic curriculum at the secondary level (grades 5-12) with the principal's and health care professional's pre-approval. An exception will be made for food preparation as related to the Individual Education Plan of individual student's goals served in special education in grades PK-8. Precautions will be taken for students with life-threatening allergies.
7. Only non-food manipulatives should be used in classrooms. Peanut butter jars should not be used for storage of manipulatives, even if the jars have been thoroughly washed.
8. At the 8th grade, the school nurse and/or health teacher will provide education to all 8th grade students concerning allergy awareness, signs and symptoms of anaphylaxis, and usage of epi pens as part of the health class curriculum. This promotes self-advocacy and education while empowering students for real-world experiences in high school and beyond.
9. Classroom pets are allowed provided that nut-free foods and bedding are used. Visiting pets are prohibited in our schools. An exception will be made for service/therapy animals and approved classroom curriculum units involving animals as a part of a lesson or lessons.
10. Whenever students travel on field trips for, a clear plan to activate Emergency Medical Services (911) should be reviewed by all teachers and chaperones. Field trips need to be chosen carefully; no child should be excluded from a field trip due to unavoidable allergen exposure. (NOTE: How to activate EMS should be included on the field trip forms.)

11. The Director of Operations will be notified of the student(s) who have life threatening allergies. It will be the Director's responsibility to communicate this information to all regular drivers and substitute drivers.
12. Lunchroom Procedures.
 1. All students and staff are encouraged to wash their hands with soap and water after eating and/or handling food.
 2. Lunchroom tables will be sanitized after each lunch shift.

HOMEWORK AND GRADING

Progress reports are an important communication tool between school and home. Board policy 505.1 states that students will receive a progress report at the end of each grading period. Students who are doing poorly and their parents are notified prior to the end of the semester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the grading period.

At the end of each grading period, teachers will make available grades for a report card containing grades for their students in all of the student's courses. Standards-based grading is used K-12 and recognized on the report card.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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

INTERIM AND ACTING POSITIONS

At times, vacancies within the school district can occur that are unable to be filled permanently due to the timing. From time to time at the discretion of the superintendent or their designee, positions will be filled in a temporary Interim or Acting position. This will only be done in accordance with the applicable state/federal law and collective bargaining agreement language.

Definition:

Interim: positions that are filled for 1 year or less in a full vacancy. The personnel remain probationary and can be released at the end of the duration of the position.

Acting: positions that are not full vacancy and the permanent employee will be returning at a future time/date. The personnel shall serve until the permanent employee returns.

Interim positions will be filled using the full hiring and selection process of the district. Upon completion of their term, they may apply for consideration for permanent placement through a letter of intent to the appropriate senior leader or the talent office. They will have an expedited review process by a hiring/selection team that will utilize the "Interim Position Selection Rubric" to grade and score their candidacy.

Acting positions do not retain any rights to the expedited review process. Acting positions include the Senior Leadership Succession Plan. Acting positions may be appointed without a hiring process at the discretion of the superintendent or their designee.

INVESTIGATIONS

Employees are expected to provide reasonable cooperation in investigations led by the school district or any other government agency tasked with official business that involves the district.

IOWA PUBLIC EMPLOYEES' RETIREMENT SYSTEM

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

JURY DUTY LEAVE

The board recognizes employees may be summoned for jury duty. Employees who are called for jury service will notify the Senior Leadership, within twenty-four hours after notice of call to jury duty.

Licensed employees and classified employees will receive their regular salary, less a deduction for the amount of the jury duty payment to the employee. Employees will be required to present a copy of the check to the District. The employee will report to work within one hour on any day when the employee is excused from jury duty during regular working hours.

MANDATORY REPORTING OF POST-EMPLOYMENT ARRESTS AND CONVICTIONS

Any employee who is arrested or convicted of any criminal charges shall report such information to the appropriate Senior Leader within two (2) calendar days (48 hours)..

MILITARY SERVICE LEAVE

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

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

MONEY HANDLING PROCEDURES AND SALE OF MERCHANDISE

The sponsor should seek approval for the fundraiser with the building office. If approved with the building office, the Board of Education must approve. Completed Board of Education applications should be sent to the Office of Activities. Contact the Activities Office for more information.

The sponsor should discuss the fundraiser and cash handling process with the campus office. The method of ordering and money handling should be agreed upon. The sponsor should not accept money from a student but direct them to the campus office. Money should not be taken home for safekeeping or left in desk drawers or file cabinets. If an after-hours deposit is required contact your campus office for the night time lock box key. The next business day the key should be returned to the office along with the total of the amount deposited.

A flyer/pamphlet with student instructions should be created and include the following information; beginning and ending date of sales, name of the event, instructions on how students should submit their orders, who will be collecting orders and payments, and how event proceeds will be used. All expenses must meet the public purpose test. Keep in mind the District cannot donate funds unless the event flyer lists a specific donation and those supporting the fundraiser are made aware of it. Questions on public purpose should be addressed with the Director of Finance.

The campus office will deposit money with Central Services weekly even if the fundraiser is not complete. The sponsor will receive a copy of each receipt and will keep this receipt on file for their fundraising records. All money should be deposited intact. That is, all money should be deposited in the form in which it is collected and should not be used for making change or disbursements of any kind.

At the end of the Fundraiser, the sponsor/campus office shall summarize the orders collected and submit the order to the vendor through k-purchase. Employees are prohibited from receiving or soliciting gifts from anyone who would have an interest in their actions. The sponsors should not order extra merchandise.

The sponsor/building office should complete a final report at the conclusion of the fundraiser. For student sales, the order summary should reconcile to the number of items sold per the vendor invoice and amount deposited. Material variances, if any, should be explained. The final report should include a general statement describing the control procedures or the steps taken to ensure moneys given by the public/students for the event have been deposited in the District's account.

NEPOTISM

More than one family member may be an employee of the school district. It is within the discretion of the superintendent to allow one family member employed by the school district to supervise another family member employed by the school district subject to the approval of the board.

The employment of more than one individual in a family is on the basis of their qualifications, credentials and records. See board policy for additional information.

NEW EMPLOYEE SICK LEAVE TRANSFER

New employees may transfer in sick days from their previous employer. The following conditions must be met:

1. May transfer in a maximum of 25 days
2. Must have had employment with the previous employer within 30 days of the new appointment to Charles City Community School. The employment shall be contiguous to employment with Charles City Community Schools.
3. No fractions are allowed; only full day (8 hour) increments.
4. If the previous employer utilized Paid Time Off (PTO) as sick leave, this is permissible to transfer.
5. If the previous employer utilized hours for sick leave or PTO, these shall be converted into full day (8 hour) increments.
6. The employee shall provide written verification from their previous employer of the amount of sick time they are proposing to transfer in.
7. If the employee was compensated by the previous employer for the accumulated leave upon separation, then it is ineligible for transfer.

PAGE OF INSTRUCTION

At Charles City Community Schools we recognize the importance of highly rigorous and rapid paced instruction. Therefore, it is the expectation that all teachers instruct bell to bell daily. Instruction should commence at the beginning bell (or start time) and will go through the final bell of the period (or end time.) Students shall not be allowed to line up at the door before the dismissal bell of each period or transition.

PAY INCREMENTS FOR CLASSIFIED EMPLOYEES

All employees, except 12 month employees, shall have the option of receiving their pay over 9 or 12 months. A request for pay over 12 months must be submitted in writing to Central Services prior to the first pay period of the school year. All choices will be irrevocable for the remainder of the year. Bi-weekly salary will be estimated by dividing the employee's estimated annual salary by 26 bi-weekly pay periods. Adjustments will be made in the months of June, July and August.

PARENT-TEACHER ORGANIZATION

Washington and Lincoln Elementary Schools have a PTO that supports the work taking place at the schools and raises money for equipment, field trips, and the like. Please contact an elementary Senior Leader to learn more about the PTO and how you can become involved. Involvement is open to Association and non-Association members alike.

POLITICAL LEAVE

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

The licensed or classified employee will be entitled to one period of leave to run for the elective public office, and the leave may commence within thirty days of a contested primary, special, or general election and continue until the day following the election.

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

POSITIVE REFERRALS

Good news for parents is essential for a healthy school and environment. In addition, it is essential that our staff make personal emotional bank account deposits and leave each week with something to feel good about. If we all commit to 1 positive contact a week and multiply this by our staff members, we could have over thousands of positive messages going home each school year.

Each staff member (this includes teachers, classified/clerical staff, and administrators) is expected to make one positive contact home to parents each week. This can be done a variety of ways:

1. Phone Calls
2. Emails
3. Handwritten notes sent home

All positive contacts are to be documented on the "Positive Contact" Google Doc provided by the Senior Leadership. Senior Leaders will monitor and support our staff in making this a success.

PROBATIONARY STATUS

The first **three (3) years** of a newly licensed employee's contract is a probationary period unless the employee has already successfully completed the three-year probationary period in an Iowa school district. Newly licensed employees who have successfully completed a probationary period in a previous Iowa school district will serve a **two (2)** year probationary period.

The probationary period for classified employees is **90 working days** unless otherwise stated in an employee contract, letter of assignment, or applicable collective bargaining agreement.

REDUCTION IN FORCE

The Board is responsible for the determination if reason for reduction in force exists and the decision shall not be subject to the grievance procedure.

Procedures for reduction in force will be subject to the grievance procedure.

MANNER

Reduction in force shall be implemented system wide for classroom teachers K-4 (K-8 Title I teachers included). Grade 6 reductions will move to a subject reduction as referenced in section 12.2.2 effective with new hires of 2010-11. Grade 5 reductions will move to a subject reduction as referenced in section 12.2.2 effective with new hires of 2016-17.

Reduction of 6-12 staff shall be implemented by subject area. Current subject areas shall include Business Education, English, World Languages, Family and Consumer Sciences, Math, Agricultural Education, Science, Social Studies, Industrial Arts, At Risk Programs and Computer Technology. Creation of new subject areas shall be with mutual consent of the Association and Board. Reduction in Force shall be implemented system wide in the following areas: Art, Physical Education and Health, Instrumental Music, Vocal Music, Early Childhood Special Education, Special Education (Instructional Strategist I), Special Education (Instructional Strategist II – BD/LD), Special Education (Instructional Strategist II – Mental Disability), Professional School Counselor, Teacher Librarian, School Nurses, Pre-school, Talented and Gifted and English Language Learner (ELL).

ORDER

In the event reduction in staff cannot be adequately accomplished by attrition, those with emergency or temporary certification shall be reduced first.

If reduction in staff cannot be adequately accomplished by #1 above, the Board shall reduce employees according to seniority with the least senior employee in the subject area to be reduced first.

In instances wherein the affected employees are of equal experience in the District, of equal experience in other districts, and are equally prepared, the Board shall make the necessary reductions according to the needs of the District.

Any employee whose position is reduced by staff reduction may return to the department where they have taught and where they continue to accrue seniority, thereby displacing the least senior person in that subject area (as defined in 12.2 above) provided the employee is qualified by DE approval and endorsement, and NCA requirements where applicable, to fill the vacant position.

In the event that staff reduction is necessary for elementary classroom teachers and such reduction would result in the reduction of a teacher with more seniority than an elementary TAG teacher, then the District shall exercise its rights under Article 10 Involuntary Transfers if it is possible to fill the TAG position with a qualified elementary classroom teacher with greater seniority than the TAG elementary teacher.

NOTIFICATION

The Board shall provide a final written notice to the employee affected by staff reduction as soon as possible, but no later than April 30th. Such notice shall include reasons for reduction of staff.

On or before January 1 of each year, the Board will prepare and deliver to the Association a listing of employees in each category (as defined in 12.2). The list will show the rank order of employees, applying the procedures in this Article as each may become eligible for staff reduction.

RECALL POLICY

If there is a vacancy in a negotiating unit position, employees who were certified to perform the work in question and could meet NCA standards at the time of, will be recalled in the order of the person with the most seniority being recalled first.

An employee shall not forfeit recall rights if the recall position is outside the employee's subject area (as defined in 12.2) at the time of reductions.

An employee shall not forfeit recall rights if the recall position is not equivalent in time to the position held at the time of reductions.

Reduced employees will have recall rights for three (3) years.

An employee will have fourteen (14) days from the time of notification to accept a recall position or the right to recall is lost. The notification will be made by certified mail, return receipt requested, and addressed to the employee at the address shown on Board records.

It is the responsibility of the employee on reduction to keep the Superintendent notified as to the correct address.

A "vacancy" under this section shall be any position that involves four (4) or more hours of work each day.

RELEASE OF CREDIT INFORMATION

The following information will be released to an entity with whom an employee has applied for credit or has obtained credit: title of position, income, and number of years employed. Confidential information about the employee will be released to an inquiring creditor with a written authorization from the employee.

RELIGIOUS HOLIDAY CELEBRATIONS IN PUBLIC SCHOOLS

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

Prohibited Activities:

- Displays of religious symbols such as a crèche, an angel, a menorah, or a banner with a religious message (e.g., "Gloria in Excelsis Deo")
- Display of a Christmas tree with religious symbols such as stars, angels, the baby Jesus, etc.
- School-wide prayer or Scripture readings
- A musical concert with exclusively religious music
- Banning students from offering candy canes or other items with a religious message during Non Instructional-time (before or after school or during a recess) and not done in the classroom. Schools may still prohibit distribution within classrooms.
- Holding a "Christmas Party" in the classroom. (A "holiday" or "end of semester" or "end of 2017" party would be permissible)

Permissible Activities:

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

RESIGNATION – LICENSED EMPLOYEES AT YEAR END

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

RESIGNATION – CLASSIFIED EMPLOYEES

Classified employees who wish to resign mid-year or mid-assignment must give the school district at least 14 days' advance notice. The notice of intent to resign will be in writing to the Office of Talent. Employees resigning at year end or at the end of an assignment must give notice by May 31.

RETIREMENT

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

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

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

The board has an early retirement policy for both licensed and classified employees. Each year the board officially votes on whether or not to elect to offer early retirement to employees.

SCHOOL NUTRITION PROGRAM

The district operates a school nutrition program. Employees may purchase meals and other items, including milk. In accordance with board policy 710.4 that was approved June 24, 2019, students and staff will have use of a family meal account. When the family balance reaches -\$30.00, students and staff members may no longer make purchases. A la carte purchases will not be allowed as soon as the balance goes negative. When an account reaches this limit, students and staff shall not be allowed to charge further meals until the negative account balance is paid. Staff member accounts shall not be allowed to have a negative balance.

Payment on the accounts can be made to the kitchen cashiers or at any of the school offices. Electronic payments also can be made at any time by logging into the family account.

SCHOOL FEES

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

SEARCHES OF STUDENTS AND PROPERTY

In order to protect the health and safety of students, employees, and visitors to the school district and for the protection of the school district facilities, students and their belongings and school owned lockers and desks may be searched or inspected when the threshold of reasonable suspicion is met. Inspections may also be made as part of routine maintenance and repair duties.

SHARING OF CLASSROOMS AND COMMON SPACES

There will be times that rooms and facilities will need to be shared to best serve students. Below are the expectations for sharing of rooms and facilities:

1. Cooperation is key. If a staff member requests use of a room or facility to best serve students, we will do everything in our ability to meet the need.
2. Leave it better than you found it. If you are using another family member's space, it is the expectation that you leave the space better than you found it. This includes removing trash, putting furniture back to original positions, and not making any permanent changes to the room without permission.

Link for Facility Requests: <https://fs-charlescityschools.rschoolday.com/authentication/credential/login/>

SICK TIME CONVERSION FOR FAMILY ILLNESS

If a classified, administrative support, or Senior Leader staff member exhausts their family illness leave per the Collective Bargaining Agreement/Handbook, they may use an additional three days of employee sick leave if needed. Teachers are covered with the same language in their CBA.

SMOKE AND TOBACCO FREE WORKPLACE

The district is committed to providing a safe and healthy workplace and to promoting the health and well-being of employees. As required by Iowa Code Chapter 142D, the Iowa Smoke free Air Act, and also motivated by a desire to provide a healthy work environment, the district prohibits smoking, and the use of tobacco and nicotine products as cited in board policy, on all school grounds and in school vehicles.

SEVERANCE PAY

An employee who has served the District for ten (10) years will be entitled to receive severance pay at the following rates:

| | |
|--------------------|------------------|
| First Ten Years | \$25.00 per year |
| Next Ten Years | \$30.00 per year |
| After Twenty Years | \$40.00 per year |

The above provisions relating to severance pay do not apply when 1) an employee is entitled to receive benefits from the long-term disability insurance policy carried on the employee, or 2) when an employee is entitled to receive early retirement benefits.

STAFF MEETINGS

Staff meetings provide an opportunity for the communication of important school district information to be shared between administration and employees. Senior Leaders will determine the time, location, and frequency of building-level meetings while adhering to expectations for contract work hours and extra-curricular obligations.

Classified staff members shall be compensated for any in-service or other work related meeting held by the district, inside the district, whether mandatory or voluntary, at his/her regular hourly rate of pay including longevity. Bus drivers will be compensated at the route driving rate.

STAFF TECHNOLOGY USE/SOCIAL NETWORKING

Usage of the school district's computer resources carries high responsibility. All information on the school district's computer system is considered a public record. Whether there is an exception to keep some narrow, specific content confidential is determined on a case by case basis. Therefore, users of the school district's computer network can not expect privacy for email or use of the school district's computer network including websites visited. The school district reserves the right to access and view any material stored on school district equipment or any material used in conjunction with the school district's computer network.

Employees shall not post confidential or proprietary information, including photographic images, about the school district, its employees, students, agents or others on any external web site without consent of the superintendent. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the school district when on external websites. Employees shall not use the school district logos, images, iconography, etc. on external websites. Employees shall not use school district time or property on external sites that are not in direct-relation to the employee's job. Employees who would like to start a social media site for school district sanctioned activities should contact the Office of Communications.

STANDARDIZED TESTING AND ASSESSMENT

Assessment is an important part of the education process and the school district is committed to ensuring the integrity of testing and assessment practices. Employees are expected to administer standardized tests consistent with Iowa law and Board of Educational Examiners ethical codes that promote the integrity of the assessment and the validity of student responses.

STUDENT FUNDS, FUNDRAISING, AND MONEY HANDLING PROCEDURES

Traditional

The District has developed procedures for fundraising and money handling to inform all employees of their business responsibilities when handling money on behalf of the District, for example, camps/clinics, a student activity fundraiser, gate receipts, or resale events such as t-shirt sales. All employees should familiarize themselves with the procedures and follow the steps when necessary. Prior approval for the event must be obtained. Reference the "Fundraising and Money Handling Procedures" handbook for detailed information.

The sponsor/supervisor is responsible for collecting money and keeping accurate records of sales and money collected. All funds collected through school activities are under the financial control of the 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. Expenditures must have prior approval before purchases are made. At the end of the fundraiser the sponsor/supervisor shall submit a reconciliation of revenue and expenditures to the Central Office.

All monies must be deposited or left with the campus administrative support on a nightly basis. Employees who do not follow the above procedures may be personally responsible for any lost/stolen money/goods.

Online Fundraising/Crowdfunding

Any person or entity acting on behalf of the district and wishing to conduct an online fundraising campaign for the benefit of the district shall begin the process by seeking prior approval from the Office of Schools and Learning. Money or items raised by an online fundraising campaign will be the property of the district only upon acceptance by the board, and will be used only in accordance with the terms for which they were given, as agreed to by the board

Please refer to board policy 704.6 for additional information about what is permissible.

STUDENT RECORDS

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

STUDENT SUPERVISION (TEACHERS AND PARAEDUCATORS)

It is essential that teachers and paraeducators are supervising at their classroom doors and hallways during passing and transition times. Teachers and paraeducators are expected to address student behavior that does not meet the building procedures and rules. Paraeducators will also have assigned positions for hallway duty and should report there immediately during passing and transition times.

SUBSTANCE FREE WORKPLACE

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

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

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

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

SUCCESSION PLANNING

The Charles City Community School District has created succession planning for the Senior Leadership team in the event a leader is incapacitated and unable to perform their essential duties. Each Senior Leader has designated and trained two different levels of succession that can provide continuity of leadership and services in the event of a long term absence. The leaders that are providing succession must meet Iowa code for certifications and licensure. The decision to activate the succession planning is at the discretion of the Superintendent or designee.

For superintendent succession, Iowa Code requires that the school district have a fully qualified and licensed superintendent of record. In the event of a long term absence or the superintendent being incapacitated, this could include designating a current senior leader with superintendent licensure, hiring an interim superintendent, or utilizing the Central Rivers AEA Chief. In the event that there is an interim superintendent or the AEA Chief in this role, a local senior leader in the succession plan would still be responsible for the day to day essential operations of the school district, unless otherwise directed by the school board.

TRANSPORTING OF STUDENTS BY EMPLOYEES

Generally, transportation of students is in a motor vehicle owned by the school district and driven by a school bus driver. Students may be transported in private vehicles for school purposes. It is within the discretion of the Senior Leadership to determine when this is appropriate.

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

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

TRAVEL COMPENSATION – INSIDE THE DISTRICT

Employees traveling on behalf of the district and performing approved school district business shall be reimbursed for their actual and necessary expenses. Actual and necessary travel expenses will include, but not be limited to, transportation and/or mileage costs. Employees required to travel in their personal vehicle between school district buildings to carry out the duties of their position may be reimbursed at the IRS standard mileage rate and must submit a claim at the end of each semester.

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

TRAVEL COMPENSATION – OUTSIDE THE DISTRICT

Employees traveling on behalf of the district and performing approved school district business will be reimbursed for their actual and necessary expenses per board policy. Actual and necessary travel expenses will include, but not be limited to, transportation and/or mileage costs, lodging expenses, meal expenses, and registration costs. Itemized receipts are required for all reimbursements for these costs.

Travel outside of the school district must be pre-approved by the supervising senior leader. Travel outside the State of Iowa must be approved by the superintendent.

Pre-approved expenses for transportation within 300 miles of the school district administrative office will be by automobile. If a school district vehicle is not available, the employee will be reimbursed for expenses at the mileage reimbursement rate that is set annually by the Board.

Pre-approved expenses for transportation outside of 300 miles of the school district administrative office may be by public carrier. Reimbursement for air travel will be at the tourist class fares. Should an employee choose to travel by automobile, reimbursement will be limited to the public carrier amount. Pre-approved expenses for transportation in a rental car is limited to the cost of a Class "C" rental car at a medium priced agency unless the number of people traveling on behalf of the school district warrants a larger vehicle.

UNPAID LEAVE

Unpaid leave may be used to excuse an absence not provided for in other leave policies of the board. Unpaid leave for employees must be authorized by the ***superintendent or designee***.

Whenever possible, employees will make a written request for unpaid leave ***five (5) days*** prior to the beginning date of the requested leave. If the leave is granted, the deductions in salary are made unless they are waived specifically by the superintendent.

The superintendent will have complete discretion to grant or deny the requested unpaid leave. In making this determination, the superintendent will consider the effect of the employee's absence on the education program and school district operations, length of service, previous record of absence, the financial condition of the school district, the reason for the requested absence and other factors the superintendent believes are relevant to making this determination.

VISITORS/GUESTS

The board welcomes the interest of parents and other members of the community and invites them to visit the school buildings and sites. Visitors, which include persons other than employees or students, must notify the Senior Leadership of their presence in the facility upon arrival..

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

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

VOLUNTEERS

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

Recruitment, training, utilization, and the maintenance of records for the purposes of insurance coverage and/or recognition of school district volunteers is the responsibility of the Office of Schools and Learning.

All volunteer coaches and all classroom volunteers must have a background check conducted by Central Services. Please contact your Senior Leader who can assist with this process.

WALK THROUGH CLASSROOM OBSERVATIONS

Classroom observations are a vital component of providing a strong instructional program within a school. At Charles City Community Schools, the instructional leadership team is committed to providing consistent observations and feedback. We believe that where the leadership spends their time communicates priorities. It will always be a goal of the Senior Leadership team to make time in classrooms with teachers and students the highest priority.

Throughout this work, the team will be able to build relationships, become knowledgeable of the curriculum and instruction, and provide feedback. Feedback and reflective questions may come in written feedback, emails, face to face conversations, and discussions.

WEAPONS

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

Employees are prohibited from bringing weapons and other dangerous objects on school grounds. Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt in accordance with law and board policy. For more information, visit the Iowa Department of Education Legal Lesson on Firearms on School Grounds at

<https://www.educateiowa.gov/resources/laws-and-regulations/legal-lessons/firearms-school-grounds-january-2013-school-leader>.

WELCOME HOME PROGRAM (ONBOARDING AND INDUCTION)

All new certified employees at Charles City Community Schools shall be engaged in our comprehensive onboarding system, "Welcome Home". This will be required for all probationary/initial license employees.

1. New to the profession: All initial license staff shall participate in the Welcome Home program for the duration of their initial license.
2. New to Charles City: All standard/master licenses staff shall participate in the Welcome Home program for their 1st year of employment.

Welcome Home Program

1. All new staff shall participate in two days of orientation training in August (Welcome Home Workshop Days)
2. All new staff will create a comprehensive Welcome Home action plan
 - a. Welcome Home Action Plan
3. All new staff will retain 3 mentors/coaches
 - a. Senior Leader (Accountability Mentor)
 - b. Instructional Coach (Teaching/Learning Mentor)
 - c. Coordinating Mentor (Nuts/Bolts, Organization, Logistics)
 - d. Social Mentor (Connection and Well-being)
4. All staff in the Welcome Home Program will actively participate in evaluation, annual coaching cycles, monthly Host teacher office hours, and social events. These will all be part of the Welcome Home action plans using the Four Disciplines of Execution to create goals and track progress. The Welcome Home action plan shall be a portion of the staff member's Iowa Professional Development Plan.

WORK DAY

The work day for employees will begin at a time established by the collective bargaining agreement and the school calendar. "Day" is defined as one work day regardless of full-time or part-time status of an employee.

LEGAL NOTICE

ANNUAL NOTICE OF NONDISCRIMINATION

The Charles City Community School District offers career and technical programs in the following areas of study:

Agriculture, Food, and Natural Resources
Architecture and Construction
Business, Management, and Administration
Hospitality and Tourism
Manufacturing

It is the policy of the Charles City Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Bryan Jurrens, 1 Comet Drive., Charles City, IA 501616, Phone: 641-257-6500, email: bjurren@charlescityschools.org.

ASBESTOS NOTIFICATION

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

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

Two of the district's buildings are asbestos-free: the middle school and the transportation center.

BLOODBORNE PATHOGENS

Annually, all employees will be given the opportunity to take the bloodborne pathogens training and staff identified in the district's Bloodborne Pathogens Exposure Control Plan will be required to take the training.

The Job Safety and Health poster from the United States Department of Labor will be displayed in each building's employee lounge.

COMMUNICABLE DISEASES – EMPLOYEES

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

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

CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Charles City Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Bryan Jurrens, 1 Comet Drive., Charles City, IA 501616, Phone: 641-257-6500, email: bjurren@charlescityschools.org.

EQUAL OPPORTUNITY EMPLOYMENT

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

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

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

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Charles City Community School District, 500 North Grand Avenue or by phone at (641) 257-6500.

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

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

HAZARDOUS CHEMICAL DISCLOSURE

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

The mandatory poster for Job Safety and Health is located at www.osha.gov/Publications/poster.html and the Iowa specific poster is located at www.iowadivisionoflabor.gov/iowa-osh-safety-and-health-poster-0. These are displayed in each building's employee lounge.

SCHOOL CALENDAR



2020-2021 SCHOOL CALENDAR

Summary of Calendar:
Days/Hrs. in classroom:

1st Quarter 41 days/276.75 hrs.
2nd Quarter 37 days/249.75 hrs.
3rd Quarter 41 days/276.75 hrs.
4th Quarter 51 days/341.25 hrs.
Conferences 16 hrs

Total Days 170
Calendar hrs. 1,160.50
Required hrs. 1,080

MAKE – UP DAYS:

The 1st 3 snow make up days will be forgiven through extra built in hours. 3 additional days may be made up using professional learning days. Any days beyond these days will be added to the end of the school year.

CALENDAR LEGEND

| | |
|----------------|--|
| Start/End | |
| P/T Conference | |
| Prof. Learning | |
| New Teachers | |
| Holidays | |
| Vacation Days | |

SCHOOL TIMES (MON-FRI)

Elementary 8:20 a.m. – 3:30 p.m.
MS/HS 8:05 a.m. – 3:15 p.m.

| August 2020 | | | | | Student Days/Hours | |
|----------------|----|----|----|----|--------------------|--|
| M | T | W | Th | F | | |
| 3 | 4 | 5 | 6 | 7 | | |
| 10 | 11 | 12 | 13 | 14 | | |
| 17 | 18 | 19 | 20 | 21 | | |
| 24 | 25 | 26 | 27 | 28 | 4 | |
| 31 | | | | | 5 | |
| September 2020 | | | | | | |
| | 1 | 2 | 3 | 4 | 9 | |
| 7 | 8 | 9 | 10 | 11 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 18 | |
| 21 | 22 | 23 | 24 | 25 | 22 | |
| 28 | 29 | 30 | | | 25 | |
| October 2020 | | | | | | |
| | | | 1 | 2 | 27 | |
| 5 | 6 | 7 | 8 | 9 | 32 | |
| 12 | 13 | 14 | 15 | 16 | 36 | |
| 19 | 20 | 21 | 22 | 23 | 41 | |
| 26 | 27 | 28 | 29 | 30 | 4 | |
| November 2020 | | | | | | |
| | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 9 | |
| 9 | 10 | 11 | 12 | 13 | 13 | |
| 16 | 17 | 18 | 19 | 20 | 18 | |
| 23 | 24 | 25 | 26 | 27 | 20 | |
| 30 | | | | | 21 | |
| December 2020 | | | | | | |
| | 1 | 2 | 3 | 4 | 25 | |
| 7 | 8 | 9 | 10 | 11 | 30 | |
| 14 | 15 | 16 | 17 | 18 | 35 | |
| 21 | 22 | 23 | 24 | 25 | 37 | |
| 28 | 29 | 30 | 31 | | | |
| January 2021 | | | | | | |
| | | | | 1 | | |
| 4 | 5 | 6 | 7 | 8 | 4 | |
| 11 | 12 | 13 | 14 | 15 | 9 | |
| 18 | 19 | 20 | 21 | 22 | 13 | |
| 25 | 26 | 27 | 28 | 29 | 18 | |
| February 2021 | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 23 | |
| 8 | 9 | 10 | 11 | 12 | 28 | |
| 15 | 16 | 17 | 18 | 19 | 32 | |
| 22 | 23 | 24 | 25 | 26 | 37 | |
| March 2021 | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 41 | |
| 8 | 9 | 10 | 11 | 12 | 4 | |
| 15 | 16 | 17 | 18 | 19 | | |
| 22 | 23 | 24 | 25 | 26 | 9 | |
| 29 | 30 | 31 | | | 12 | |
| April 2021 | | | | | | |
| | | | 1 | 2 | 14 | |
| 5 | 6 | 7 | 8 | 9 | 18 | |
| 12 | 13 | 14 | 15 | 16 | 23 | |
| 19 | 20 | 21 | 22 | 23 | 28 | |
| 26 | 27 | 28 | 29 | 30 | 33 | |
| May 2021 | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 37 | |
| 10 | 11 | 12 | 13 | 14 | 42 | |
| 17 | 18 | 19 | 20 | 21 | 47 | |
| 24 | 25 | 26 | 27 | 28 | 51 | |
| 31 | | | | | | |
| June 2021 | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | |

1080 Hours Calendar

Aug 4 Building Registration 9 a.m.- 7 p.m.
Aug 13-14 New Teacher Days
Aug 18-24 Professional Learning, Work Days
Aug 20 1st Day Conferences
(8-4 MS/HS & 11-7 Elementary or by appointment)

Aug 25 **Begin 1st Qtr. – First Day of Classes**

Sept 7 Labor Day (No School)
Sept 25 Professional Learning (No School)

Oct 16 Professional Learning (No School)

Oct 23 **End 1st Qtr.**
Oct 26 K-12 Conferences 11 a.m. – 7 p.m.
(No School)
Oct 27 **Begin 2nd Qtr.**

Nov 9 Professional Learning (No School)
Nov 25-27 Thanksgiving Holiday (No School)

Dec 22 **End 2nd Qtr./1st Semester**
Dec 23 Teacher Work Day (No School)
Dec 24-31 Winter Break (No School)

Jan 1 New Year's Day (No School)
Jan 4 Professional Learning (No School)
Jan 5 Classes Resume
Jan 5 **Begin 3rd Qtr.**
Jan 18 MLK Day (No School)

Feb 15 Professional Learning (No School)
OR Snow make up day

Mar 4 **End 3rd Qtr.**
Mar 5 Professional Learning (No School)
Mar 8 K-12 Conferences 11 a.m. – 7 p.m.
(No School)
Mar 9 **Begin 4th Qtr.**
Mar 15-19 Spring Break (No School)

Apr 4 Easter
Apr 5 Professional Learning (No School)
OR Snow make up day

May 7 Professional Learning (No School)
OR Snow make up day
May 25 Seniors' Last Day
May 27 **End of 4th Qtr.**
May 27 **Early Dismissal: 11:20 (Elem) & 11:30 (MS/HS)**

May 28 Teacher Work Day
May 30 Graduation
May 31 Memorial Day No School)

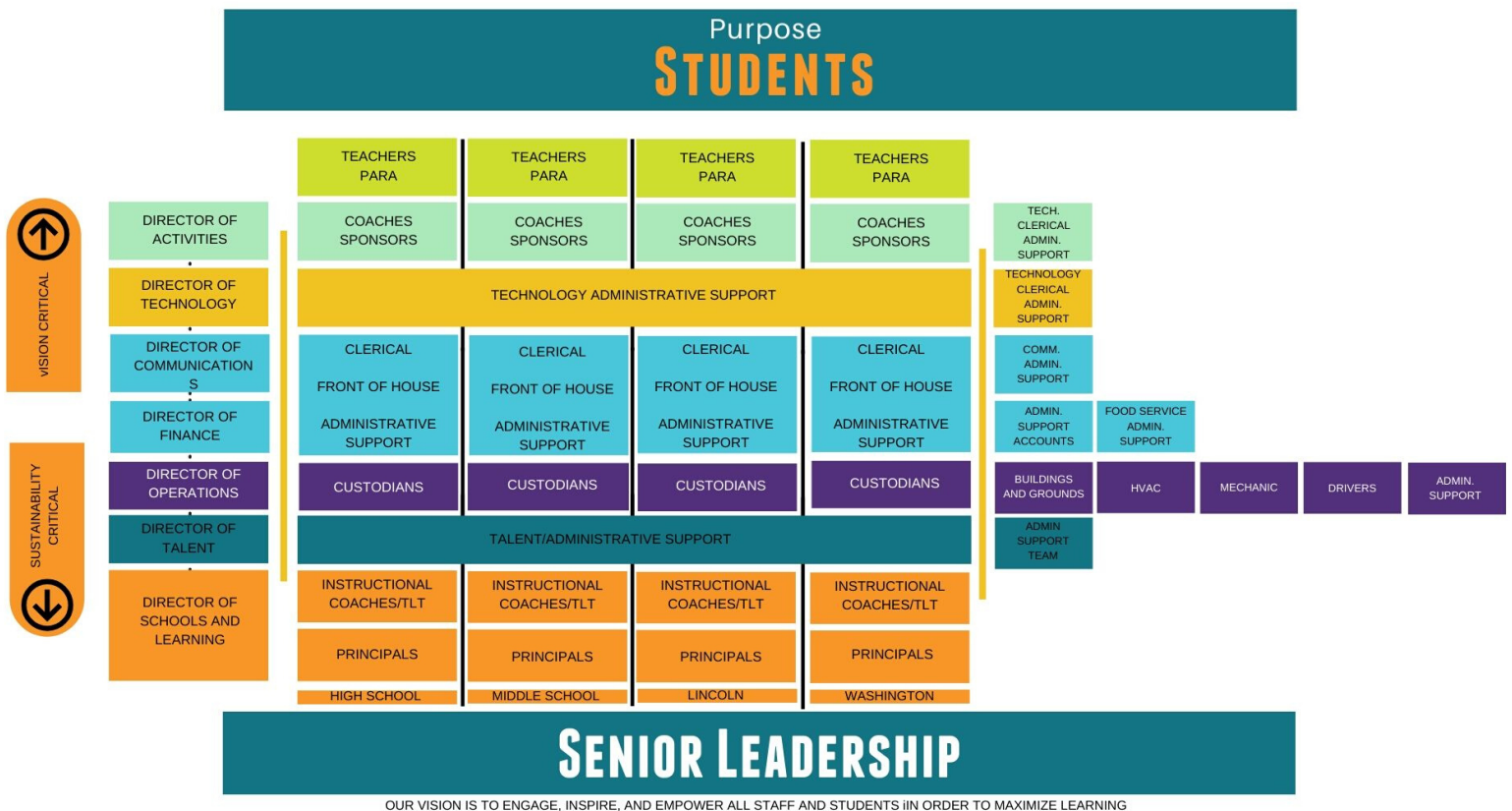
APPENDIX

FOUNDATIONAL FRAMEWORK DOCUMENTS

Organizational Chart (Foundations)

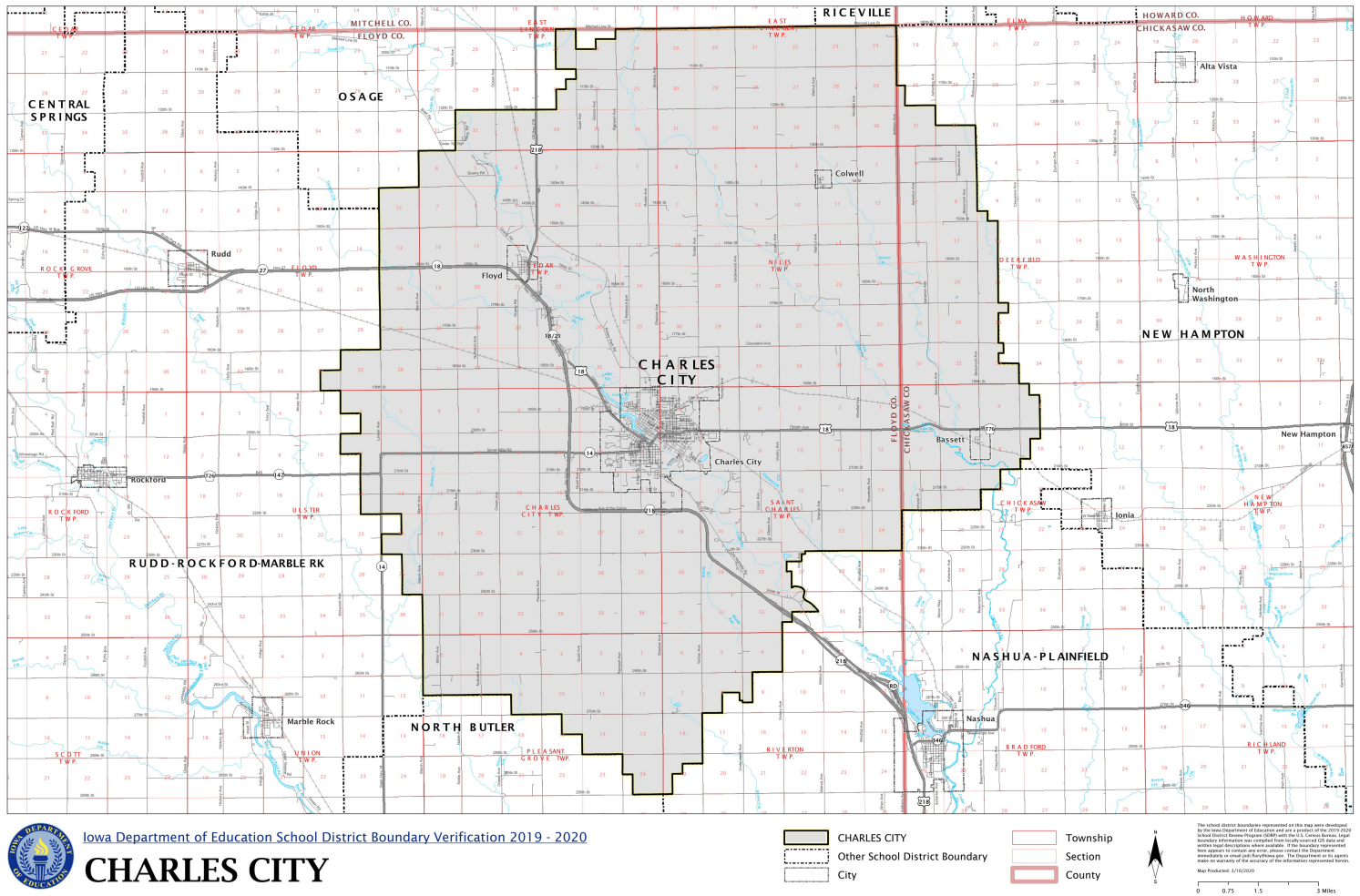
Distributed Leadership Framework

ORGANIZATIONAL CHART



APPENDIX

MAP OF THE CHARLES CITY COMMUNITY SCHOOL DISTRICT



Source: https://www.educateiowa.gov/sites/files/ed/documents/IDOE_CHARLES%20CITY_0.pdf



CHARLES CITY COMMUNITY DISTRICT

**STAFF EVALUATION POLICIES AND
PROCEDURES**

CERTIFIED STAFF EVALUATION OVERVIEW:

The purpose of this handbook is to provide clarity and consistency for the certified staff evaluation process at Charles City Community School District. *The policies and procedures outlined here were created based on feedback from an evaluation team composed of certified and classified staff that met during the spring/summer of 2019 with input from our teacher and support staff associations.* The evaluation team will continue to meet and evaluate our district process to ensure that it is aligned with our mission, vision, and core values, and to ensure it is beneficial to all who are involved.

CERTIFIED STAFF EVALUATION OVERVIEW:

*All teachers with an initial license and career teachers in their first year of teaching in the Charles City Community School District fall under the **Tier I** evaluation process. A teacher who is not meeting one or more of the following criteria falls under **Tier III**:*

- 1. District expectations under the Iowa Teaching Standards 1-7 & Criteria (Standard 8 is excluded)*
- 2. The Individual Career Development Plan*
- 3. District Job Descriptions*

*Teachers who are not in either **Tier I** or **Tier III** fall under the provisions of **Tier II**.*

A licensed employee that feels the evaluation is unfair, unjust, or inaccurate may grieve evaluation procedures as detailed in the collective bargaining agreement, except for probationary teachers and Tier III teachers. Failure to submit a complaint shall indicate agreement with the evaluation. The evaluation results shall be placed in the employee's personnel file.

If the Senior Leader determines that the licensed employee's performance is not meeting performance standards they shall recommend to the superintendent that the employee participate in an intensive assistance program. The district reserves the right to administer the intensive assistance process at any time the employee is not meeting performance standards. If the employee fails to meet the established job description and teaching standards, the district may begin the termination process.

*All employees shall be evaluated at least once every **three (3) years**. The district reserves the right to administer the evaluation process to employees in need at any time it is deemed necessary.*

*Within **two (2) weeks** after the beginning of each school year, Senior Leadership shall notify each employee under their supervision with the evaluation procedures, criteria, and instruments to be used in evaluation. The evaluation orientation ensures employees have an understanding of the evaluation system. No formal evaluation shall take place until the evaluation orientation is completed.*

The evaluation schedule for all certified staff is proactively set 3 years in advance so that all employees are aware of their position on the cycle. This is set through an employee available document.

GOALS OF THE EVALUATION PROCESS:

Based on the feedback that was given to the evaluation task force, the following goals were determined as essential parts of this evaluation process:

- Clear understanding of what is being evaluated
- Consistent process and implementation across the district
- Consistent communication between the evaluator and the staff member who is being evaluated
- Consistent feedback from the evaluator(s)
- Focus on improvement and coaching
- Use of multiple sources of evidence (beyond 2 formal observations)

CRITERIA FOR EVALUATION:

The Iowa Teaching Standards and District Job Descriptions will be used for all certified staff evaluations. The district's mission, vision, and core values can be referenced, but must be cross-walked back to the appropriate Iowa Teaching Standard and Job Description.

WALKTHROUGH FEEDBACK:

All certified staff will receive feedback from an evaluator on the criteria for evaluation a minimum of once every two weeks regardless of if the staff member is on an evaluation year. All walkthroughs will meet the following criteria:

- Aligned to the criteria for evaluation
- Emailed directly to the staff member and added to his/her body of evidence
- Opportunity for staff member reflection and response to evaluator
- Must indicate which standard and criteria is being referenced
- Feedback must be time-stamped and have a clear indication of content observed
- Feedback will be constructive and reflective in nature and must paint an accurate picture of what is being observed
- Evaluator must indicate if the evidence from the observation is adequate to meet the standard or if more evidence is needed

BODY OF EVIDENCE:

Feedback received from evaluators will be compiled on each individual staff member's body of evidence. The body of evidence will serve as a consistent storage place for all feedback. All feedback will be stored for three consecutive years, resetting during the summer after the staff member successfully completes an evaluation cycle. The body of evidence must meet the following criteria:

- Be visible by the staff member and evaluator at all times
- Be confidential unless shared by the staff member
- All feedback must be linked to the appropriate standard and criteria
- Must indicate what evaluator submitted the feedback including a timestamp and content area
- Be an automated process
- Clearly indicate if the staff member has adequate evidence to meet a standard and criteria or if more evidence is needed

EVALUATION CYCLE:

All certified staff will participate in an evaluation cycle a minimum of once every three years. Staff that are new to the district will be required to participate in an evaluation cycle during their first year in the district. Any certified staff that hold an initial Iowa Teaching License will also be required to participate in an evaluation cycle.

THE EVALUATION CYCLE WILL CONSIST OF THE FOLLOWING COMPONENTS:

1. Continuation of feedback from an evaluator on the criteria for evaluation a minimum of once every two weeks as outlined above
2. Specific coaching based on the body of evidence
3. Two formal observations (Three formal observations for new to district and initial license)
4. Minimum of 4 formal meetings (5 for new to district and initial license)

COACHING BASED ON THE BODY OF EVIDENCE:

The certified staff member participating in the evaluation cycle and the identified evaluator will review the staff member's body of evidence and collaboratively determine goal areas (both strength and deficit) that will be a focus throughout the evaluation cycle. (New staff will review the criteria for evaluation and determine their goal areas.) The goal areas must be written down and include:

1. Specific goal and appropriate standard and/or benchmark
2. Action plan to meet goal with specific dates
3. Review Date with accountability measures
4. Post-Observation #1 and #2 (#3) meeting observation and discussion/reflection notes specific to the identified goal area
5. Means of determining if goal area was met

FORMAL OBSERVATIONS:

Each certified staff member participating in the evaluation cycle will receive 2 formal observations from the identified evaluator. Staff that are new to the district and/or hold an initial license will receive 3 formal observations during their evaluation cycle. All formal observations must meet the following criteria:

- Will be scheduled at a mutually convenient time between the evaluator and staff member
- Will be a minimum of 30 minutes
- Focused on the predetermined goal areas for the staff member
- Referenced to the identified criteria for evaluation
- Post-observation meetings will occur within 5 school days after the formal observation
- All observation notes/feedback will be available to the staff member
- A minimum of one formal observation per semester (half of the year)

EVALUATION CYCLE MEETING SCHEDULE

During the evaluation cycle the following meeting schedule should be followed:

Meeting #1 - Review of Body of Evidence:

- Review the evaluation process
- Review the body of evidence and identify goal areas
- Start the goal accountability sheet
- Determine what is needed to accomplish goals
 - Frequency of coaching
 - Addition support needed
- Set date and time for 2 (3) formal observations

Meeting #2 - Within one week of formal observation #1:

- General feedback/reflection of observation
- Feedback/reflection specific to goal area
- Review of goals and progress
- Review of body of evidence

Meeting #3 - Within one week of formal observation #2:

- General feedback/reflection of observation
- Feedback/reflection specific to goal area
- Review of goals and progress
- Review of body of evidence

(New and Initial only) Meeting #3.5 - Within one week of formal observation #3:

- General feedback/reflection of observation
- Feedback/reflection specific to goal area
- Review of goals and progress
- Review of body of evidence

Meeting #4 - Final Evaluation Meeting:

- Review of progress toward meeting goals
- Determination if goals were met
- Review of body of evidence
- Determination if body of evidence shows evidence of meeting all standards and criteria
- Signing of evaluation

FINAL EVALUATION PACKET:

The final evaluation packet will contain the following items and be placed in the staff members file:

1. Body of evidence
2. Documentation of goal areas and growth towards goals
3. Formal observation notes/feedback
4. Notes from post-observation meetings
5. Determination of meeting all standards and criteria
6. Signatures from evaluator and staff member

CLASSIFIED STAFF EVALUATION POLICIES AND PROCEDURES:

*Within **two (2) weeks** after the beginning of each school year, Senior Leadership shall notify each employee under their supervision with the evaluation procedures, criteria, and instruments to be used in evaluation. The evaluation orientation ensures employees have an understanding of the evaluation system. No formal evaluation shall take place until the evaluation orientation is completed.*

A classified employee that feels the evaluation is unfair, unjust, or inaccurate may grieve evaluation procedures as detailed in the collective bargaining agreement, except for probationary employees. Failure to submit a complaint shall indicate agreement with the evaluation. The evaluation results shall be placed in the employee's personnel file.

If the Senior Leader determines that the employee's performance is not meeting performance standards they shall recommend to the superintendent that employee begin the Discipline and Intensive Assistance process outlined within the Employee Handbook. The district reserves the right to administer the intensive assistance process at any time the employee is not meeting performance standards. If the employee fails to meet the established criteria within the job description, the district may begin the termination process.

*All employees shall be evaluated at least once every **three (3) years**. The district reserves the right to administer the evaluation process to employees in need at any time it is deemed necessary.*

The evaluation schedule for all certified staff is proactively set 3 years in advance so that all employees are aware of their position on the cycle. This is set through an employee available document.

All classified employees shall be evaluated through an appropriate instrument that is aligned to the set job descriptions of the position.

REVIEW OF CERTIFIED AND CLASSIFIED EVALUATION POLICIES AND PROCEDURES:

The staff evaluation team will meet a minimum of once a year to evaluate the effectiveness of these processes and determine if any changes need to be made.



CHARLES CITY COMMUNITY DISTRICT

TALENT HANDBOOK

CONTRACT YEAR 2020-2021

CHARLES CITY COMMUNITY SCHOOL DISTRICT TALENT VISION/MISSION/CORE VALUES

Human Capital Management Vision
Character, Competence, and Chemistry

HIRING/SELECTION MISSION

1. What do we value (who are we)?
2. What does the job require (responsibilities)?
3. What can be measured in the selection process? (and is it legal and predictive?)

CORE VALUES

(Our Hiring DNA: If you cut us, this is what we bleed)

1. Multiple Points of Evidence Based System

- A. Reduce Risk
- B. Suppress Bias
- C. Utilize multiple forms of evidence in a criterion based system assessed through rubrics
- D. Hire only excellence with a marriage concept in mind

2. First Impressions

- A. Invitational
- B. Authentic

HIRING COMMITMENTS

1. Charles City Community Schools only hires excellence (excellence defined)

We only:

- a. Select candidates that exhibits characteristics of our vision/mission/core values
- b. Select candidates that are humble, empathic, and motivated
- c. Select candidates that exhibit characteristics of grit and resilience
- d. Select candidates that demonstrate the ability to plan, implement, and monitor instruction
- e. Select candidates that demonstrate abilities to support effective classroom management
- f. Select candidates that exhibit characteristics of being competent in the area of social justice

2. We hire with a “marriage” concept in mind; we hire for longevity.

3. It is the goal that after January 1st, 2019, no staff members hired at Charles City Community Schools will require Plans of Assistance or intensive remediation.

MULTIPLE POINTS OF EVIDENCE BASED DECISION SYSTEM

Overview

Too often hiring and selection in the education has been an unstructured interview with minimal references. Much of the hiring decision has relied on the “gut”, “instinct”, or “feelings” of the interview teams and leaders. Many leaders have professed their prowess at meeting a candidate and their ability to analyze future success through a short interview. Shallow referencing is often used to affirm their preconceived notions after the interview (also called confirmation bias). Much of what is known as “traditional” hiring practices that has been utilized for the past 50 years in education has some of the least effective outcomes according to research.

Studies and evidence have strongly disputed many of these practices. Research conducted by Chip and Dan Heath for their book “Decisive” indicates that people defined as “experts” ability to make non-data based predictions perform at equal or lower levels than lay people making the same assessments. The conclusion of their study was that experts’ guesses were no more or **even less** effective than a person with no education in the given field. This leads to the evidence and research around bias. Bias continues to impact hiring/selection, often overriding informed decisions based upon the job description criteria. Thus, to improve hiring outcomes, research strongly suggests that the best way to suppress bias is through additional evidence. In contrast, research does indicate that experts excel at analyzing data to make educated evaluations and conclusions in their given fields of expertise (Heath and Heath, 2013).

Additional research supporting the Heath and Heath hypothesis around hiring and bias is strong and compelling, specifically in the field of education. Studies indicate that school principals often hire teachers based on intuition (Kersten, 2010); other psychological influences such as attractiveness and likability (Delli & Vera, 2003); or on candidates who have characteristics similar to them (Greenberg & Baron, 2008). In a study conducted by Grove and Stronge (2010), over half of the principal respondents indicated that they used their “gut instinct” (subjectivity) in making hiring decisions.

The purpose of this hiring process is to remove much of the inherent bias and subjectivity in hiring/selection utilizing evidence based decision making as measured by structured systems through inter-rater reliability. This will be accomplished by suppressing bias through multiple measures of evidence.

Finally, hiring/selection processes are only effective if the outcomes are established. Therefore it is essential that established job descriptions are in place that are aligned with the vision/mission/core values of the organization. Without this in place, the variability of a successful hire is extremely high since there is a lack of foundation of what is needed or desired. The core questions for selection are below:

Applying the Talent Vision and Mission

With this in mind, this process focuses on these guiding principles in the process:

Talent Selection Vision

Hiring/selection based on **character, competence, and chemistry**

Talent Selection Mission

- 1. What do we value (who are we)?**
- 2. What does the job require (responsibilities)?**
- 3. What can be measured in the selection process (and is it legal and predictive)?**

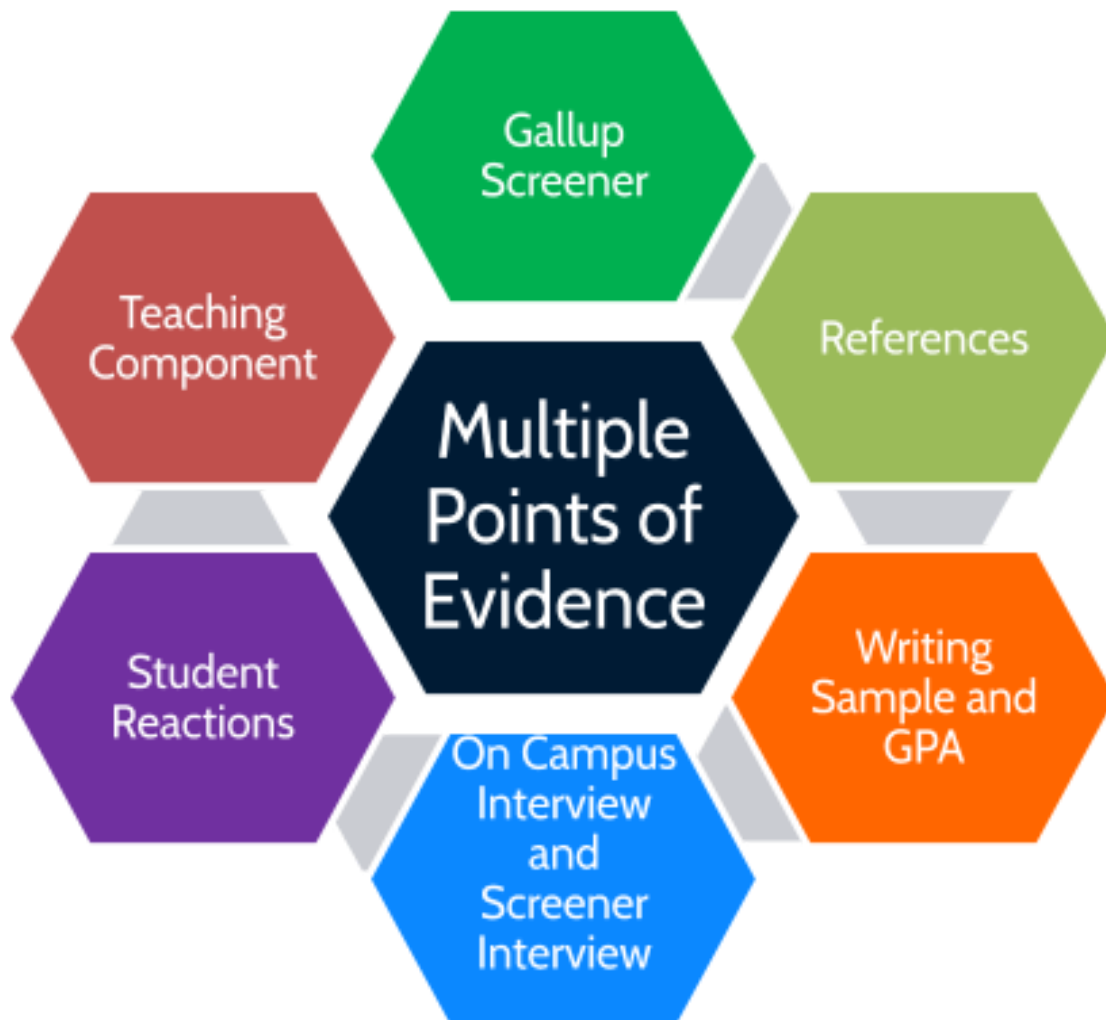
In addition, these two important concepts are foundational in this process:

Reliability: Is the degree to which the selection process yields stable results. “How consistent are we in our selection process?”

Validity: Refers to how well the selection process produces selections that are aligned to the job-specific requirements associated with the position. “How well are our hires performing the job specific duties for which they were selected?”

MULTIPLE POINTS OF EVIDENCE COLLECTION SYSTEMS

Research indicates there is no single predictor of teaching success; rather, using multiple measures of cognitive and non-cognitive traits may help schools select high-potential candidates with greater accuracy (Rockoff, Jacob, Kane & Staiger, 2008). With this research in mind, Charles City Community Schools strives to utilize high validity and high reliability measures for hiring/selection such as structured interviews, performance segments, cognitive ability, writing ability, situational questions, and structured references. Keep this important principle in mind when collecting evidence and data: **“Past practice predicts future performance.”**



HIRING AND SELECTION PROCESS/PROCEDURES

Improving Accuracy While Maintaining Efficiency

Multiple Measures

1. Improve accuracy by increasing validity through multiple aspects of performance
2. Increasing reliability through smaller measurement error rates
3. Decreasing subjectivity through multiple sources of information

Funneling

Strategically allocating hiring resources to ensure efficiency by:

1. Using low-cost, low effort measures and processes to narrow the applicant pool
2. Reserve the most costly or time consuming efforts for the most promising candidates

The hiring and selection process at Charles City Community Schools is criterion based with segregated components that evaluate specific attributes of the candidate. Each component is graded and evaluated by trained administrators and leaders with rubrics that provide inter-rater reliability. In conjunction, trained student leaders assist in a peripheral role and assist in the evidence collection.

Screener and Evaluation Processes

Vacancy Review Policy

All vacancies shall go through a review procedure with the senior leadership to determine if it will need to be filled. The driving questions are below and must be submitted before the position is posted.

1. Why do we need to retain the position? (Big idea)
2. What does the position do?
3. Why is this best for all kids?
4. How will this decision to keep or eliminate the position impact student achievement and equity?
5. How does this decision align to our strategic plan?
6. What research would back the decision?
7. What are unintended outcomes that we might need to anticipate?

New Position Review

If a Senior Leader proposes a new position to be added for staffing, the following driving questions shall be asked and documented. The superintendent has final discretion on the decision to add positions; however, the answers to these questions shall drive decision making if the budget allows.

1. Why do we need the position? (Big idea)
2. What will the new position do?
3. Why is this best for all kids?
4. How will this decision impact student achievement and equity?
5. How does this decision align to our strategic plan?
6. What research would back the decision?
7. What are unintended outcomes that we might need to anticipate?

Voluntary Transfer Language for Positions from Part Time to Full Time

1. Employees are only allowed to voluntary transfer if they have been in their current position for at least 2 years. This may only be waived in writing by the superintendent in emergencies.
 - a. Certified: 2 Academic Years
 - b. Classified: 2 Calendar Year
2. All employees desiring and eligible for a transfer will automatically be put into consideration through the hiring and selection process for positions they have applied for.
3. All employees desiring and eligible for a transfer will participate in the interview and selection process. This process will be utilized by the Senior Leadership to determine the final hiring recommendation based upon skills, knowledge, and abilities as aligned to the job description. *Current employees will not have to engage in the initial screening process and shall be forwarded to the screening interview process upon determination of eligibility.*
4. *This policy does not apply for employees moving from part time positions into full time positions as long as they are in the same campus assignment and job description.*

Low Cost, Low Effort

1. **Initial Review:** The application materials, Gallup Insight Poll, and undergraduate GPA are assessed using a rubric system to act as an initial screen; a rubric is utilized to objectively determine qualified candidates that have potential for the next round of evaluation. **Typical candidates reviewed: 10-20**

Evaluated areas: credentials/endorsements, undergraduate GPA, application letter/resume, and Gallup Poll score

Screener Team: Office of Talent

2. **Initial Reference Check:** Selected candidates are referenced based upon the initial review. Candidates are graded utilizing a rubric. Candidates meeting and exceeding the job criteria are forwarded on to the campus leadership team for phone screen interviews.

Typical candidates reviewed: 5-10

Evaluated areas: past performance and red flags

Screener team: Office of Talent or Field Administrators

Medium Cost, Medium Effort

3. **Phone Screen Interview:** Selected candidates are administered a phone interview with two trained screeners. A rubric is used to grade results and recommended for on-campus interviews.

Typical candidates reviewed: 3-5

Evaluated areas: motivation, relationships, summation, classroom management, organizing for instruction, implementing for instruction, and monitoring student progress and potential

Screener team: 1 administrator and 1 team leader

High Cost, High Effort

4. **On-Campus Interview:** Candidates meeting the position criteria after initial reviews and screeners are recommended for the on-campus interview process. This is a rigorous and intensive process that evaluates multiple areas of evidence that is graded through a rubric system. The interview component evaluates ability to work as a team, peer relationships, and grit/resiliency. The performance component evaluates candidate content knowledge, classroom management, organizing for instruction, implementing for instruction, monitoring student progress and potential, and student relationships.

The student leader tour evaluates student relationships. The writing activity assesses candidate voice, growth mindset, and social justice knowledge/background. Finally, the interview team reviews the candidate through the "Rationalizing Settling in Hiring" screener rubric that assesses any risk of a hiring decision being made with hidden bias, pressure, or preconceived dispositions.

Typical candidates reviewed: 2-3

Evaluated areas: vision, core values, team player, grit, social justice, content, student relationships, classroom management, organizing for instruction, implementing for instruction, and monitoring student progress and potential

Screener team: 2 senior leaders, 3 team leaders, 4-6 student hiring leaders (Certified)

1 senior leader, 2 team leaders, 2 student hiring leaders (Classified)

Writing Activity Assessment

The writing activity is a 30 minute forced exercise. The candidate is provided an article over social justice in advance of the interview along with a list of look for's to prepare. The candidate is allowed to bring their own copy of the article with notes. The candidate is then provided four questions the day of the interview and is asked to provide a writing sample through a provided computer. The candidate is being assessed on their growth mindset, social justice experience/knowledge, and writing ability. The writing sample is then assessed by the senior leadership team who have no contact or involvement with the interview process or candidate in order to preserve their impartiality. The sample is graded by the assessors utilizing the established look for's and a rubric. The average of the two assessors grades is utilized as the final writing score.

Settling in Hiring

The final process before recommending a candidate for hire after administering the process will be a screening process called "Rationalizing Setting in Hiring". In this process, a series of scenarios are shared from an established criteria. If a candidate is identified as one of the candidates identified in the scenario, they are immediately disqualified from consideration for the position.

Interview Debrief Process

In the interview debrief process, it is important to remind the team of their responsibility of complete confidentiality due to the sensitive nature of the information and conversation. Additionally it is important that the team is reminded that they are part of the evidence collection system and are not in a position to do the actual selection or make final decisions. At no time shall they be tasked when making the decision or do any type of voting. The final decision to recommend to hire ultimately falls to the campus administration and the superintendent. This is for two primary reasons: 1. Plausible deniability: often interviews have political implications with co-workers. This process is to protect the interview teams, especially lower ranking members. 2. Liability: hiring/selection are extremely important decision with high amounts of legal and ethical responsibility and liability that are assumed by senior leaders within the organization.

The interview teams shall follow these protocols when debriefing the interview process:

1. No discussion of any kind shall take place until all interviews are completed and written documentation is completed by each interviewer and submitted electronically through the system.
2. Before beginning the debrief confidentiality and roles are reminded by the ranking senior leader.
3. The team shall rank their selections in the electronic system before any discussion begins.
4. The team shall start discussions with the lowest ranking member going first. The highest ranking member of the team shall offer their opinions last. This is to reduce confirmation bias.

5. The discussion shall always be around the collected evidence around the job description criteria and rubrics. Members shall avoid opinion statements that are not based in the job description criteria and rubrics.

6. The discussions shall be driven by what we value, what the job requires, and what is measurable.

The ranking member shall take notes on the electronic system. The last task will be administering the Rationalizing Settling in Hiring rubric.

Rationalizing Settling in Hiring

Criteria vs. Norm Based Systems

Research has suggested that hiring decisions are often not based on judgments of actual teaching effectiveness (Murnane & Steele, 2007).

With this research informing of the bias and hazards that naturally occur in hiring/selection decisions, this system has been designed to be criterion based. This differs from many of the decision making systems cited in the research that are norm based. In a norm-based system, the candidate selected will be the most desirable in a given pool. I.E. "We interviewed four people, Bill was the best of the four."

The core objective of this criterion referenced system is for candidates to meet or exceed the job description criteria and organizational vision/mission/core values which is specific and explicit around what is valued, required, and measurable. Therefore, if four people are interviewed and none meet or exceed what is valued, required, or measurable, then a failed search is declared and the process starts again with a new job posting.

Use of Rubrics and Points

All final decisions and recommendations for hiring and selection will be made by the senior leadership team to the school board. Their recommendations will utilize the data and evidence from the hiring and selection process. The points and rubrics utilized for the selection process are non-binding; this means that while they are utilized for context and comparison to the job description and criteria for hiring it does not guarantee the highest point earner will be the selected candidate for hire after evaluation of all areas of the process.

In the event that the top point earner is not hired, a detailed reasoning and determination documenting the decision around the job description shall be filed with the Director of Talent within 5 days of the decision.

Within the point system, it has been determined that there is a 5% margin of error. The 5% amount shall be determined by the total points available in the hiring rubrics utilized in the selection process. If multiple scores fall within the 5% margin of error, they shall be considered ties. (Tied lower scores that are selected will still require a documented reasoning and determination for the decision).

If two scores fall within the 5% margin of error, then preference for candidates will be utilized in the following order if applicable:

1. Veteran's preference
2. Candidates from diverse backgrounds
3. Internal candidates

Risk Management Notes

It is important that any members of the hiring/selection team are the same for all interviews in a given position pool. Rotation of personnel in a hiring/selection process is not only poor practice due to bias, it opens the school district to legal liability. Before securing a team, please ensure that they have the appropriate availability. There is flexibility in the event of emergency or illness, however, that team member's responses will be dropped from the selection process.

Summary of this Core Value

In summary, this process is making decisions based upon analysis of multiple sets of data and evidence framed through the job criteria for qualifications/fit and assessed by trained personnel with rubrics to reduce bias and improve reliability and validity.

Charles City Schools New Hire Communication Protocols

After a candidate is selected for a position within Charles City Schools, the following communication protocols shall be followed:

1. Conducted by the senior leader: after a “yes” from a selected candidate, they shall be informed they have 12 hours to notify their friends, family, and colleagues of their new position. The district will leave a 12 hour lid on the information. Once there is a confirmed “yes” from the selected candidate, notify the non-selected candidates by phone.
2. After the 12 hour embargo, the following people will be notified in the following order (all notifications will include, “pending school board approval”:
 - a. Selection Committee (by the senior leader)
 - b. All-District Staff Email-include school board
 - c. Social Media to all community welcoming the new staff member
 - d. If the new staff member is a coach/activity sponsor, the students shall be notified
3. If the new staff member is the following, a press release shall be issued:
 - a. Head Varsity Coach or Activity Sponsor (This includes performing arts)
 - b. Senior Leader
 - c. At the discretion of the superintendent for unique circumstances
4. At the conclusion of major hiring seasons, press releases shall be issued to summarize hirings made over the past months (I.E. May and August)

FIRST IMPRESSIONS

Overview

Too often in the hiring process, arrogance by the organization can be pervasive. Some leaders have taken the mentality towards candidates, “I’ve got something they want, so they had better impress me.” This attitude comes through in the interview process in how we treat people walking into our organization. The truth is, great candidates have options and we must make sure that our organizations are invitational and authentic to ensure that we are the best fit for each other.

Reflect on some of the following research:

Workers Who Had a Negative Hiring Experience:

1. 9% said they would not purchase the organization's services and products
2. 22% would tell others to not work there
3. 42% would never consider or seek employment at the organization in the future

Workers Who Had a Positive Hiring Experience

1. 23% said they would be more likely to purchase services or products from the organization in the future
2. 37% said they would actively tell others to seek employment with the organization
3. 56% noted they would consider applying for a job within the organization in the future

Source: “Seventy-Five Percent of Workers Who Applied to Jobs Through Various Venues in the Last Year Didn’t Hear Back from Employers.” CareerBuilder.com February 20, 2012

Marriage Mentality

When hiring with a “marriage mentality” you are looking for true love. Could the candidate and organization conceivably be together for the next 30 years? While life often prevents this (family changes, spouse relocation, promotions, etc.) the philosophy is sound. We should only hire people we want for an extended period of time. Just like marriage, the best unions occur when both parties are invitational and authentic.

Invitational

The hiring/selection process is based upon making a quality first impression and being as invitational as possible. It is essential that every candidate that visits feels respected, loved, and treated like family. Most importantly, this cannot be something artificial the day of the hiring; it must be the authentic way of life in the organization. Some of the things that the Charles City Hiring/Selection Process does to be as invitational as possible:

1. A comprehensive hiring packet that includes every aspect of the process to answer any questions. The only thing not shared with candidates is the interview questions. Otherwise, transparency is essential to lowering the anxiety of candidates.
2. Candidates are provided resources such as web pages, social media sites, videos, and community information to give them as much information about the organization as possible. We want all candidates to feel welcome and have essential information so they can make an informed decision.
3. During the on-campus interviews, candidates are met by student leaders who act as ambassadors by investing time, answering questions, and building relationships. They spend time in a small reception area with food and drinks to acclimate the candidates at the beginning of the hiring process. The hiring team also makes appearances to lower anxiety of the candidate so they can meet the team in a much more casual setting.
4. Campus tours are given by the student leaders to highlight the work at Charles City Community Schools.
6. Each candidate is given 1-1 time with the campus senior leader to answer questions they have about the position.
7. Each candidate is given a thank you card and gift before departing.
8. All interviewed candidates are personally called by the senior leader when a decision is made on the hiring, including giving authentic feedback to people not selected for the position. If a decision takes more time than the candidate was advised of, an update call must also be administered.
9. Non interviewed candidates will be issued a letter informing them of the position update once an accepted offer has been conducted. This shall be completed by the Office of Talent.

Our goal is to leave every candidate highly informed about Charles City Community Schools and provide a positive and authentic experience. We realize that living, working, and moving to our community is a lifestyle choice.. Once an offer is made we want candidates to make an informed decision. We realize candidates will communicate to others about our school and community once they leave, even if not offered a position. We want all candidates that experience Charles City Community Schools to have a positive impression about our school and community.

Authentic

The Charles City Hiring/Selection process does not believe in recruiting or selling; it believes in authentically communicating its vision, mission, core values, commitments, and provide a window into its peculiar day-to-day existence. Therefore, for an effective authentic experience, the organization must be one of quality that people desire to join. Recruiting tactics that oversell an underperforming organization is much like the amazing first date that was shallow or fake; it will not result in long-term marriage or happiness. While this document will not go into specifics on how to build a vision, mission, core values, and commitments that allow organizations to perform at high levels, hiring excellence is an essential part of this process.

Summary

First impressions matter in the art and science of an effective hiring/selection process. Being invitational and authentic is vital to giving candidates valuable information about a position. Being authentic and invitational also leaves candidates with positive impressions about the school and community, improves the success of offers being accepted, and treats people traveling through the hiring process like family, which is a core value of Charles City Community Schools.

HIRING PROCESS AND PROCEDURES MANUAL

Recruitment of Candidates

From time to time, Senior Leaders or staff may engage in the recruitment and pipeline of excellent high potential candidates for positions within Charles City Schools. If a Senior Leader was engaged in any substantial pre-selection contact with candidates, they shall be disqualified from participating in the hiring and selection process.

Selection and Screening Process

1. Candidate application materials are initially reviewed by the Office of Talent. They are screened through the approved screening process. This includes review of application materials, reference check, and initial background checks. Candidates are ranked high to low with only persons exceeding the cut score forwarded on to the Campus Senior Leadership. Campus leadership is given the scores of the forwarded candidates. Campus Senior Leaders are only allowed to interview or contact candidates approved by the Office of Talent and electronically forwarded to them.

Talent Screening Process:

1. Application Materials received via Teachlowa or other acceptable electronic means
2. If there are more than 20 candidates for a position, all pre-service candidates shall be disqualified pre-screen. If less than 20 candidates, all candidates shall be screened.
3. Screening begins immediately upon receipt
 - a. Electronic References (Need at least 2)
 - b. Application Material Review
 - c. GPA/Transcript Review
 - d. Endorsement/Qualification Review
 - e. Initial Background Check
 - i. All candidates making the initial cut score shall be reviewed on the internet via search engine of public record. Candidates with any hits for issues of moral turpitude shall be flagged and reviewed by the Superintendent for final decision on status.
4. Candidates that make the minimum cut score are electronically forwarded to the Senior Leader. This will be on-going through the posting period and will be finished within 48 hours of the closing.
 - a. Senior Leaders may only interview or contact candidates that are screened and approved by the Office of Talent

- b. If candidates are not received within 48 hours of the posting closure, the superintendent shall be notified
 - c. If references are impeding the screening of candidates, phone references shall be initiated to expedite the process
- 5. Candidates not meeting cut score will only be approved for interview with the written permission of the superintendent
- 6. Checksheets shall be used to document all steps of the process have been conducted before candidates are approved
- 7. If a candidate was recruited by a Senior Leader, they may be expedited through the screening process with the approval of the Superintendent
- 8. If no candidates pass screening, the search is declared a failure and restarted
- 9. If a Senior Leader is given more than four (4) candidates cleared for phone screen, then the following protocols apply:
 - a. The Senior Leader may use at least 2 or more additional phone references to do an additional screen of candidates to reduce the number of phone interviews
 - b. The Senior Leader may phone interview all cleared candidates
 - c. If there are four (4) or less cleared candidates, they shall all receive a phone interview.

Mindset: We only focus on exceptional candidates.

2. Candidates forwarded from the Office of Talent will go through a first round of reference checks by the Director of Talent and/or campus senior leadership. Driving questions: 1. How would you rank this person among their department peers? 2. If you were to take a new job today, would you actively recruit this person to come there? Only potential candidates that pass through these checks will be forwarded on for a screening phone interview. We also utilize best-practice interview questions. We utilize a sorted question bank of collected stems from a variety of valid sources sorted by teaching standards and Gallup criteria. This allows us to choose a balanced selection of questions that assess all areas of a candidate. At this point, the screener interview evaluates competency, qualifications, and previous success. Mindset: We only focus on exceptional candidates. The 3rd best person at a school is not good enough for our kids.

3. Candidates that meet criteria at this point will be scheduled for a phone-screening interview. The purpose of this phase is to evaluate the candidates' ability and readiness for hire in the education profession. The best 2-3 performing candidates on the phone screener interview will be offered formal on-campus interviews. All candidates brought in for on-campus interviews have been established as highly qualified candidates and will now be evaluated around what we value, what does the job require, and what can be measured within the job description criteria.. Mindset: We want the screening process to do the heavy lifting (low cost, low effort). Only exceptional candidates with the skill sets to be successful will be considered (high cost, high effort).

4. A senior leader will make phone contact with the candidates for the on-campus interviews. Our primary goal is to express excitement and enthusiasm about our school and the position. We want to show our passion for learning and student success. We will also answer questions, let them know about the information packet, and work to ease any anxiety about the process. We strive to provide clarity and transparency to the process by being authentic and invitational. Mindset: The leadership needs to send the message that we are passionate about the work and willing to take the time to build a relationship through an authentic/invitational process.

5. During primary contact, the senior leadership or designee will schedule the interviews. We work to be flexible in scheduling. Rather than tie candidates into a specific day or time slot, we give them some choices. If the candidates' expresses the times available do not work, we make sure we find a time that will. We will provide at least 3 days of lead time before the interview. Mindset: We aim to be **flexible**. This sends a message that it is not about us, it is about them, the guest/customer. We also want to express our passion and enthusiasm about our school. In addition, the more people from our building that have contact with the candidates, the more relationships we build.

6. An information packet will be sent to the candidate. This will include who will be involved with the interview, what the process will entail, length, logistics, information about our district/community, and business cards with the senior leadership's cell phone numbers. There will also be a comprehensive packet that will guide the candidate through the process and ease anxiety to clarify how the interview will work. Mindset: we are **intentional** in our approach to put candidates at ease so we can eliminate any worries about things that really don't matter in the end. We strive to be invitational and authentic.

7. The department leaders will make contact with the candidates and offer any resources and answer questions regarding the demonstration lesson for the interview. We will continue to lower anxiety, adequately prepare, and provide animated hospitality. Working with the department leader gives another opportunity to showcase our staff and build relationships. Mindset: we are **intentional** in our approach to put candidates at ease so we can eliminate any worries about things that really don't matter in the end. We also provide more contact with our staff to share our passion/build relationships, and be invitational and authentic.

Interview Procedures

1. Candidates will be warmly welcomed by student leaders with a handshake and smile. They will be ushered to a reception area where light refreshments will be available. The reception area will be a showcase of our school and all Charles City Community Schools has to offer and also give the student leaders time to meet the candidate and answer questions. Before the interview, the selection team will also stop by to say hello. Mindset: Continue to offer invitational animated hospitality, give a positive and welcoming perception of our family, and build authentic relationships with the candidates. We will try to ease the candidates into the process to lower anxiety so that we may collect accurate evidence of their potential for fit. Informal greetings will assist in this process.

2. The interview questions will be designed to assess grit, teamwork, and ability to work with peers. The interview team shall consist of the interview team that were not part of the phone interview process. These trained leaders will be selected on their ability to help provide input as well as showcase our schools and demonstrate enthusiasm/passion about our staff. Once the interview begins, we always ask candidates the same first question – tell us your story, why did you become a teacher and what led you to apply for this position. We want to know the candidate, their core, passions, and why they chose children as their work. This is designed to help us get to know the candidate on a more personal level. Mindset: We want to get to know who the candidates are as people, listen to their story, and take another step in building an authentic **relationship** with the candidate. We also want to continue to showcase our building's culture and outstanding staff/students.

3. Once the formal interview concludes, the candidate will prepare for their upcoming demonstration performance task. At the appropriate time, the interview team will escort the candidate to the classroom where selected students on the team will participate in the lesson/task. We focus on these areas and look for's: content knowledge, classroom management, organizing for instruction, implementing for instruction, monitoring student progress and potential, and student relationships. Mindset: Demonstrate you want the candidate to be successful by providing them the necessary support to excel in the classroom and helps us determine if they have a student first mindset. Look for the ability to plan and implement highly rigorous content curriculum that engages students through rapport and relationships; demonstrate the ability to adjust instruction based on gathered evidence through the lesson.

4. At the conclusion of the lesson, the candidate will be given a building tour by the student leaders. During this time, they will stop and observe classrooms and interact with students and staff. This will be the continuation of an informal interview. At the conclusion of the tour, the candidate will engage in a writing activity to assess their growth mindset, writing ability, and social justice background/experience. At the conclusion of this activity the candidate will have one last contact with the senior leader who will answer any final questions and assure them they will hear back from us within a given timeline (generally less than 3 days). We end the interview with a parting gift and thank you card. Mindset: We want to assess the candidate's growth mindset, writing ability, and social justice background. We are also consistent and deliberate in our approach. We want to make a strong final invitational impression on the candidate. Ultimately, a hiring requires two "yes" answers. Driving question: What is the candidate saying about Charles City Community Schools once they leave our campus?

5. The interview team will reconvene and provide all written materials and rubrics with scores and supporting evidence. See in previous section for specific protocols and procedures.

After Interview Procedures

1. We do reference checks on all of our candidates. If they took the time to drive to an interview, get dressed up, etc. then at the very least out of courtesy, they deserve for us to call at least one reference and ask a few questions. Mindset: You model the importance of treating every candidate with the **respect** they deserve.

2. A final hiring decision/recommendation is made by the senior leadership through analysis of evidence, data, and the information provided by the team through the rubrics. If no candidate meets the criteria set forth for the position, then the process will start from the beginning with a new posting. Mindset: We will never settle with our students. They deserve excellence. If we are unable to reach a win-win situation, then it is no-deal.

3. We call all non-hire candidates back. We do not use form letters or delegate the phone calls to others on any candidate that had any personal interview time with a senior leader. All contacts are made by the senior leadership who conducted the interview. Applicants that did not receive an interview will be sent a letter informing them of their non-selection by the Office of Talent. If a candidate was forwarded to the Senior Leader but was not interviewed, they shall notify the Office of Talent so they may send out the non-selection letter.

Non-offer candidates fall into two categories:

a. Not ready for hire – we will call the candidate back and offer suggestions on what areas they can improve on in order to help them for their next interview. Mindset: We want to point out strengths and growth areas so we can help them mature as potential new hires.

b. Ready for hire – we call the candidate back and tell them although they are not being offered a position, they belong in a classroom. We then offer to serve as a reference and help them network and/or make contacts for them to help them get an interview. Mindset: Sometimes, it is so close that we could really choose multiple candidates. Our profession needs good teachers in the classroom working with our children. It is our responsibility as leaders to advocate for candidates that have potential.

4. Offer made: During the offer, it is made clear, please don't accept this job because you are excited about a "job offer". Please talk to your family and reflect on if this is the right opportunity. If you choose to accept this position, know that we expect excellence. We saw something in you that would indicate you will be an outstanding educator for our kids. We are looking for a "marriage." We want you to be happy and with our kids, organization, and community for a very long time! Mindset: We are deliberate in our approach to hire with a "marriage" mentality. We put the work forward to only hire excellence that fits our climate and learning community.

Offer Protocols: Senior Leaders are authorized to make offers to candidates upon completion of the interview process as long as all requirements and expectations have been met. Candidates should be given a maximum of 24 hours to make a decision on if they will accept the offer. There are two scenarios:

1. At the conclusion of an interview you expect additional lead time in excess of 24 hours until potential offer due to additional interviews/deliberation, please let the candidate know we will expect an answer within 2 hours of the offer.
2. If an offer is extended less than 24 hours of the interview, the candidate shall be given an additional 12 hours to give a response.

Senior Leaders shall never give quotes or estimates for salary/ benefits. All questions should be referred to the Office of Talent.

Certification to Participate as a Member of the Interview/Selection Team

Any employee participating in the interview/selection process must participate in the training system administered by the senior leadership team. The senior leadership team will participate in an additional certification system to be highly qualified in the talent selection system and to be capable of training others.

1. The senior leadership team reserves the right to select the participating members of an interview team; however, they will generally be identified team leaders.
2. Any employee participating in an interview must attend a hiring/selection training administered by a senior leader. This shall be documented on the certification database.
3. The certification will not have an expiration; however, senior leaders may require employees to review the certification from time to time as needed.
4. The certification process will include reading of the talent selection handbook and then reviewing the Talent Selection Training Powerpoint with a senior leader.
5. Non-compliance of the talent selection handbook policy may result in loss of privilege of participating as a member of the hiring/selection teams at Charles City Community Schools or other disciplinary action.

Internal Voluntary Transfers Procedures

It is the philosophy of the Charles City Community School District to provide equitable access to all vacant positions. While the administration retains the "right of assignment" by law for all current employees that are legally and properly endorsed or qualified, it is the policy that all candidates must participate in the interview process for consideration for a position. This is to provide equal access, evaluate around values, responsibilities, measurements, and to ensure a criteria based system. The procedures for internal candidates shall be as follows:

1. Any vacancy for a position shall be posted on official school job boards. The Office of Talent shall send an all-employee message via the school district's email system a list of the vacancies which occur during the school year and for the following school year upon knowledge of vacancies. Said vacancies cannot be filled until a minimum of two (2) school days during the school year and a minimum of two (2) calendar days throughout the summer have elapsed.
2. Any internal candidates interested in applying for a vacant position shall email the Office of Talent indicating their interest (they do not need to apply through the district external system).
3. Internal candidates shall be evaluated using the standard hiring process. This process may be consistently abridged by the administration as appropriate.
4. Final recommendations for hire shall follow handbook procedures.

In addition:

1. Employees are only allowed to voluntary transfer if they have been in their current position for at least 2 years. This may only be waived in writing by the superintendent in extreme emergencies.
 - a. Certified: 2 Academic Years
 - b. Classified: 2 Calendar Years
2. All employees desiring and eligible for a transfer will automatically be put into consideration through the hiring and selection process for positions they have applied for.
3. All employees desiring and eligible for a transfer will participate in the interview and selection process. This process will be utilized by the Senior Leadership to determine the final hiring recommendation based upon skills, knowledge, and abilities as aligned to the job description.
4. This policy does not apply for employees moving from part time positions into full time positions as long as they are in the same campus assignment and job description.

Involuntary Transfer Procedures

It is the expectation that the district will reasonable avoid utilizing Involuntary Transfers. Generally, vacancies shall be filled through voluntary transfers and external employees. Typically, involuntary transfers will only be utilized in the case of budgetary reasons due to Reduction in Force or shifts in student rosters that drive the need. The school district does reserve the right of assignment.

Job Descriptions

Job descriptions are documents that are created that list the values, abilities, knowledge, and skills that are required of a position. The job descriptions are used to determine hiring, coaching, and evaluation. Job descriptions are especially essential in hiring; if we don't know what the job is we have no idea who to look for or how to measure if they are the best hire for the organization. Job descriptions are also legal best-practice requirements for organizations in the area of human capital and human resources.

Values/Knowledge/Abilities/Skills

Values: what the organization believes and the principles that are expected to be an effective employee and family member. It is also the essential disposition and attitude of the employees as they perform their jobs.

(I.E. the organization's vision and core values and the employee's character, competence, and chemistry)

Knowledge: the required education for the position (I.E. teachers are required to have bachelor's degrees, etc.)

Abilities: The physical requirements that are required of the position

Skills: Specific job tasks that are needed. These often change as jobs evolve over time (I.E. math instructional practice, HVAC technique, how to type vs. text to speech, etc.)

Creation, Appeal, and Review Process

Through a peer and employee group review process. Drafts are created and then all members of the employee group are given the opportunity to give feedback. Then a taskforce of 3-5 members of the employee group will take the feedback and amend the drafts. This is to ensure that the job descriptions are accurate to the work being performed by the employees each day. The best way to determine that is through the voice of the people doing the work. Since job positions do change over time, each job description is scheduled to be reviewed every three years. During the review, input is received from all the employees in the group and the task force is brought together again to take the feedback and make the appropriate adjustments. There is also an appeal process. If at any time a member of an employee group feels the job description isn't accurate to what they are doing, they may request an appeal to the Office of Talent. The job description task force then convenes to take the feedback and make appropriate changes as needed.

Evaluation and Coaching With Job Descriptions

It makes common sense that what is used to hire an employee is the same that is used to coach and evaluate. In most education organizations, this is not connected. Also, it makes sense that what is used to evaluate and coach is through criteria that had the voice of the employee group in creating it to make it as accurate as possible to the work actually being done. There are some employee group specific pieces:

1. Certified: The job descriptions would be utilized in conjunction with the Iowa Teaching Standards. However, they “crosswalk” in every instance. All of the job description language will align to the Iowa Teaching Standards. In fact, we have created a crosswalk tool that shows where they align.
CROSSWALK TOOL Please note, many of the job description criteria fit more than one of the Iowa Teaching Standards. The standards picked in the crosswalk tool were selected because they had the strongest alignment.
2. Classified: The job descriptions would be what is utilized for coaching and evaluation since there are no set standards in the positions.

SOURCES AND REFERENCES

Click on the link to access the sources and references for this handbook and hiring/selection system: [LINK TO SOURCES](#)

EMPLOYEE EARLY RETIREMENT

The school district offers an early retirement plan for eligible employees. An employee is eligible under the early retirement plan when the licensed employee:

- Is at least age 55 on or before August 31 of the school year in which the employee wishes to retire.
- Completes a total of 10 years of service as a licensed employee, or as a senior leadership team employee, administrator or director, to the school district;
- Selects one of the two following options:

Option 1

Submits an application to the superintendent by February 1st a year in advance of the year the employee intends to retire. During the first year of this policy change, 2021 retirements, the deadline for option 1 application will be November 1st a year in advance of the year the employee intends to retire.

Option 2

Submits an application to the superintendent by February 1st in the same year the employee intends to retire.

- Submits a written resignation. The resignation may be contingent upon approval by the board of participation in the voluntary early retirement plan; and,
- Receives board approval of the employee's application for participation in the early retirement plan, of the employee's resignation and of the disbursement of early retirement incentive to the employee.

Approval by the board of the employee's early retirement application shall constitute a voluntary resignation. Approval by the board of the employee's early retirement application will also make the employee eligible for disbursement of the early retirement incentive. Failure of the board to approve the employee's early retirement application will make the employee's current contract with the board continue in full force and effect.

The Charles City Community School District shall discontinue the early retirement programs that have been available to employees in the past. The Board has complete discretion to offer or not offer this early retirement program for eligible employees and shall make that decision annually at their regular December board meeting. The offering of early retirement incentive during a particular school year shall not be construed as a continuing offer of such incentive in future years.

EMPLOYEE EARLY RETIREMENT***403(b) Benefit*****Incentive Amounts****Option 1**

The early retirement incentive for each eligible employee who selects application option #1, and is approved by the board, will be 50% of the employee salary in effect the last year of employment with the school district, excluding extended contract, teacher salary supplement and schedule f supplemental pay, capped at a maximum of \$50,000 per retiree.

Option 2

The early retirement incentive for each eligible employee who selects application option #2, and is approved by the board, will be 25% of the employee salary in effect the last year of employment with the school district excluding extended contract, teacher salary supplement and schedule f supplemental pay.

Each participating employee's benefits will be placed into an employer sponsored 403(b) plan for qualified retirees of the Charles City Community School District. The payment of the employee's benefit into the 403(b) plan will be made in two equal installments on or before January 20 in the two years following the employee retires from the District. The participating employee will direct the benefit that is placed in the 403(b) plan subject to the rules of that plan and the law.

Continuation of Insurance Benefits**At Employee's Expense**

Upon retirement, the employee is eligible to continue participation in the school district's group insurance plan at the employee's expense by meeting the requirements of the insurer. The employees must pay the monthly premium amount in full to the board secretary prior to the due date of the school district's premium payment to the insurance carrier.

This insurance coverage will cease when the employee/retiree reaches age sixty-five, secures other employment in which the employer provides insurance coverage, or dies. If dependent insurance coverage is carried, that coverage may continue beyond the employee's/retiree's sixty-fifth birthday for a period of up to five years or until the dependent reaches age sixty-five.

Beneficiary

In the event of the death of the employee prior to payment of the early retirement incentive but after the employee's retirement has begun, the early retirement incentive will be paid to the designated beneficiary in one lump sum payment. In the event no beneficiary is designated, the incentive will be paid to the employee's estate in one lump sum payment.

EMPLOYEE EARLY RETIREMENT

Legal Reference: 29 U.S.C. §§ 621 *et seq.* (2012).
Iowa Code §§ 97B; 216; 279.46; 509A.13 (2013).
1978 Op. Att'y Gen. 247.
1974 Op. Att'y Gen. 11, 322.

Cross Reference: 407.3 Licensed Employee Retirement
413.2 Classified Employee Retirement

Date of First Adoption:
May 10, 1982

Revised: December 21, 1998, June 14, 1999, December 13, 1999, January 8, 2001, January 30, 2002, December 8, 2003, November 8, 2004, December 12, 2005, November 23, 2009, November 14, 2011, February 24, 2014, March 3, 2014, December 15, 2014, December 14, 2015, December 11, 2017, June 22, 2020

Reviewed: December 9, 2002, December 11, 2006, December 10, 2007 November 24, 2008, June 27, 2016

Elected Not to Offer 1 year; 2011 Retirees 11/8/2010, 2013 Retirees 12/10/2012, 2014 Retirees 12/09/2013 (Reversed decision 2/24/14), 2019 Retirees 12/10/18, 2020 Retirees 12/9/19.

June 16, 2020

Board of Education

MS Carryover justification

Carryover MS unused regular budget balance from 6/30/20 to used in FY 21

Here are a few of the justifications for our carryover of unused Middle School building budget at 6/30/20. Many of these could be funded by either carryover or COVID funds as they are helping with our response to our learning situation and needs.

Below are Middle School carryover uses:

| | |
|--|-----------------|
| MAP Growth for entire 5-8 campus | \$ 7,500 |
| MAP Excellerator for Campus | \$ 2,500 |
| Haparra online monitoring program for 5-8 | \$ 2,800 |
| Operating expenses from March through May- | <u>\$ 5,000</u> |
| Total Carryover | \$17,800 |

Below are potential uses for Covid money.

Covid \$:

| | |
|----------------------------------|-----------------|
| Math Curriculum switch to online | \$ 5,000 |
| School wide LMS- | <u>\$ 5,000</u> |
| Total COVID | \$10,000 |

Joe Taylor

MS Principal

6/16/2020

IOWA STATE UNIVERSITY

EDUCATOR PREPARATION PROGRAM

RE: Iowa State University and Charles City Community Schools

The Educator Preparation Program of Iowa State University would like to partner with your school system for field experience opportunities. Please find the attached copy of the Cooperative Student Teaching/Practicum Agreement. This contract format includes student teachers, practicum and early field experiences for students during the two year period stated.

Please have your school Board President, Superintendent, or other designated personnel sign the highlighted sections of the contract. In turn, we will have contracts signed by the Dean of the College of Human Sciences, as authorized by the Board of Regents and the Director of the School of Education. ISU will provide you with a completed contract with all necessary signatures for record keeping.

We want to assure you that all Iowa State University students in the Teacher Education Program have successfully completed an Iowa DCI background check. That means that all practicum students and student teachers have undergone a background check. Student teachers undergo a second check at the time of their licensure application.

We truly value the partnership with your school district and hope for the opportunity to assign students to your schools in the months and years ahead. As always, any feedback offered to improve our practice is welcomed and appreciated.

Thank you for your professional cooperation.

Respectfully,

Jaime Boeckman boeckman@iastate.edu
Director of Teacher Education Services

Jack Christensen jackc2@iastate.edu
Field Experiences Coordinator

Ann Pierce apierce@iastate.edu
Field Experiences Coordinator

Daryl Sackmann sackmann@iastate.edu
Field Experience Coordinator

**Iowa State University
COOPERATIVE AGREEMENT
by and between**

IOWA STATE UNIVERSITY AND Charles City Community Schools

This agreement is made and entered into on 6/16/2020 (“Effective Date”) by and between IOWA STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY on behalf of its Teacher Education Services (“University”) and - Charles City Community Schools WHEREAS, University seeks to provide students of the Iowa State University (“Students”) with experience in a setting in which the Students, while under appropriate supervision, learn to apply the methods, skills and standards of licensed professionals.

WHEREAS, Clinical Placement Site seeks to obtain the assistance of Students and also to establish relationships with and contribute to the education of future licensed professionals.

WHEREAS, University and Clinical Placement Site intend to offer clinical experiences to Students to support the Students’ development of applicable knowledge, dispositions, and performances in a variety of settings.

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of engaging in a cooperative program through which Students may obtain appropriate supervised clinical experience.

NOW, THEREFORE, in consideration of the foregoing and the mutual promises set forth herein, the University and Clinical Placement Site agree to cooperate as follows:

1.0 Rights and Responsibilities of University.

1.1 The University’s program coordinators shall determine eligibility of Students to participate in the clinical experience.

1.2 The placement of Students shall be accomplished on a cooperative basis involving both the University and the Clinical Placement Site including jointly defined qualifications for Students entering the clinical experience. The University will provide advance information to the Clinical Placement Site concerning the names of Students and dates for the clinical experiences to allow the Clinical Placement Site time and opportunity to prepare for the Students.

1.3 The University reserves the right to decline the services of any Clinical Placement Site’s cooperating staff member, if any, subject to the non-discrimination provisions in Section 6.

1.4 The University’s program coordinators, at any time and immediately in the case of an emergency, may terminate or change the assignment of any Students. Prior to doing so, the University’s program coordinators shall make reasonable efforts to consult with all parties concerned regarding reasons for termination or changes in assignment. University will provide the Clinical Placement Site written notification of such termination or change.

1.5 The University will explain to the Students that, during the clinical experience at the Clinical Placement Site, they will be subject to and expected to comply with the rules and regulations of the Clinical Placement Site, the policies of the University, and the code(s) of ethics of the profession.

1.6 The University, after consultation with appropriate representatives of the Clinical Placement Site, will plan and conduct the educational program for the Students’ experiences. The University will provide the Clinical Placement Site with discipline-specific goals and objectives, including prescribed minimum expectations and responsibilities for the Students, cooperating staff members, the Clinical Placement Site, and individuals supervising the Students.

1.7 The University will provide reasonable opportunities for the staff of the Clinical Placement Site to participate in joint planning and evaluation of Student experiences and to participate in the development of Student schedules at the clinical setting site. The final evaluation of the Student is the responsibility of the University.

1.8 The University will maintain communication and cooperation with the Clinical Placement Site and its cooperating teachers and staff to assure implementation of the goals and objectives of the clinical learning experiences contemplated by this Agreement.

1.9 The University will assign and designate a point of contact that is to be responsible for planning and administering

the clinical experience.

1.10 The University will ensure that all Students placed in the Clinical Placement Site have successfully completed a background check using the following: Sexual Abuse Registry, Dependent Adult Abuse Registry, Child Abuse Registry and Criminal Registry.

2.0 Rights and Responsibilities of Clinical Placement Site.

2.1 The Clinical Placement Site will provide a suitable environment for learning experiences for Students which are planned, organized, and administered by qualified staff in conjunction with designated University personnel, in accordance with mutually agreed upon discipline-specific goals and objectives.

2.2 The Clinical Placement Site and its cooperating teachers and staff will maintain communication and cooperation with the University to assure implementation of the goals and objectives of the clinical learning experiences contemplated by this Agreement.

2.3 The Clinical Placement Site will provide any Students assigned under this agreement with an orientation that includes a tour of its facility, an explanation of any applicable rules, regulations and procedures, and other topics that will assure the Student a quality clinical experience.

2.4 The Clinical Placement Site will provide University with copies of or web-links to any policies or documents that they expect Students to abide by.

2.5 The Clinical Placement Site reserves the right to decline the assignment of any Student or exclude any Student from its premises subject to non-discrimination as in provisions in Section 6.

2.6 The Clinical Placement Site will assign and designate a point of contact that is to be responsible for planning and administering the clinical experience and will serve as the designated point of contact for University communication with the Clinical Placement Site regarding Students' experiences.

2.7 The Clinical Placement Site will communicate in a timely manner with University program coordinators regarding matters relating to Students, including but not limited to any Students' emergency, disciplinary problem, academic problem, and/or concerns expressed by Students regarding the Clinical Placement Site and/or its employees/agents.

2.8 The Clinical Placement Site will provide adequate facilities, equipment, and supplies to meet the educational objectives of the clinical experience. The working and learning environment will be safe and compliant with all applicable professional standards.

2.9 The Clinical Placement Site will provide appropriate supervision of Students. The Clinical Placement Site's employees and/or agents will supervise the work, services, and experiences performed by Students pursuant to this Agreement. Students are trainees and will not be used as a replacement for teachers, administrators or any other staff member of the Clinical Placement Site.

2.10 The Clinical Placement Site acknowledges that Student education records are protected by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232(g) and 34 CFR Part 99, and that Student permission must be obtained before releasing directory or non-directory student data to anyone other than University. The Clinical Placement Site understands that Students' information related to their placement at the site constitutes protected education records. The Clinical Placement Site agrees to keep education records of Students confidential as required by FERPA. The Clinical Placement Site agrees to immediately notify University in the event of an unintentional disclosure of protected education records.

3.0 Liability.

3.1 The Clinical Placement Site agrees to indemnify and hold harmless University, the Board of Regent's of the State of Iowa, the State of Iowa and their respective affiliates, successors, assigns, officers, employees and agents from any and all claims arising from activities provided or supervised by the Clinical Placement Site and from any and all liability, loss, damage, cause of action, cost and expenses, arising out of or in connection with any activities undertaken by the Clinical Placement Site, including its employees or agents, in performing their duties and responsibilities under this Agreement or arising from a breach of the terms of this Agreement.

3.2 To the extent permitted by Chapter 669 of the Iowa Code and other applicable law, University agrees to indemnify and hold harmless the Clinical Placement Site and its affiliates, successors, assigns, officers, employees and agents for injury to persons or property arising out of or caused by the negligence of University's agents, employees, or officers in the performance of the duties and obligations contemplated in the Agreement. Non-public schools are not covered under the Iowa Tort Claims Act, Chapter 669 of the Code of Iowa.

3.3. Student Liability

3.3.1. Clinical Placement Sites within Iowa agree to indemnify and hold Students participating in a clinical experience harmless from any and all tort claims or demands, whether groundless or otherwise, arising out of an alleged act or omission occurring within the scope of their activities under this Agreement to the same extent the Clinical Placement Site shall do so for its officers, agents, and employees, as provided under the Code of Iowa, Sections 272.27 and 670.8 (Tort Liability of Governmental Subdivisions Act) .

3.3.2. Professional liability insurance will be encouraged for all Students participating in in-state (Iowa) clinical experiences. Students, other than for those Students subject to the protections provided under Section 3.3.1 above, shall be required by University to obtain professional liability insurance while participating in an in-state clinical experience. Students participating in clinical experiences out of Iowa will be required to obtain professional liability insurance.

4.0 **Compensation.**

4.1 Compensation for Cooperating Teachers Supervising Clinical Experiences- Student Teaching.

4.1.1 The University agrees to compensate a cooperating teacher who satisfactorily serves as a cooperating teacher for a Student teacher for the full duration of a student teacher clinical experience.

4.1.2 If a cooperating teacher serves as a cooperating teacher for less than the full duration of a Student's student teaching clinical experience for any reason, their compensation will be prorated.

4.1.3 Upon completion of the student teaching assignments, University will make payment for a cooperating teacher's/staff member's services within a reasonable time after receipt of written evidence from the Clinical Placement Site that a cooperating teacher/staff member has satisfactorily served as a cooperating teacher/staff member for a Student.

4.2 Compensation for Cooperating Staff Supervising Clinical Experiences -Non-Student Teaching

4.2.1 University agrees to compensate a cooperating teacher in accordance with the Clinical Placement Site's policies and procedures for non-student teaching supervision. The Clinical Placement Site shall direct the cooperating teacher/staff members assigned to serve as a cooperating teacher/staff member for a Student to provide University appropriate documentation, when direct payment is made to cooperating teacher/staff member for a Student.

4.2.2 If a cooperating staff member serves as a cooperating staff member for less than the full duration of a Student's Clinical experience in school psychology or school counseling for any reason, their compensation will be prorated accordingly in University's sole discretion.

4.2.3 No compensation will be provided to the Clinical Placement Site or any cooperating staff member for any clinical experience other than those specifically provided for herein.

4.3 No Compensation for Students

4.3.1 Both parties agree that no Students in the clinical experience program will be compensated for the services contemplated under this Agreement. Students are not employees of either University or Clinical Placement Site and are not required nor entitled to be paid any wage, salary or benefits and will not be covered for Worker's Compensation, Social Security, or Unemployment Compensation programs.

5.0 Term, Revisions and Termination.

5.1 This Agreement shall commence beginning on the Effective Date of this Agreement, and shall continue for a period of two calendar years, but the term shall automatically renew for a successive one (1) year term, unless either Party provides written notice of non-renewal at least one hundred twenty (120) days prior to the end of the term, or unless the Agreement is terminated under provision 5.2 Term, Revisions and Termination.

This contract will end and will need renewal on 6/16/2022.

5.2 This Agreement may be terminated for any reason by either party by giving not less than one hundred twenty (120) days written notice. Early termination of the Agreement will not alter the responsibility of the parties to carry out the terms of the Agreement with respect to any Students who are on-site at the Clinical Placement Site at the time notice of termination is provided.

5.3 Requests for revision of this Agreement or notice of termination to the Clinical Placement Site shall be directed to (if not one of the undersigned):

| | |
|-----------|------------------|
| Name_____ | Email/Phone_____ |
| Name_____ | Email/Phone_____ |
| Name_____ | Email/Phone_____ |

5.4 Requests for revision of this Agreement or notice of termination to the University shall be directed to:

Jaime Boeckman, Director of Teacher Education Services - boeckman@iastate.edu

Jack Christensen, Field Experiences Coordinator - jackc2@iastate.edu

Deb Long, Field Experience Coordinator - dlong@iastate.edu

Ann Pierce, Field Experience Coordinator - apierce@iastate.edu

Daryl Sackmann, Field Experience Coordinator - sackmann@iastate.edu

6.0 **Non-Discrimination.** In connection with this Agreement, neither party will discriminate on the basis of race, color, ethnicity, national origin, religion, age, sex, pregnancy, marital status, sexual orientation, gender identity, genetic information, disability, status as a U.S. veteran or other legally protected status. Each party agrees that it is separately responsible for compliance with all anti-discrimination laws which may be applicable to their respective activities under this Agreement.

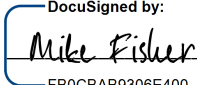
7.0 **Governing Law.** This Agreement shall be governed by and construed under the laws of the State of Iowa, which shall also be venue for any disputes arising hereunder.

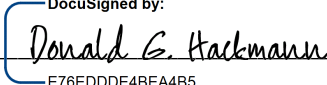
8.0 **Entire Agreement.** This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof, and supersedes any and all prior understandings and agreements, oral or written, relating hereto. Any amendments hereof must be made in writing and agreed to by the parties.

9.0 **Counterparts; Authorization:** This Agreement may be executed in any number of counterparts and delivered by electronic transmission in PDF format. Each party represents and warrants that the person executing this Agreement on its behalf is authorized to do so.

IN WITNESS WHEREOF, the authorized representatives of the parties hereto have executed this Agreement.

CLINICAL PLACEMENT SITE:**UNIVERSITY:**

By  _____
FB0CBAB9306E400...

By  _____
E76EDDDE4BEA4B5...

Printed Name **Mike Fisher** _____

Printed Name **Dr. Donald G. Hackmann** _____

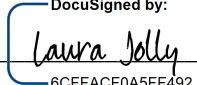
Its Superintendent _____

Its Director, School of Education, College of Human Sciences _____

Date **6/16/2020** _____

Date **6/16/2020** _____

By _____

By  _____
6CFFACF0A5FF492...

Printed Name _____

Printed Name **Dr. Laura Jolly** _____

Its _____

Its Dean, College of Human Science _____

Date _____

Date **6/16/2020** _____