

EAST BUCHANAN COMMUNITY SCHOOL DISTRICT
AGENDA - Regular School Board Meeting
September 9, 2026 at 5:00 p.m. in Library - Use Outside Library Entrance

- 1. CALL TO ORDER /MISSION STATEMENT** - To challenge students to think critically, communicate effectively, develop values and contribute to society.
- 2. PUBLIC FORUM** - During this time we welcome interested persons who may wish to present comments, suggestions, or concerns in regard to any programs operated by the school district. However, an item must be included on the Agenda before the Board can officially act upon it.
- 3. APPROVE AGENDA**
- 4. APPROVE CONSENT AGENDA**
 - a. Minutes from Regular Meeting on August 12, 2026
 - b. Personnel Changes
 - c. List of Bills
 - d. Financial Reports
- 5. COMMUNITY/PROGRAM PRESENTATIONS**
 - a. National FFA Convention - Mr. Doese
- 6. ADMINISTRATIVE UPDATES & REPORTS**
 - a. Elementary Update
 - b. Secondary Update
 - c. District Update
 - d. Facilities Update
- 7. AGENDA**
 - a. Approve Employee Handbook for 26-27
 - b. Approve Board Policy 503.11-R1
 - c. Approve 26-27 Student Handbook Changes
 - d. 1st Reading of Board Policy 701.5 & 701.5-R1 - Fiscal Management-Financial Metrics
 - e. Board Policy Review
 - 300 - Role of District Administration
 - 301 - Management
 - 302 - Administrator Contracts
 - 303 - Administrator Salary and Other Compensation
 - 600 - Goals and Objectives of Education Program
 - 601 - School Calendar
 - 602 - Curriculum Development
 - 603 - Basic Instruction Program
 - 604 - Competent Private Instruction
- 8. STUDENT QUESTIONS**
- 9. #BUCPR1DE**
- 10. ADJOURN**

**East Buchanan Community School District
Regular Board Meeting Minutes – August 12, 2026**

Call to Order - The meeting was called to order at 5:00 p.m. by President Andy Sperfslage. The Board proceeded to recite the East Buchanan Mission Statement. Board members in attendance were Tonishia Dockstader, Andrew Maas, Andy Sperfslage, Heather Steffens, and Troy Tempus. Administrative staff present included Superintendent Kory Kelchen, HS/MS Principal Derick Ludwig, Elementary Principal Nathan Reck, and Business Manager/Board Secretary Teresa Knipper. Several visitors were also present. All motions carried unanimously unless noted otherwise.

Approve Agenda – A motion was made by Maas and seconded by Steffens to approve the agenda as presented.

Approve Consent Agenda – A motion was made by Steffens and seconded by Tempus to approve the consent agenda as presented. The consent agenda included the following items: minutes from the regular meeting on July 13, 2026; the resignation of Daniel Sherrets as custodian; resignation of Sarah Kaufman as paraeducator; the hiring of Molly Duart as paraeducator; hiring of Brenton Rice as Business Teacher; hiring of Chad Lamker as HS football coach; hiring of Brent Lenox as MS football coach; the list of expenditures; and the financial reports.

Administrative Updates and Reports – Principal Reck reported that gaga ball pit supplies have been ordered, reading and math curriculum has been delivered, summer school attendance has been good with the change to beginning of August to prepare for the school year, PTO had movie night at Castle Theatre, the teachers like the flex day to get ready for the start of school. Principal Ludwig reported that he has worked with Activities Director Chad Lamker on the coach/sponsor handbook, new curriculum materials have been delivered, handbook changes have been distributed to staff with changes to be communicated to students at the beginning of the school year. Superintendent Kelchen reported on storm damages, provided a building project update which included meeting with teachers to get their input, gave an update on the baseball donation wish list, reviewed information regarding the school election for the Revenue Purpose Statement, and addressed concerns regarding staff parking along the side streets instead of the school's parking lot.

26-27 Senior Activity Passes – A motion was made by Tempus, second by Steffens to approve senior activity passes at a rate of \$25/year for age 60 years and older with previously issued passes grandfathered in.

Board Policy Review - A motion was made by Steffens and seconded by Dockstader to approve the second reading of board policy 503.11-Disruptive Behavior as presented and discussed. A motion was made by Dockstader and seconded by Maas to approve board policy 504.6-Student Activity Program as presented. A motion was made by Dockstader and seconded by Steffens to approve board policy 605.4-Technology and Instructional Materials as presented. A motion was made by Maas and seconded by Tempus to approve board policy exhibit 605.4E1- One to One Technology Checklist as presented. A motion was made by Dockstader and seconded by Tempus to approve the annual board policies as presented. Board policies included 103, 103R1, 505.8, 505.8R1, and 506.1. A motion was made by Tempus and seconded by Dockstader to approve board policy 705.1-Purchasing and Bidding as presented.

26-27 Activity Worker Rates – A motion was made by Steffens and seconded by Maas to approve the 26-27 Activity Worker Rates as presented.

Out-of-State Field Trip Request – A motion was made by Dockstader and seconded by Steffens to approve the out-of-state field trip request for Cave Niagara submitted by MS teacher Andrew Machacek.

Early Graduation Request – A motion was made by Steffens and seconded by Tempus to approve the early graduation request as presented.

Student Handbook Addition - A motion was made by Steffens and seconded by Dockstader to approve the addition to the student handbook as presented.

#BucPr1de – The custodians have done a great job getting the school and grounds ready for the school year.

Adjourn – A motion was made by Dockstader and seconded by Steffens to adjourn the meeting at 6:35 p.m.

The above records do not constitute official minutes until formally approved at the subsequent regular board meeting. A copy of the official minutes may be inspected in the office of the Board Secretary on any Monday through Friday between the hours of 8:00 a.m. and 4:00 p.m.

**All Hires are Pending Proper Authorization and Background Check

Personnel Changes					
SB Mtg date	Employee	Type	Position	Notice Date	Effective Date
9/9/2026	Wilson, Landon	Hire	Custodian	8/21/2026	8/24/2026
9/9/2026	Short, Steph	Hire	Speech Coach	8/17/2026	August 2026

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	
AGVAFS	AgVantage FS	TANK RENT	12.00
			12.00
ALLIUTIL	ALLIANT ENERGY	ELECTRIC	34.09
ALLIUTIL	ALLIANT ENERGY	ELECTRIC	378.36
ALLIUTIL	ALLIANT ENERGY	ELECTRIC	7,569.20
ALLIUTIL	ALLIANT ENERGY	ELECTRIC	160.64
ALLIUTIL	ALLIANT ENERGY	ELECTRIC	4,682.69
			12,824.98
AMAZON	Amazon	SUPPLIES	26.75 1
AMAZON	Amazon	MS GENERAL SUPPLIES	286.09 1
AMAZON	Amazon	SUPPLIES	201.65 1
AMAZON	Amazon	Hawkeye Fall Textbooks	62.37 1
AMAZON	Amazon	SUPPLIES	103.69 1
AMAZON	Amazon	Paint Sprayer	79.99 1
AMAZON	Amazon	SUPPLIES	34.90 1
AMAZON	Amazon	HEALTH OFFICE SUPPLIES	639.69 1
AMAZON	Amazon	plumbing parts	644.79 1
AMAZON	Amazon	MS/HS PE Equipment	29.65 1
AMAZON	Amazon	REFUND	(43.50) 1
AMAZON	Amazon	Hawkeye Text	49.16 1
			2,115.23
AMOSKIER	Amos, Kiersten	DOT PHYSICAL	100.00
			100.00
AMPLIFYCK1	Amplify Education Inc	ELA	36,635.20
AMPLIFYCK1	Amplify Education Inc	MS 6-8 ELA	7,053.25
AMPLIFYCK1	Amplify Education Inc	WORKBOOKS	358.40
			44,046.85
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	CUSTODIAL SUPPLIES	965.68
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	CUSTODIAL SUPPLIES	590.73
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	CUSTODIAL SUPPLIES	102.44
CAPISANI	CAPITAL SANITARY SUPPLY CO. INC.	CUSTODIAL SUPPLIES	321.70
			1,980.55
CDWG	CDW GOVERNMENT, INC	Go Guardian	10,936.00
			10,936.00
CID	Central Iowa Distributing	CUSTODIAL SUPPLIES	30.00
CID	Central Iowa Distributing	SUPPLIES	110.00
CID	Central Iowa Distributing	CUSTODIAL SUPPLIES	142.00
			282.00
ICEV	CEV Multimedia, LLC	PURCHASED SERVICE	5,363.75
			5,363.75
CHASCARD	CHASE CARD SERVICES	NORTON ANTI-VIRUS	132.49 1
CHASCARD	CHASE CARD SERVICES	GAS	149.66 1
CHASCARD	CHASE CARD SERVICES	SUPPLIES	159.90 1
CHASCARD	CHASE CARD SERVICES	PICTURES	123.59 1
			565.64

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
CITYLAUN	CITY LAUNDERING CO.	PURCHASED SERVICE	63.83
			63.83
CITYWINT	CITY OF WINTHROP	WATER/SEWER	867.60
			867.60
CLIFF	Coach Cliff's Gaga Ball Pits LLC	GAGA BALL PIT	769.00
			769.00
DEPTTRAN	DEPARTMENT OF EDUCATION	BUS INSPECTIONS	950.00
			950.00
DOORSINC	DOORS INC	BLDGS & GROUNDS SUPPLIES	386.00
			386.00
DUNLMOTO	DUNLAP MOTORS, INC	PARTS	325.60
			325.60
EBTELEPH	EAST BUCHANAN COOP TELEPHONE	TELEPHONE	1,515.96
			1,515.96
INDENAPA	Etten Enterprises LLC	PARTS	34.12
			34.12
FAREWAY	FAREWAY STORES, INC.	WATER	158.65 1
			158.65
HOMEPEST	Hometown Pest Control	PURCHASED SERVICE	52.00
HOMEPEST	Hometown Pest Control	PURCHASED SERVICE	100.00
			152.00
HOTLUNCH	HOT LUNCH PROGRAM	PRESCHOOL SNACKS	131.28
			131.28
IASBO	IA ASSOC OF SCH BUS OFFICIALS	CONFERENCE	290.00
			290.00
ICAN	ICAN	FAFSA PRESENTATION	700.00
			700.00
IMAGLEAR	Imagine Learning	K-5 Math	11,516.26
IMAGLEAR	Imagine Learning	WORKBOOKS	222.64
			11,738.90
IOWABAND	IOWA BANDMASTERS ASSOCIATION, INC. Membership Dues		75.00
			75.00
ISFIS	Iowa School Finance Information Services Inc	GASB 75 VALUATION	1,100.00
			1,100.00
JOHNSUPP	JOHNSTONE SUPPLY	pump for girls locker room	212.96
			212.96
KERKMICH	Kerkove, Michael	DOT PHYSICAL	110.00
			110.00
KLUESANI	Kluesner Sanitation LLC	GARBAGE SERVICES	785.00
			785.00

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	
LINNCOOP	LINN CO-OPERATIVE OIL CO	GAS	3,144.07
LINNCOOP	LINN CO-OPERATIVE OIL CO	DIESEL	2,275.41
			5,419.48
MAVEPOWE	Maverick Powersports LLC	OIL	49.95
			49.95
MCINPATR	McIntosh, Patricia	DOT PHYSICAL	100.00
			100.00
MENARDSWLO	MENARDS	INSTRUCTIONAL SUPPLIES	29.94
			29.94
NEIBA	N.E.I.B.A.	MEMBERSHIP	20.00
			20.00
NELNET	Nelnet Payment Services	JMC FEES	289.32 1
			289.32
NICKGROC	Nick's Grocery	CUSTODIAL SUPPLIES	3.18
			3.18
OELWPUBL	OELWEIN PUBLISHING COMPANY	MINUTES PUBLICATION	197.16
			197.16
PITBOWINC	PITNEY BOWES, INC.	POSTAGE METER LEASE	222.06
			222.06
RENAISSANC	Renaissance	PURCHASED SERVICE	1,585.00 1
			1,585.00
RIESANDR	Ries, Andrea	DOT PHYSICAL	110.00
			110.00
SCHOBUSS	SCHOOL BUS SALES CO	PARTS	1,450.00
			1,450.00
SCHOSPEC	SCHOOL SPECIALTY LLC	ART SUPPLIES	1,971.64
			1,971.64
SINGIOWA	SING Iowa Background Checks	BACKGROUND CHECKS	213.00 1
			213.00
SONOVA	Sonova USA Inc.	MICROPHONE	2,124.82
			2,124.82
SUPEWELD	SUPERIOR WELDING SUPPLY	IND ARTS EQUIPMENT	1,404.52
			1,404.52
TAYLCHRI	Taylor, Christina	DOT PHYSICAL	156.00
			156.00
TEACHPAY	Teacher Synergy LLC	CURRICULUM	63.13 1
			63.13
TEACDISC	TEACHER'S DISCOVERY	INST MATERIALS	1,100.00
			1,100.00

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	
TEACSTRA	TEACHING STRATEGIES, LLC	PK CURRICULUM	522.80
			522.80
TNTREPA	TNT REPAIR & RECOVERY LLC	AC REPAIR	378.10
			378.10
TRUCKCENTE	Truck Center Companies	PARTS/SUPPLIES	113.16
TRUCKCENTE	Truck Center Companies	PARTS/SUPPLIES	56.18
TRUCKCENTE	Truck Center Companies	PARTS/SUPPLIES	104.00
			273.34
VANMETER	VAN METER ELECTRIC SUPPLY CO	ELECTRICAL SUPPLIES	107.02
			107.02
WALMART	WALMART COMMUNITY BRC	FCS SUPPLIES	113.43 1
			113.43
WEEDSON	WEEDS ON FIRE	PURCHASED SERVICE	1,839.00
			1,839.00
WINTBUIL	WINTHROP BUILDING SUPPLY	faucet aerator	6.99
WINTBUIL	WINTHROP BUILDING SUPPLY	misc maint items	207.25
			214.24
Report Total:			118,550.03

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	
AMAZON	Amazon	VOLLEYBALL EQUIPMENT	296.97 2
AMAZON	Amazon	refund on buc brew items	(69.96) 2
			227.01
BUHRBLAK	Buhr, Blake	FB Official	170.00
			170.00
CORKTIFF	Corkery, Tiffany	supplies for buc brew	17.82
			17.82
CITIZENS	CSB-CASH	Start Up cash for buc brew	235.00 2
			235.00
EDCO	EDGEWOOD COLESBURG SCHOOL	VB ENTRY FEE	150.00
			150.00
FAREWAY	FAREWAY STORES, INC.	FFA Back to school picnic	103.90 2
			103.90
FITZMICH	FITZGERALD, MICHAEL	FB Official	170.00
			170.00
GRESTROY	GRESS, TROY	FB Official	150.00
			150.00
IHSAA	IA HIGH SCHOOL ATHLETIC ASSOCIATION BASKETBALLS		180.00
			180.00
IHSADA	IHSADA	MEMBERSHIP	200.00
			200.00
IGCA	IOWA GIRLS COACHES ASSOCIATION	MEMBERSHIP	85.00
			85.00
KWIKSTAR	Kwik Star	Donuts for students first day	89.70 2
			89.70
LINDLUTH	LINDERBAUM, LUTHER	FB Official	170.00
			170.00
MARTBROT	MARTIN BROTHERS	SUPPLIES	495.99
			495.99
PIONMANU	PIONEER MANUFACTURING CO.	paint/supplies	1,021.95
			1,021.95
RODEJAMI	RODENBURG, JAMIE	FB Official	150.00
			150.00
SPEESHOP	SPEEDE SHOP, INC.	SUPPLIES	5.49
			5.49
STEGTEDD	STEGGER, TEDDY	FB Official	100.00
			100.00
VASKMICH	VASKE, MICHAEL	FB Official	120.00
			120.00
WALMART	WALMART COMMUNITY BRC	All Buc Brew supplies except Amazon	11.84 2

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	
			11.84
WEGMCHAD	WEGMANN, CHAD	FB Official	100.00
			100.00
WESTNATE	WEsthoff, Nate	FB Official	100.00
			100.00
WILGKEEG	Wilgenbusch, Keegan	FB Medic	50.00
			50.00
Report Total:			4,103.70

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Invoice Amount</u>
CHASCARD	CHASE CARD SERVICES	food purchased	229.88
CHASCARD	CHASE CARD SERVICES	food purchased	37.52
CHASCARD	CHASE CARD SERVICES	food purchased	22.20
CHASCARD	CHASE CARD SERVICES	food purchased	69.70
CHASCARD	CHASE CARD SERVICES	food purchased	39.17
CHASCARD	CHASE CARD SERVICES	food purchased	51.76
			450.23
COUNVIEW	COUNTRY VIEW DAIRY	food purchased	742.00
			742.00
EMSDETER	EMS DETERGENT SERVICES CO.	supplies	208.66
			208.66
MARTBROT	MARTIN BROTHERS	food purchased	4,633.82
			4,633.82
PERFFOOD	PERFORMANCE FOODSERVICE	food/supplies/equipment	12,707.20
			12,707.20
PRAIFARM	PRAIRIE FARMS DAIRY, INC.	milk	1,365.13
			1,365.13
Report Total:			20,107.04

East Buchanan Community School
09/08/2026 12:19 PM

List of Bills - School Board Mtg
PPEL FUND

Page: 1
User ID: TMK
Invoice Amount

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Description</u>	
JASPENGI	Jasper Engine Exchange, Inc	EQUIPMENT	3,950.00
			<u>3,950.00</u>
JMC	JMC COMPUTER SERVICE INC	STUDENT INFO SYSTEM	4,967.21
JMC	JMC COMPUTER SERVICE INC	STUDENT INFO SYSTEM	6,096.26
			<u>11,063.47</u>
MENARDSWLO	MENARDS	LEAF BLOWERS	519.96
			<u>519.96</u>
YOUNPLUM	YOUNG PLUMBING & HEATING CO.	AC REPAIR	1,141.09
			<u>1,141.09</u>
Report Total:			<u>16,674.52</u>

**East Buchanan Community School District
Cash Summary Report**

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25
10-GENERAL FUND						
Beginning Balance	1,786,108.89	1,513,938.34	881,873.88	927,599.06	1,839,528.27	1,712,317.52
Revenue	351,737.36	207,304.81	636,734.88	1,534,171.27	587,069.86	649,939.79
Expenditures	623,907.91	839,369.27	591,009.70	622,242.06	714,280.61	642,806.16
Ending Balance	1,513,938.34	881,873.88	927,599.06	1,839,528.27	1,712,317.52	1,719,451.15
21-ACTIVITY FUND						
Beginning Balance	74,058.43	78,287.91	93,365.07	104,031.38	104,218.68	111,498.91
Revenue	6,245.94	24,072.49	22,295.54	15,423.75	19,743.62	11,692.48
Expenditures	2,016.46	8,995.33	11,629.23	15,236.45	12,463.39	12,336.29
Ending Balance	78,287.91	93,365.07	104,031.38	104,218.68	111,498.91	110,855.10
22-MANAGEMENT FUND						
Beginning Balance	219,118.50	-35,683.55	-36,069.93	-7,991.91	104,866.84	125,800.06
Revenue	20,213.82	201.00	42,016.27	183,580.75	23,497.22	6,601.26
Expenditures	275,015.87	587.38	13,938.25	70,722.00	2,564.00	16,259.25
Ending Balance	-35,683.55	-36,069.93	-7,991.91	104,866.84	125,800.06	116,142.07
33-SAVE						
Beginning Balance	3,015,007.25	2,889,335.44	2,948,481.09	3,019,315.15	3,051,285.75	3,060,992.25
Revenue	284,093.19	60,303.56	70,834.06	73,470.60	9,706.50	123,824.37
Expenditures	409,765.00	1,157.91	0.00	41,500.00	0.00	8,137.50
Ending Balance	2,889,335.44	2,948,481.09	3,019,315.15	3,051,285.75	3,060,992.25	3,176,679.12
36-PPEL						
Beginning Balance	588,169.63	573,608.20	525,905.78	526,134.25	569,528.52	608,190.71
Revenue	6,099.10	3,834.39	36,772.26	185,416.94	38,837.19	8,082.54
Expenditures	20,660.53	51,536.81	36,543.79	142,022.67	175.00	51,734.65
Ending Balance	573,608.20	525,905.78	526,134.25	569,528.52	608,190.71	564,538.60
40-DEBT SERVICE						
Beginning Balance	43,774.02	44,471.97	44,123.86	59,730.81	87,799.56	97,474.00
Revenue	200,830.45	151.89	15,606.95	82,056.25	9,674.44	11,218.65
Expenditures	200,132.50	500.00	0.00	53,987.50	0.00	8,437.50
Ending Balance	44,471.97	44,123.86	59,730.81	87,799.56	97,474.00	100,255.15
61-NUTRITION FUND						
Beginning Balance	127,773.92	121,007.05	136,153.13	130,886.07	134,075.71	99,601.79
Revenue	7,025.24	29,023.86	30,037.33	73,490.00	44,093.34	73,810.57
Expenditures	13,792.11	13,877.78	35,304.39	70,300.36	78,567.26	61,501.81
Ending Balance	121,007.05	136,153.13	130,886.07	134,075.71	99,601.79	111,910.55
less: Received on Acct	5,203.03	19,387.08	13,206.20	13,538.76	11,714.63	13,624.33
	115,804.02	116,766.05	117,679.87	120,536.95	87,887.16	98,286.22
72-FLEX SPENDING ACCT FUND						
Beginning Balance	13,280.70	5,471.23	3,808.47	3,344.98	6,954.92	8,042.09
Revenue (contributions)	11,499.43	1,844.98	1,914.98	4,434.67	1,914.98	1,915.10
Expenditures (claims)	19,308.90	3,507.74	2,378.47	824.73	827.81	767.66
Ending Balance	5,471.23	3,808.47	3,344.98	6,954.92	8,042.09	9,189.53
EMPLOYER'S PAYROLL EXPENSE:						
Gross Wages-hourly	37,259.33	25,782.44	47,984.72	100,266.28	99,758.92	87,623.16
Gross Wages-contract	330,951.63	315,694.58	342,983.24	342,983.24	348,777.83	346,804.61
	368,210.96	341,477.02	390,967.96	443,249.52	448,536.75	434,427.77
Employer paid deductions	56,402.12	55,438.07	54,677.94	57,187.03	55,588.06	49,537.51
Employer paid IPERS	33,287.06	30,926.68	36,134.42	41,044.51	41,746.80	40,015.53
Employer paid FICA	27,455.56	25,483.55	29,396.20	33,408.28	33,828.93	32,753.01
	117,144.74	111,848.30	120,208.56	131,639.82	131,163.79	122,306.05
TOTAL	485,355.70	453,325.32	511,176.52	574,889.34	579,700.54	556,733.82

**East Buchanan Community School District
Cash Summary Report**

	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26
10-GENERAL FUND						
Beginning Balance	1,719,451.15	1,600,131.60	1,729,864.64	1,603,484.60	2,171,815.02	2,131,513.38
Revenue	608,407.72	958,188.23	526,472.59	1,234,491.23	599,808.68	627,723.46
Expenditures	727,727.27	828,455.19	652,852.63	666,160.81	640,110.32	1,069,902.09
Ending Balance	1,600,131.60	1,729,864.64	1,603,484.60	2,171,815.02	2,131,513.38	1,689,334.75
21-ACTIVITY FUND						
Beginning Balance	110,855.10	104,263.44	98,571.87	110,343.27	106,251.69	99,691.44
Revenue	17,037.64	4,630.99	22,103.16	9,971.57	7,299.49	12,241.76
Expenditures	23,629.30	10,322.56	10,331.76	14,063.15	13,859.74	18,419.60
Ending Balance	104,263.44	98,571.87	110,343.27	106,251.69	99,691.44	93,513.60
22-MANAGEMENT FUND						
Beginning Balance	116,142.07	82,785.43	85,394.81	84,324.74	217,042.12	237,733.50
Revenue	7,320.70	3,636.38	12,368.18	132,717.38	20,691.38	5,501.41
Expenditures	40,677.34	1,027.00	13,438.25	0.00	0.00	0.00
Ending Balance	82,785.43	85,394.81	84,324.74	217,042.12	237,733.50	243,234.91
33-SAVE						
Beginning Balance	3,176,679.12	3,239,182.40	3,301,086.67	3,136,788.83	2,982,813.05	3,015,771.57
Revenue	84,253.28	61,904.27	61,702.16	71,024.22	69,208.52	61,545.98
Expenditures	21,750.00	0.00	226,000.00	225,000.00	36,250.00	0.00
Ending Balance	3,239,182.40	3,301,086.67	3,136,788.83	2,982,813.05	3,015,771.57	3,077,317.55
36-PPEL						
Beginning Balance	564,538.60	567,967.94	560,598.59	650,711.65	780,045.90	792,122.28
Revenue	8,702.50	4,909.64	107,632.38	134,762.30	22,258.70	16,243.26
Expenditures	5,273.16	12,278.99	17,519.32	5,428.05	10,182.32	66,642.93
Ending Balance	567,967.94	560,598.59	650,711.65	780,045.90	792,122.28	741,722.61
40-DEBT SERVICE						
Beginning Balance	100,255.15	103,701.92	104,988.84	337,265.40	263,062.00	272,751.15
Revenue	3,446.77	1,786.92	232,276.56	643,771.60	9,689.15	2,862.44
Expenditures	0.00	500.00	0.00	717,975.00	0.00	300.00
Ending Balance	103,701.92	104,988.84	337,265.40	263,062.00	272,751.15	275,313.59
61-NUTRITION FUND						
Beginning Balance	111,910.55	110,865.06	115,549.17	99,427.35	89,589.52	76,232.47
Revenue	50,111.72	54,611.05	59,099.88	58,280.68	51,261.96	39,226.43
Expenditures	51,157.21	49,926.94	75,221.70	68,118.51	64,619.01	53,017.48
Ending Balance	110,865.06	115,549.17	99,427.35	89,589.52	76,232.47	62,441.42
less: Received on Acct	13,772.18	12,120.18	11,095.83	8,739.00	3,498.74	3,494.49
	97,092.88	103,428.99	88,331.52	80,850.52	72,733.73	58,946.93
72-FLEX SPENDING ACCT FUND						
Beginning Balance	9,189.53	10,795.76	12,203.50	10,217.54	11,772.58	5,861.52
Revenue (contributions)	1,914.98	1,914.98	1,914.98	1,914.98	1,984.98	1,845.10
Expenditures (claims)	308.75	507.24	3,900.94	359.94	7,896.04	194.13
Ending Balance	10,795.76	12,203.50	10,217.54	11,772.58	5,861.52	7,512.49
EMPLOYER'S PAYROLL EXPENSE:						
Gross Wages-hourly	74,794.95	92,522.00	90,152.07	90,215.02	92,831.45	92,621.85
Gross Wages-contract	338,940.28	336,010.41	327,451.43	326,668.90	332,028.97	331,666.90
	413,735.23	428,532.41	417,603.50	416,883.92	424,860.42	424,288.75
Employer paid deductions	49,119.88	49,619.88	46,793.21	49,082.37	46,750.31	47,995.01
Employer paid IPERS	38,162.59	39,151.03	37,390.92	38,307.45	38,984.62	37,308.70
Employer paid FICA	31,169.96	32,124.85	31,382.98	31,332.29	32,125.12	31,984.04
	118,452.43	120,895.76	115,567.11	118,722.11	117,860.05	117,287.75
TOTAL	532,187.66	549,428.17	533,170.61	535,606.03	542,720.47	541,576.50

**East Buchanan Community School District
Cash Summary Report**

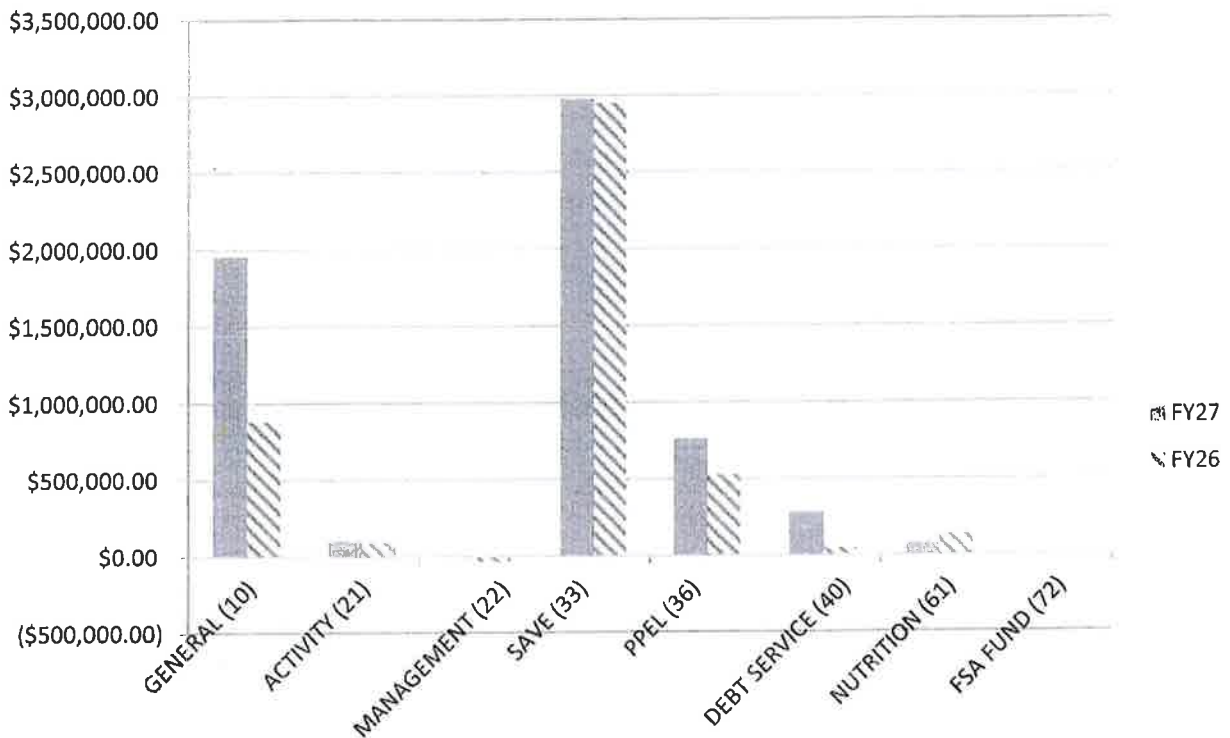
	Jul-26	Aug-26
10-GENERAL FUND		
Beginning Balance	1,689,334.75	2,445,845.47
Revenue	1,420,696.56	173,182.33
Expenditures	664,185.84	663,649.58
Ending Balance	2,445,845.47	1,955,378.22
21-ACTIVITY FUND		
Beginning Balance	93,513.60	89,761.02
Revenue	3,968.57	29,603.42
Expenditures	7,721.15	19,718.91
Ending Balance	89,761.02	99,645.53
22-MANAGEMENT FUND		
Beginning Balance	243,234.91	15,181.59
Revenue	105,584.13	0.00
Expenditures	333,637.45	14,377.52
Ending Balance	15,181.59	804.07
33-SAVE		
Beginning Balance	3,077,317.55	2,959,432.70
Revenue	80,252.65	61,496.43
Expenditures	198,137.50	43,729.44
Ending Balance	2,959,432.70	2,977,199.69
36-PPEL		
Beginning Balance	741,722.61	739,125.13
Revenue	8,196.32	21,863.24
Expenditures	10,793.80	1,576.04
Ending Balance	739,125.13	759,412.33
40-DEBT SERVICE		
Beginning Balance	275,313.59	278,557.37
Revenue	201,381.28	797.64
Expenditures	198,137.50	500.00
Ending Balance	278,557.37	278,855.01
61-NUTRITION FUND		
Beginning Balance	62,441.42	54,684.49
Revenue	7,812.51	32,167.05
Expenditures	15,569.44	16,107.66
Ending Balance	54,684.49	70,743.88
less: Received on Acct	3,494.49	3,494.49
	51,190.00	67,249.39
72-FLEX SPENDING ACCT FUND		
Beginning Balance	7,512.49	7,028.82
Revenue (contributions)	1,001.67	1,001.67
Expenditures (claims)	1,485.34	3,454.69
Ending Balance	7,028.82	4,575.80
EMPLOYER'S PAYROLL EXPENSE:		
Gross Wages-hourly	37,227.64	24,178.12
Gross Wages-contract	324,735.53	318,787.97
	361,963.17	342,966.09
Employer paid deductions	48,335.13	44,402.52
Employer paid IPERS	32,671.69	31,581.03
Employer paid FICA	27,239.64	25,886.64
	108,246.46	101,870.19
TOTAL	470,209.63	444,836.28

CASH SUMMARY REPORT

EAST BUCHANAN COMMUNITY SCHOOL

August 2027

Fund Description	Beginning	Revenues	Expenditures	FY27 Ending	FY26 End Balance	Difference
GENERAL (10)	\$2,445,845.47	\$173,182.33	\$663,649.58	\$1,955,378.22	\$881,873.88	\$1,073,504.34
ACTIVITY (21)	\$89,761.02	\$29,603.42	\$19,718.91	\$99,645.53	\$93,365.07	\$6,280.46
MANAGEMENT (22)	\$15,181.59	\$0.00	\$14,377.52	\$804.07	\$36,069.93	\$36,874.00
SAVE (33)	\$2,959,432.70	\$61,496.43	\$43,729.44	\$2,977,199.69	\$2,948,481.09	\$28,718.60
PPEL (36)	\$739,125.13	\$21,863.24	\$1,576.04	\$759,412.33	\$525,905.78	\$233,506.55
DEBT SERVICE (40)	\$278,557.37	\$797.64	\$500.00	\$278,855.01	\$44,123.86	\$234,731.15
NUTRITION (61)	\$54,684.49	\$32,167.05	\$16,107.66	\$70,743.88	\$136,153.13	(\$65,409.25)
FSA FUND (72)	\$7,028.82	\$1,001.67	\$3,454.69	\$4,575.80	\$3,808.47	\$767.33
			TOTAL	\$6,146,614.53	\$4,597,641.35	\$1,548,973.18



Certified Budget compared to Actual Revenues/Expenditures

		ALL FUNDS			GENERAL FUND ONLY		
		Certified Budget	YTD as of 08/31/2026	over / (under) budget	Certified Budget	YTD as of 08/31/2026	over / (under) budget
Taxes Levied on Property	1	3,520,480	3,548,050		2,492,761	2,508,412	
Utility Replacement Excise Tax	2	42,094	40,604		29,806	28,706	
Income Surtaxes	3	254,795	215,521		254,795	215,521	
Tuition/Transportation Received	4	725,000	741,535		725,000	741,535	
Earnings on Investments	5	205,000	212,915		60,000	63,949	
Nutrition Program Sales	6	192,000	196,758		-	-	
Student Activities and Sales	7	121,000	125,175		1,000	3,285	
Other Revenues from Local Sources	8	116,500	248,807		66,500	174,277	
Revenue from Intermediary Sources	9	-	-				
State Foundation Aid	10	4,070,994	4,023,880		4,070,994	4,023,880	
Instructional Support State Aid	11	13,450	-		13,450	-	
Other State Sources	12	749,000	831,595		96,500	184,615	
Two Tier Assessment Limitation Repl	13	41,697	-		31,758	-	
Title I Grants	14	60,000	59,279		60,000	59,279	
IDEA and Other Federal Sources	15	390,000	386,442		220,000	242,409	
Total Revenues	16	10,502,010	10,630,561		8,122,564	8,245,868	
General Long-Term Debt Proceeds	17	-	-		-	-	
Transfers In	18	366,270	666,024		-	-	
Proceeds of Fixed Asset Dispositions	19	-	95,378		-	250	
Special Items/Upward Adjustments	20	-	-		-	-	
Total Revenues & Other Sources	21	10,868,280	11,391,963	523,683	8,122,564	8,246,118	123,554
Beginning Fund Balance	22	5,302,890	5,302,890		1,109,354	1,109,354	
Total Resources	23	16,171,170	16,694,853		9,231,918	9,355,472	
*Instruction	24	5,913,000	5,911,991	(1,009)	5,500,000	5,568,947	68,947
Student Support Services	25	300,000	270,133		300,000	270,133	
Instructional Staff Support Services	26	491,000	441,736		450,000	398,359	
General Administration	27	310,000	318,020		265,000	274,739	
School/Building Administration	28	430,000	411,152		430,000	402,702	
Business & Central Administration	29	150,000	134,502		150,000	134,502	
Plant Operation and Maintenance	30	1,482,000	887,147		650,000	578,982	
Student Transportation	31	555,120	624,779		425,000	413,854	
This row is intentionally left blank	32	-	-				
*Total Support Services (lines 25-32)	32A	3,718,120	3,087,468	(630,652)	2,670,000	2,473,272	(196,728)
*Noninstructional Programs	33	500,000	420,179	(79,821)	-	-	-
Facilities Acquisition and Construction	34	200,000	124,371		-	-	
Debt Service	35	623,846	623,345		-	-	
AEA Support - Direct to AEA	36	212,920	162,898		212,920	162,898	
*Total Other Expenditures (lines 34-36)	36A	1,036,766	910,614	(126,152)	212,920	162,898	(50,022)
Total Expenditures	37	11,167,886	10,330,251		8,382,920	8,205,117	
Transfers Out	38	366,270	666,024		7,000	6,754	
Other Uses	39	-	-			-	
Total Expenditures & Other Uses	40	11,534,156	10,996,275	(537,881)	8,389,920	8,211,870	(178,050)
Ending Fund Balance	41	4,637,014	5,698,578		841,998	1,143,602	
Total Requirements	42	16,171,170	16,694,853		9,231,918	9,355,472	

This report shows the district's progress towards staying on budget according to the certified budget published and approved. The expenditures with * must stay below the budgeted amount to avoid having to revise the budget by May 31st of each fiscal year. Revenues and expenses will continue for the fiscal year until the Certified Annual Report (CAR) is completed in September.

EAST BUCHANAN CSD
TREASURER'S REPORT

MONTH BY FUND: Aug-26					
Fund	#	Beginning Fund Balance	+ Revenues	- Expenditures	Ending Fund Balance
General	10	\$ 2,445,845.47	\$ 173,182.33	\$ 663,649.58	\$ 1,955,378.22
Activity	21	\$ 89,761.02	\$ 29,603.42	\$ 19,718.91	\$ 99,645.53
Management	22	\$ 15,181.59	\$ -	\$ 14,377.52	\$ 804.07
SAVE	33	\$ 514,585.58	\$ 54,332.69	\$ 43,729.44	\$ 525,188.83
SAVE	33	\$ 2,444,847.12	\$ 7,163.74	\$ -	\$ 2,452,010.86
PPEL	36	\$ 739,125.13	\$ 21,863.24	\$ 1,576.04	\$ 759,412.33
Debt Service	40	\$ 278,557.37	\$ 797.64	\$ 500.00	\$ 278,855.01
Nutrition	61	\$ 54,684.49	\$ 24,538.22	\$ 8,478.83	\$ 70,743.88
Nutrition	61	\$ -	\$ 7,628.83	\$ 7,628.83	\$ -
FSA	72	\$ 7,028.82	\$ 1,001.67	\$ 3,454.69	\$ 4,575.80
		<u>\$ 6,589,616.59</u>	<u>\$ 320,111.78</u>	<u>\$ 763,113.84</u>	<u>\$ 6,146,614.53</u>

BY BANK ACCOUNT

Fund	#	Beginning Fund Balance	+ Revenues	- Expenditures	Ending Fund Balance	Outstanding Deposits	Outstanding Checks	Ending Bank Balance	Bank Acct
General	10	\$ 1,786,108.89	\$ 10,115,928.77	\$ 9,946,659.44	\$ 1,955,378.22				
Management	22	\$ 219,118.50	\$ 563,929.88	\$ 782,244.31	\$ 804.07				
FSA	72	\$ 13,280.70	\$ 37,017.48	\$ 45,722.38	\$ 4,575.80				
					<u>\$ 1,960,758.09</u>	\$ -	\$ 47,406.59	\$ 2,008,164.68	XX009
Activity	21	\$ 74,058.43	\$ 206,330.42	\$ 180,743.32	\$ 99,645.53				
					<u>\$ 99,645.53</u>	\$ -	\$ 545.00	\$ 100,190.53	XX306
SAVE	33	\$ 2,349,394.86	\$ 302,748.50	\$ 200,132.50	\$ 2,452,010.86	\$ -	\$ -	\$ 2,452,010.86	XX1520
SAVE	33	\$ 665,612.39	\$ 870,871.29	\$ 1,011,294.85	\$ 525,188.83				
PPEL	36	\$ 588,169.63	\$ 603,610.76	\$ 432,368.06	\$ 759,412.33				
Debt Service	40	\$ 43,774.02	\$ 1,048,425.99	\$ 813,345.00	\$ 278,855.01				
					<u>\$ 1,563,456.17</u>	\$ -	\$ -	\$ 1,563,456.17	XX900
Debt Service	40	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -	UMB
Nutrition	61	\$ 127,773.92	\$ 603,464.75	\$ 660,494.79	\$ 70,743.88	\$ -	\$ 10.60	\$ 70,754.48	XX603

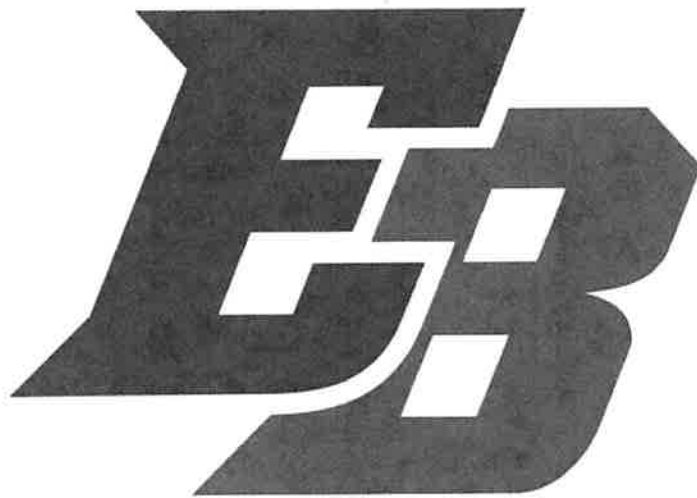
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Fund: 21 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Ending Balance</u>
21 0000 729 000	Fund Balance	0.00	0.00	1,280.00	1,280.00
21 6111 729 910	DRAMA	16,493.80	0.00	0.00	16,493.80
21 6210 729 910	MUSIC CLUB	348.87	0.00	0.00	348.87
21 6220 729 910	PEP BAND	2,854.14	0.00	0.00	2,854.14
21 6221 729 910	MUSIC TRIP	1,848.37	0.00	0.00	1,848.37
21 6800 729 920	ATHLETICS	9,859.88	8,208.95	16,535.44	18,186.37
21 6645 729 920	CROSS COUNTRY	846.50	0.00	0.00	846.50
21 6693 729 920	CHEERLEADING	1,314.33	0.00	428.80	1,743.13
21 6694 729 920	DANCE TEAM	1,354.97	0.00	0.00	1,354.97
21 6710 729 920	BOYS' BASKETBALL	779.05	500.00	665.00	944.05
21 6720 729 920	FOOTBALL	1,892.21	5,450.16	5,993.20	2,435.25
21 6730 729 920	BASEBALL	1,530.88	0.00	0.00	1,530.88
21 6740 729 920	BOYS' TRACK	2,546.67	0.00	0.00	2,546.67
21 6760 729 920	BOYS' GOLF	2,073.72	0.00	0.00	2,073.72
21 6790 729 920	BOYS' WRESTLING	254.82	0.00	0.00	254.82
21 6810 729 920	GIRLS BASKETBALL	1,461.20	0.00	983.00	2,444.20
21 6815 729 920	VOLLEYBALL	1,097.00	0.00	584.00	1,681.00
21 6835 729 920	SOFTBALL	196.32	0.00	0.00	196.32
21 6840 729 920	GIRLS TRACK	1,123.38	0.00	0.00	1,123.38
21 6860 729 920	GIRLS' GOLF	98.93	0.00	0.00	98.93
21 6890 729 000	GIRLS WRESTLING	0.00	0.00	1,180.00	1,180.00
21 7010 729 950	FBLA	4,192.39	0.00	0.00	4,192.39
21 7011 729 950	HS STUDENT COUNCIL	1,983.76	95.00	601.20	2,489.96
21 7012 729 950	SPANISH CLUB	997.45	0.00	0.00	997.45
21 7013 729 950	NHS	629.76	0.00	1,180.00	1,809.76
21 7017 729 950	SKILLS USA	69.22	0.00	0.00	69.22
21 7020 729 950	NEWSPAPER	2,236.84	0.00	0.00	2,236.84
21 7023 729 950	FCCLA	3,623.08	911.85	1,499.34	4,210.57
21 7026 729 950	FFA	13,050.54	95.54	0.00	12,955.00
21 7040 729 950	MS STUDENT COUNCIL	1,220.20	0.00	0.00	1,220.20
21 7082 729 950	CLASS OF 2027	2,519.75	0.00	0.00	2,519.75
21 7083 729 950	CLASS OF 2028	723.94	0.00	0.00	723.94
21 7084 729 950	Class of 2029	61.54	0.00	0.00	61.54
21 7085 729 950	CLASS OF 2030	61.54	0.00	0.00	61.54
21 8000 729 910	ANNUAL	6,319.57	2,376.90	140.00	4,082.67
21 8004 729 910	INTEREST	0.00	0.00	551.33	551.33
Fund Total: 21		85,662.82	17,638.40	31,621.31	99,645.53



**East Buchanan
Community School
Employee Handbook**

2025-2026

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OPENING STATEMENT

Welcome Letter

As part of the East Buchanan Community School TEAM, we all play a vital role in creating a safe, nurturing, and highly engaged learning environment our students deserve and respect. Collaboration and teamwork are common themes in effective schools and are vital to our success at East Buchanan. Our staff is made up of many wonderful and talented people, but it is through the combination of those skills that our greatness shines. Thank you for sharing your skill set with our students and staff, and Thank You for being part of the East Buchanan TEAM.

As a TEAM,

We will...

- Work together, support each other, and create an atmosphere of trust that promotes personal and professional growth.
- Engage our students, be reflective, and help them to see the value in their learning.
- Encourage both students and staff to increase their depth of knowledge, while providing them the safety and security they need to feel comfortable digging deeper, pushing farther and showcasing their creativity.
- Be firm and fair while creating a nurturing environment and positive culture.
- Teach processes and strategies that create thinkers and problem solvers.
- Integrate technology as a tool for teaching and learning.
- Set high expectations and celebrate successes.¹
- Meet the social, emotional and academic needs of each individual student.



¹

Introduction

This handbook is a general source of information and may not include every possible situation that could arise. It is not intended, and does not constitute a contract between the school district and employees. It is the employee's responsibility to refer to the district policies and/or administrative procedures for further information. Whenever the provisions of this handbook are in conflict with those of a board-adopted policy, an applicable collective bargaining agreement, or any other formal employment contract, the terms of the policy, collective bargaining agreement, and/or employment contract shall govern.

Definitions

- The term "Board of Education", shall mean the Board of Education of the East Buchanan Community School District or its duly authorized representatives.
- The term "Employee" as used in this Agreement, shall mean all professional employees represented by this Association in the bargaining unit as defined and certified by the Public Employment Relations Board.
- The term "Association", as used in this Agreement, shall mean the East Buchanan Education Association or its duly authorized representatives or agents.
- "The district" means the East Buchanan Community School District.
- "Parent" also means "guardian" unless otherwise stated.
- An administrator's title, such as superintendent or principal, also means that individual's designee unless otherwise stated.
- "School grounds" includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses.
- "School facilities" includes school district buildings and vehicles.
- "School activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

School District Mission Statement, Educational Goals and Expected Outcomes

Our Mission

To Challenge students to think critically, communicate effectively, develop values, and contribute to society

Our Vision

To share in the responsibility for creating a positive, safe, and caring environment where learning is maximized.

To communicate both internally with school personnel and externally with the community towards achieving the school's purpose, thus making the school the learning center for the community.

To provide a flexible, balanced, and rich curriculum which is continuously upgraded and meets the needs of students.

To enhance learning with the use of technology, thus preparing students and teachers for the 21st century.

To motivate students to take responsibility for their own learning and actions by setting for themselves priorities and achievable goals.

To act in a manner that shows commitment to the Vision, Mission, and Goals for the East Buchanan Community School District.

Our Values

The East Buchanan Community School District promotes the personal attributes of honesty, responsibility, respect, tolerance, and competence.

Our Beliefs

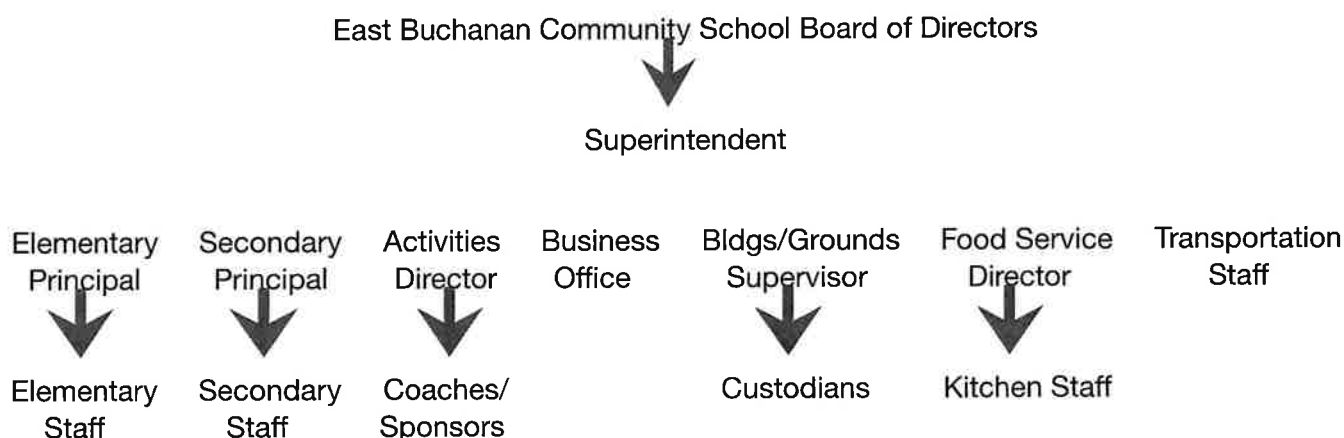
We believe people have value and should be treated with respect.

Every person is accountable for his/her behavior and attitude..

The development of each person's potential can be realized and provided evidence in a safe environment that encourages risk taking and provides opportunities to evidence growth.

Individuals are unique and therefore benefit from continuous and varied assessment to meet their needs and teaching/learning styles.

Organizational Chart



Board Policies

Board policies are established for the success, safety, and protection of all school employees in the performance of their job duties. Board policies are available at <http://east-buc.isfis.net/>. Employees are expected to know existing board policies and know to refer to the policies when necessary.

If you have questions about board policies, please contact Kory Kelchen, Superintendent

Handbook Subject to Change

Every effort will be made to update the handbook on a timely basis, the district reserves the right to advise the Handbook Committee, to review policies, procedures, benefits, and terms of employment. The District will designate a Handbook committee consisting of East Buchanan Administration, 2 Board Members, and 4 members of the East Buchanan Education Association.

COMPENSATION AND BENEFITS

Compensation and Licensure

405.1

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

Certified/Classified/Supplementary Salary Schedules

[EB 25-26 Salary Projections - 25-26FinalScales.pdf](#)

Compensation for Extra Duty

[Extra Duty Scale 25-26.pdf](#)

Continued Education Credit

<http://east-buc.isfis.net/policy/4063-licensed-employee-continued-education-credit>

For advancement in salary schedule classification, a transcript of credits earned must be presented to the Superintendent of Schools by August 31 of the school year in which advance is to become effective.

Extra hours earned beyond the B.A. Degrees must be acceptable college credits. In order for employees to move horizontally in each lane, the ten (10) hours must be seven (7) hours of graduate study and three (3) hours of undergraduate study. All hours must be in the teaching field unless they are general courses for all graduate programs. Clinics may be used if they are for graduate credit and may be applicable towards a Masters Degree in the teaching area. All staff members are grandfathered to their present lane position but must comply with this clause beginning with July 1, 1988. In order for the employee to receive M.A. pay scale, the M.A. must be in the area now taught by the employee. In order to move horizontally on the pay scale for the current school year all paperwork/communication with administration must happen before Aug 31 - any documentation/communication after this date will be considered for the following school year.

Group Insurance Benefits

406.5

Employees may be eligible for group benefits as determined by the board and required by law. The board will select the group benefit program(s) and the insurance company or third party administrator which will provide or administer the program.

In accordance with the Patient Protection and Affordable Care Act (ACA), the board will offer employees, who work an average of at least thirty (30) hours per week or one hundred thirty (130) hours per month, based on the measurement method adopted by the board, with minimum essential coverage that is both affordable and provides minimum value. The board will utilize the applicable measurement period to determine whether variable hourly employees qualify for an offer of insurance coverage under the district's group health plan. The board will have the authority and right to change or eliminate group benefit programs, other than the group health plan, for its employees.

Employees, who work an average of at least thirty (30) hours per week or one hundred thirty (130) hours per month, based on the measurement method adopted by the board, are eligible to participate in the group health plan. Employers should maintain documents regarding eligible employees' acceptance and rejection of coverage.

Regular part-time employees (i.e., employees who work less than 30 hours per week or 130 hours per month for health benefit purposes or employees who work less than 30 hours per week for benefits other than health) who wish to purchase coverage may participate in group benefit programs by meeting the requirements of the applicable plan. Full-time and regular part-time employees who wish to purchase coverage for their spouse or dependents may do so by meeting the requirements of the applicable plan.

Employees and their spouse and dependents may be allowed to continue coverage of the school district's group health insurance program if they cease employment with the school district by meeting the requirements of the insurer.

All new employees shall receive group insurance and health benefits information upon acceptance of employment. For additional information contact Teresa Knipper, Business Manager.

Proof of other insurance coverage must be provided during each open enrollment period. If other coverage is lost, the employee must notify the Superintendent immediately in writing of this change. If an employee fails to notify the Superintendent of loss of coverage and seeks health coverage on The Marketplace, the employee will be responsible for any fines imposed by the Internal Revenue Service.

Coverage shall be for the duration of employment. New employees shall be covered, if application is made timely, on the 1st of the month following or coinciding with their date of employment.

1. The date for coverage shall be from September 1st through August 31st with new employees becoming eligible on September 1st. If they wait over thirty (30) days, they must show evidence of insurability.
2. Any employee who has been granted leave of absence under Section A of Article XIV, Maternity Leave, may continue to have medical and/or dental coverage by continuing personal payment of premiums. The duration of this leave of absence will be limited to a one (1) year period. When any employee is granted a non-paid leave of absence under any other condition, his or her participation in the group medical and/or dental coverage shall be subject to the carrier's acceptance.

At the conclusion of the Board of Education contributions, insurance benefits may be continued, at the employee's own expense, subject to the conditions and regulations of the carrier.

All terms and conditions of the insurance plan selected by the employee, including eligibility for coverage, continuation, and coverage period, shall be as stated in the insurance contract provided by the carrier.

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.

Substitute/temporary employees must qualify for IPERS. Officials are exempt from IPERS. Citizen coaches/sponsors qualify for IPERS after one year if they continue as a citizen coach/sponsor the next school year.

Travel Compensation

<http://east-buc.isfis.net/policy/4017-employee-travel-compensation>

Employee Searches

Employees should have no expectation of privacy in their classrooms, desks, computers or other school districts provided space or equipment. The school district may look into these items when needed. Anything on the school district's computers, server, website, etc. and in school district files, etc. are considered a public record and open to public inspection. If the school district conducts an examination or inspection under the terms of this policy, there will be at least two individuals present at the time of the examination or inspection. Should the school district get a request to see this information, at that time, a determination will be made whether the information can be withheld as confidential information. The school district assumes no responsibility or liability for any items of personal property which are placed in the desk or work space which is assigned to employees.

Evaluation

[http://east-buc.isfis.net/sites/east-buc.isfis.net/files/405.8 eb licensed ee evaluation.pdf](http://east-buc.isfis.net/sites/east-buc.isfis.net/files/405.8%20eb%20licensed%20ee%20evaluation.pdf)

Evaluation of employees on their skills, abilities and competences is an ongoing process supervised by the building principals and conducted by approved evaluators, and is required by law. The goal of the formal evaluation process is to improve the education program, to maintain employees who meet or exceed the board's standards of performance, to clarify the employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board and to develop a working relationship between the administrators and other employees.

NOTIFICATION

1. The building principal shall inform all employees of the procedures that will be followed in employee evaluation by no later than ten(10) school days after the beginning of the school year.
2. The administration shall be responsible for the notification and evaluation of all employees.
3. All formal evaluations of an employee shall be conducted with the full knowledge of the employee.

FORMAL OBSERVATIONS

All formal observations for evaluation purposes shall:

1. Be made by the principal or a qualified, designated outside consultant or evaluator or by the Superintendent.
2. Be conducted openly with the employee's full knowledge (Eavesdropping and the use of surveillance devices such as public address or audio systems will be strictly prohibited).
3. Be at least thirty (30) minutes in length.
4. Be made on probationary employees only after they have been notified in writing three (3) school days prior to the first formal evaluation observation. A pre-observation conference will be held so that the evaluator is aware of the employee's objectives, methods and materials.
5. Be followed by a conference within one (1) week between the employee and the evaluator. The evaluator shall attempt to help the employees in any areas which might need improvement.

FREQUENCY OF EVALUATION OBSERVATIONS

1. All beginning and probationary employees shall be formally evaluated as described in the evaluation document: East Buchanan Community School District Teacher Evaluation System (2/3/2005).
2. Any employee who is denied a salary increment based upon a previous formal evaluation observation shall be formally evaluated at least once per grading cycle during the school year.
3. All career teachers shall be on the Performance Review Cycle once every three (3) years, but can be evaluated at any time.

OTHER EVALUATIONS

Nothing in this Article is to be construed as precluding evaluation of employees, written or otherwise, by any other means whatsoever as deemed appropriate by the administration of the school district.

WRITTEN EVALUATIONS

A copy of any written employee evaluation made by the administration shall be furnished to the respective employee upon request. The administration shall notify any employee affected by this paragraph of the existence of any such written employee evaluations within five (5) school days thereafter. Any evaluation will be signed by the employee and a copy put into the employee's personnel file.

PERSONNEL FILE

1. Any complaint which, in the judgment of the administration, relates to any employee's professional responsibilities and obligations, made by any parent, student or other person, shall promptly be called to the employee's attention and such complaint shall be placed in the file.

2. The signature of an employee on any item in his/her file indicates his/her awareness of the materials and not his/her approval or agreement with it.
3. Any person authorized by the administration or the employee involved who uses the employee's file shall be required to sign their name and date their signature.
4. Any employee presently under contract shall have the right to review the contents of their personnel file.

OTHER EVALUATIONS

All timelines as they pertain to filing a grievance are hereby waived in regard to challenging past evaluations once adverse action is taken by the East Buchanan Community School District. In the arbitration proceeding, the East Buchanan Community School District has the absolute burden of proof by a preponderance of the evidence to prove the fairness and accuracy of such past evaluations made by the evaluator.

Handbook Complaints

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

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

<http://east-buc.isfis.net/policy/4011-equal-employment-opportunity>

Step One - Within 5 days after the alleged misinterpretation or misapplication of the handbook, an employee with a complaint shall privately discuss the complaint with their immediate supervisor (All Teachers will direct the conversation to the Building Principal) and attempt to find a resolution. The immediate supervisor will respond within 5 days.

Step Two - If the complaint is not resolved at Step One, the employee alleging the complaint may submit a formal complaint with the immediate supervisor (All Teachers will direct the conversation to the Building Principal) . The formal complaint must be submitted to the immediate supervisor within 5 days after the receipt of the immediate supervisor's Level One response.

The formal complaint must contain a clear and concise statement of the alleged misinterpretation or misapplication of the handbook, including the facts upon which the complaint is based, the issues involved, the provisions of the handbook involved, the claimed basis for the alleged misinterpretation or misapplication and the resolution that is sought. The immediate supervisor (Building Principal) will provide a written answer to the formal complaint within 3 days.

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

Mandatory Cooperation in Workplace Investigations

Any workplace investigation conducted by administrative staff or their designee will receive complete cooperation of all employees. Employees may be disciplined, up to and including termination, for making any untrue statement or providing information that is dishonest, misleading, inaccurate or incomplete during the course of the investigation and related procedures. Employees may also be disciplined, up to and including termination, for impeding, obstructing or failing to cooperate with the investigation and related procedures.

Mandatory Reporting of Post-Employment Arrests and Convictions

<http://east-buc.isfis.net/policy/4041-code-professional-conduct-and-ethics>

Any employee who is arrested or convicted of any criminal charges shall report such information to Kory Kelchen, superintendent within 48 hours . Failure to do so shall incur discipline, up to and including termination.

Transfers

http://east-buc.isfis.net/sites/east-buc.isfis.net/files/405.7_eb_licensed_ee_transfers.pdf

Work Day

http://east-buc.isfis.net/sites/east-buc.isfis.net/files/405.5_eb_licensed_ee_work_day.pdf

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

The School Day for the East Buchanan Community School District is from 8:10 am to 3:25 pm.

The school year for certified employees will contain 190 days of service. The contract work day for certified employees shall begin at 7:45 a.m. and end at 3:45 p.m. Classified employees' contract work day will be determined by the superintendent and communicated with classified employees through their individual contract.

Classified Employees shall be provided with at least one (1) thirty (30) minute break each day. This break shall be unpaid.

Certified Employees shall be provided with a twenty (20) minute duty free lunch period each day. Each certified employee is given one 40 minute prep period per day during a full day of school. Scheduled shortened days the prep period may be shortened to 20 min. Any weather days, the prep period may possibly be eliminated on that day due to unforeseen circumstances.

DISTRICT PROCEDURES AND GUIDELINES

Child Labor

The district complies with both state and federal child labor laws. Under Iowa Child Labor laws, Iowa Code Chapter 92, minors under the age of 18 are prohibited from working in certain occupations, performing certain duties and from using certain equipment. For more information on federal child labor laws, contact the U.S. Department of Labor, Wage and Hour Division, in Des Moines at (515) 281-3425 or visit www.iowadivisionoflabor.gov/child-labor.

Copyright

<http://east-buc.isfis.net/policy/6057-use-information-resources>

Discipline

Employee violations of board policy and work rules may result in discipline, up to and including termination. Employees whose employment is terminated will be given the appropriate level of due process as required by law.

The district uses progressive discipline procedures to prevent undesirable employee behavioral issues. In most cases, the district will follow the steps below. However, the district may combine or skip steps depending on the facts of each situation and the nature of the offense.

Step One – Verbal Warning: The employee and the principal or immediate supervisor shall meet to bring attention to the existing conduct issue. The principal or immediate supervisor shall discuss the nature of the problem and clearly describe company policies and procedures. The principal or immediate supervisor shall document this meeting. Pending on the severity of the situation the administration reserves the right to skip Step One and move directly to Step Two.

Step Two – Written Warning: If the issue in Step One is not corrected, the employee and the principal or immediate supervisor shall meet to review the existing behavioral issue and any additional incidents. The principal or immediate supervisor shall outline the consequences for failing to meet conduct expectations to the employee. Employees in Step Two may be placed in an intensive assistance plan. The principal or immediate supervisor shall document the Step Two meeting and give a copy of the documentation to the employee. The original copy shall be placed in the employee's personnel file.

Step Three – 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 principal or immediate supervisor will discuss the appropriate action with the superintendent. The superintendent has the authority to recommend the termination of an employee to the Board.

Employee Recognition

<http://east-buc.isfis.net/policy/4018-recognition-service-employees>

The District currently recognizes employees for longevity - 1 year, 5 years, 10 years and in increments of 5 thereafter until retirement.

Elem/MS/HS may have social committees that recognize weddings, babies, funerals etc. The district can not fund these gifts. The committees are staff driven and voluntary. There may be voluntary dues associated with committees.

Employee Publication or Creation of Materials

http://east-buc.isfis.net/sites/east-buc.isfis.net/files/408.2_eb_licensed_ee_creation_of_materials_-_1-9-19.pdf

Parking

All students and staff are expected to park on school property in designated parking spots in front of the building or in school parking lots.

Professional Development

http://east-buc.isfis.net/sites/east-buc.isfis.net/files/408.1_eb_licensed_ee_prof_dev_-_1-9-19.pdf

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

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

School Nutrition Program

<http://east-buc.isfis.net/policy/7101-school-food-program>

Employees may purchase meals and other items.

School Publicity and Community Relations

<http://east-buc.isfis.net/policy/900-principles-and-objectives-community-relations>

The district staff is the connection between the schools and the community. Employees are expected to work in a professional manner with parents and the community, when appropriate, for their positions. Teachers especially are expected to work closely with parents throughout the school year to ensure the success of all students, as parents are vital partners in the education of their children.

The board president is the spokesperson for the board, and the superintendent is the spokesperson for the school district. It is the responsibility of the board president and superintendent to respond to inquiries from the news media about the school district.

Staff Meetings

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

Staff meetings shall be held as needed throughout the school year either in the morning before school or after school. Staff meetings will last approximately 30 min before school and no more than one hour after school except in unusual or emergency circumstances. Employees are expected to attend staff meetings unless they are on leave or excused by an administrator.

Teacher Leadership and Compensation

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

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

CONDUCT IN THE WORKPLACE

Employee Use of Cell phones

<http://east-buc.isfis.net/policy/40112-employee-use-cell-phones>

Fighting

Any verbal or physical altercations between or among employees or others will not be tolerated and may subject the employee(s) to disciplinary action, up to and including termination.

Fraud/Unlawful Gain

Any deliberate deception which secures an employee unfair or unlawful gain will be grounds for discipline and may be turned over to law enforcement. The school district will also file a complaint with the Iowa Board of Educational Examiners' as a violation of the employee's Code of Ethics and the district will also petition for license revocation.

Neglect of Duties

All employees are mindful that students are not to be left unattended and employees should not place themselves in any position where student safety is at risk or neglect of duty could be claimed. Employees, in a supervisory role, needing to leave an area where students are present must ensure another adult is present before leaving.

Offensive or Abusive Language

Threatening, intimidating, or using abusive and profane language by school district employees towards others, including derogatory slurs, will not be tolerated. Violation will incur discipline, up to and including termination.

Performing Unauthorized Work While on Duty

All district employees are prohibited from performing unauthorized work while on duty. Doing so could result in discipline, up to and including termination.

Use of School Facilities and Equipment

The district attempts to maintain equipment and supplies which permit work to be accomplished in the most efficient and effective manner possible. While employees are encouraged to use these items, it is important to understand that they are school district property only to be used for conducting school district business.

Abuse or misuse of school district or non-district owned property is to be reported immediately to the administration. Failure to do so will limit district responsibility and/or increase employee responsibility. It is expected all employees will use care and caution when using district and non-district property. Abuse or misuse or unauthorized use of district property, private property, materials and/or equipment is subject to disciplinary action.

Use of School Vehicles

Staff members (coaches/group sponsors/chaperones) must ensure that each vehicle is thoroughly cleaned after every trip, including removing all personal items and all trash. The staff member responsible for the team/group of students using the vehicle is responsible for ensuring that the vehicle is cleaned out once returned to the school. Vehicles will be checked by a district employee after each trip. If the vehicle is not clean, the coach or sponsor will be notified to come to the school and clean out the vehicle. If the coach/sponsor does not return to clean out the vehicle or if it happens multiple times with the same group, the vehicle will be cleaned and expenses to clean the vehicle will be taken out of the account associated with the group that used it last.

When returning a vehicle - it should be at least $\frac{3}{4}$ full of gas. If it's below $\frac{3}{4}$ full, fill the tank when you return.

Places to return the key after each trip:

- Drop off box outside of the bus barn
- In the business office
- In the business office mail slot located either in the Highschool office or elementary office

Report any issues with the vehicles IMMEDIATELY to either Adam Halford or Mellisa Schweitzer.

Remember to document mileage on the blue sheet located either on the clipboard or the binders.

Pre-trip Sheet - located on the clipboard or in the binder.

Use of Time

An employee is responsible for the time on the job which he/she is assigned. Each employee must develop work habits and systems to eliminate back-tracking or poor usage of time. This requires initiative and planning on the employee's part. Do not allow students, teachers, fellow workers or others to interrupt your work with lengthy conversations; simply excuse yourself and say you have work to do.

Actions such as the following are strictly prohibited by employees and will result in discipline, up to and including termination: loafing, loitering, sleeping, engaging in unauthorized personal business or prolonged visiting while on duty.

EMPLOYEE STANDARDS OF CONDUCT

Academic Freedom

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

Break of Meal Periods

Leaving the place of duty during a work shift without permission of the school administration, except during unpaid break periods, is cause for discipline, up to and including termination. Employees are expected to return to work immediately upon completion of a paid or sanctioned unpaid break.

Dress and Grooming

All employees are required to dress in a professional and appropriate manner (business casual). Any clothing which could be deemed unsafe could result in disciplinary action. Clothing deemed inappropriate will be discussed with the employee. Tank tops, tube tops, sleeveless shirts, short shorts and halter tops are not considered professional attire. Questions about appropriate attire should be addressed to the administration. Also, as role models for students, all staff members are expected to not only dress appropriately, but to practice exemplary hygiene.

Employee Outside Employment

<http://east-buc.isfis.net/policy/4026-employee-outside-employment>

Employee Political Activity

<http://east-buc.isfis.net/policy/4019-employee-political-activity>

Ethics – Board of Educational Examiners

<http://east-buc.isfis.net/policy/4041-code-professional-conduct-and-ethics>

<http://east-buc.isfis.net/policy/404r1-code-professional-conduct-and-ethics-regulation>

<https://www.legis.iowa.gov/docs/iac/rule/12-16-2020.282.25.3.pdf>

Failure to Complete Reports

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

Gifts

<http://east-buc.isfis.net/policy/4024-gifts-employees>

Insubordination

Insubordination, disobedience, failure or refusal to follow the written or oral instructions of supervisory authority or to carry out work assignments will not be tolerated. Insubordination will result in discipline up to and including termination.

Relationships with Co-Workers

School district employees are encouraged to create an environment where co-workers' collaboration and cooperation add to the overall functioning of the district and fulfillment of individual job responsibilities. All employees must have a respectful attitude toward their job and co-workers, and they should not allow students, teachers, fellow workers or others to interrupt or demean their work.

Staff Technology Use/Social Networking

<http://east-buc.isfis.net/policy/40113-staff-technology-use>

Theft

All thefts should be reported immediately to a principal or supervisor. Any employee found to be involved in theft of the district's or another person's property will result in appropriate discipline, up to and including termination.

Treatment of Patrons of the District

Patrons of the district are to be treated with respect on school grounds and at school events. Employees should be courteous at all times, and report to district administration any mistreatment by district patrons.

STUDENT AND CLASSROOM ISSUES

Abuse of Students by a School District Employee

<http://east-buc.isfis.net/policy/4023-abuse-students-school-district-employees>

Child Abuse Reporting

<http://east-buc.isfis.net/policy/4022-child-abuse-reporting>

Corporal Punishment, Restraint and Detaining Students

<http://east-buc.isfis.net/policy/5035-corporal-punishment>

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.

Field Trips

<http://east-buc.isfis.net/policy/6065-student-field-trips-and-excursions>

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.

Parent/Teacher Conferences

<http://east-buc.isfis.net/policy/5051-student-progress-reports-and-conferences>

P/T Conferences happen within four nights of the school year. There will be two nights of conferences during the 1st semester, and 2 nights during the second semester.

Searches of Students and Property

<http://east-buc.isfis.net/policy/5028-search-and-seizure>

Standardized Testing and Assessment

<http://east-buc.isfis.net/policy/5054-testing-program>

Assessment is an important part of the education process and the school district is committed to ensuring the integrity of testing and assessment practices. Employees are expected to administer standardized tests consistent with Iowa law and Board of Educational Examiners ethical codes that promote the integrity of the assessment and the validity of student responses. Failure to do so may result in disciplinary action up to and including termination. For additional information regarding the applicable standard in the Iowa Board of Educational Examiners Code of Professional Conduct and Ethics, please visit the Board of Educational Examiners website located at www.boee.iowa.gov/doc/ethHndot.pdf.

Student Funds and Fundraising

<http://east-buc.isfis.net/policy/5045-student-fund-raising>

Student fundraising for school activities may occur upon approval of the principal at least 2 weeks prior to the fundraising event or the start of a fundraising campaign and with an employee overseeing the fundraising. Funds raised remain in the control of the school district and the board.

School-sponsored student organizations must identify a specific purpose for fundraising and secure the approval of the principal prior to spending the money raised.

If the district permits online fundraising funding:

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 superintendent. 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

Student Records

<http://east-buc.isfis.net/policy/5061-student-records-access>

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

Transporting of Students by Employees

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

<http://east-buc.isfis.net/policy/9041-transporting-students-private-vehicles>

Tutoring

Every effort will be made by the licensed employees to help students with learning problems before recommending that the parents engage a tutor. Since there are exceptional cases when tutoring will help students overcome learning deficiencies, tutoring by licensed employees may be approved by the superintendent. Licensed employees may only tutor students other than those for whom the teacher is currently exercising teaching, administrative or supervisory responsibility unless approved by the superintendent.

Tutoring for a fee may not take place within school facilities or during regular school hours unless approved by the superintendent and the fees go to the school district, not the teacher. Any questions about whether a tutoring relationship or activity complies with the Code of Professional Conduct and Ethics for educators should be directed to the Board of Educational Examiners.

LEAVES AND ABSENCES

<http://east-buc.isfis.net/policy/4092-licensed-employee-personal-illness-leave>

Absenteeism

In order to accomplish the goals and mission of the district, daily attendance by all employees is imperative. Employees are encouraged to limit absenteeism to emergencies and appropriate instances that cannot be scheduled outside of a workday. Employees must notify the Administration of all times when they will be absent or to submit leave requests. Absences arranged in advance (vacations and personal days) do not require a call when absent or when returning to work, unless outside the scheduled time off. If an employee is absent for two consecutive workdays, without proper notification and authorization, the employee shall be considered to have abandoned his or her position and may

be terminated. Misuse of leave procedures or misrepresentation of reasons for leave may lead to disciplinary action. Failure to report promptly at the starting time or leaving before the scheduled quitting time or failure to timely notify the proper supervisor of impending absence or tardiness, prior to designated starting time, is reason for disciplinary action even if the employee has not yet exhausted available paid leave.

Bereavement Leave

The district understands that employees may need time off to mourn the loss of a family member or close friend.

A. In the event of a death in the immediate family, personnel shall not have deductions made from their salaries until such absence exceeds six (6) school days for each death. Paid leave for bereavement is generally not intended for use outside of the normal mourning period. To delay use of allowed bereavement leave for related purposes, notification must be made to the building principal within the bereavement period.

B. The immediate family is taken to mean father, mother, husband, wife, child, brother, sister, father-in-law, mother-in-law, and grandchildren.

C. Two (2) days shall be allowed for the attendance at a funeral of a relative other than listed above, or the funeral of a very close friend.

D. If an extended bereavement is needed the employee may use up to ten (10) of their personal illness or injury days toward said bereavement. For each day used, two (2) personal illness and injury days will be deducted up to the maximum of ten (10) personal illness and injury days.

Employee Holidays, Personal Leave and Vacation

<http://east-buc.isfis.net/policy/4091-licensed-employee-vacation-holidays-personal-leave>

School-year, certified staff: 5 - Labor Day, Thanksgiving, Christmas, New Years Day, Memorial Day (according to board approved school calendar)

School-year, classified staff: 5 - Labor Day, Thanksgiving, Christmas, New Years Day, Good Friday
12-month employees: 7 - Independence Day, Labor Day, Thanksgiving, Christmas, New Years Day, Good Friday, Memorial Day

Long-term substitute teacher: The holiday(s) that occur(s) during their long-term substitute teacher assignment.

Citizen coaches/sponsors, substitutes, temporary employees: No holiday pay

Holiday	Certified (5)	Classified (5)	12-month Employees (7)	Substitute teachers	Citizen Coaches/Sponsors, subs,

					temp EEs (0)
Labor Day	Yes	Yes	Yes	Only if	No
Thanksgiving	Yes	Yes	Yes	during	No
Christmas	Yes	Yes	Yes	long-term	No
New Year's Day	Yes	Yes	Yes	assignment	No
Good Friday	No	Yes	Yes	No	No
Memorial Day	Yes	No	Yes	No	No
Independence Day	No	No	Yes	No	No

PERSONAL BUSINESS

<https://east-buc.isfis.net/policy/4091-licensed-employee-vacation-holidays-personal-leave>

A. Two (2) days of personal leave per year may be used for personal business with the approval of the administration. The administration shall be notified at least five (5) school days in advance. One (1) day of personal leave per year may be used for emergency leave purposes. If an employee is unable to comply with the notification provisions set forth in the Article prior to taking an emergency leave day, the administration may require the employee to provide written reasons for taking said leave. In no event will an employee be allowed to take emergency leave without first notifying the administration.

B. Days may accumulate up to four (4). Up to two full unused personal days may be paid out each year at the current sub rate per day/hour.

C. Three (3) days of personal leave per year will be allowed for employees who are employed on a twelve-month contract.

D. Personal leave must be used before an employee may request a deduct in pay.

CLASSIFIED EMPLOYEE VACATIONS AND HOLIDAYS

A. Full time regular classified employees who have served a full year (12 months) are entitled to two (2) weeks vacation with pay. At the completion of ten (10) years, the following schedule will go into effect.

11 years.....11 days
 12 years.....12 days
 13 years.....13 days

14 years.....14 days
 15 years.....15 days

B. The classified employee shall have the time of his/her vacation approved by the Superintendent of Schools.

C. Holiday schedule for classified staff.

1. All classified employees will receive holiday pay regardless of the number of hours they are employed. Employees will be paid for the hours they would have been scheduled for the day.

The following is a list of the seven holidays:

Fourth of July, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Good Friday and Memorial Day

2. Each classified employee must be scheduled to work the regular workday before the holiday and the first regular work day following the holiday to be eligible for holiday pay.
3. Any classified employee requesting a leave of absence prior to or following a holiday shall use the following procedure.
 - a) If only personal days are used regular holiday pay will be received and
 - b) Documented doctor appointments with previous approval will be accepted and holiday pay will be received.
 - c) If more days are used than personal days, the personal days shall be taken first followed by the period of absence without pay and no holiday pay will be received

Family and Medical Leave

<http://east-buc.isfis.net/policy/4093-licensed-employee-family-and-medical-leave>

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

MATERNITY LEAVE - In accordance with FMLA

Jury Duty Leave

<https://east-buc.isfis.net/policy/4092-licensed-employee-personal-illness-leave>

In the absence of extraordinary circumstances, employees in the school system may be excused for jury duty. In order that no employee shall suffer a loss because of such absence, the difference between their normal salary and the compensation received for jury duty shall be paid. Upon release from jury duty, the employee shall report to his or her supervisor.

Military Service Leave

District will follow Code of Iowa 29A.28 – Leave of absence of civil employees.

<https://www.legis.iowa.gov/docs/ico/code/29A.28.pdf>

Personal Illness Leave

- A. Personnel shall be granted leave of absence for personal illness or injury (including pregnancy related illness) with full pay at a rate as follows:

1 st year	10 days
2 nd year	11 days
3 rd year	12 days
4 th year	13 days
5 th year	14 days
6 th year	15 days
Each additional year	15 days

- B. An employee may accumulate up to one hundred twenty five (125) sick days, which would include the maximum of one hundred ten (110) days, plus the fifteen (15) days allowable for the current school year.
- C. Accumulated leave shall apply only to consecutive years of service unless a leave of absence is granted.
- D. The appropriate number of days becomes available to the employee at the beginning of each contract year after the employee actually begins work for the contracted year.
- E. The employee shall notify the superintendent in advance in cases where an employee knows that an illness or elective medical procedure will result in temporary disability of more than ten school days.
- F. A physician's statement to verify the need of an elective medical procedure when the period of temporary disability exceeds twenty-one school days shall be submitted on a form provided by the employer.
- G. An elective medical procedure that can be deferred for medical attention to non-contract times shall not be covered by this personal illness and temporary disability article. This shall be in the judgment of the employee's physician.
- H. The school board may require such reasonable evidence, as it may desire confirming the necessity for any such leave.

IMMEDIATE FAMILY ILLNESS AND INJURY

A. Deductions shall not be made from an employee's salary for absence caused by illness or injury in the employee's immediate family, which requires their presence until such absence exceeds five (5) school days in any one year. Days may be accumulated to seven (7) if any of the five (5) are not used. In the event that additional family illness days are needed, up to ten (10) days of personal illness leave may be used towards family illness.

B. If an extended illness or injury of the employee's immediate family may occur, the employee may use up to twenty (20) of their personal illness or injury days toward said immediate family illness. For each day used, two (2) personal illness or injury days will be deducted up to the maximum of twenty (20) personal illness or injury days.

C. The immediate family is taken to mean father, mother, husband, wife, child, brother, sister, father-in-law, mother-in-law, and grandchildren.

Political Leave

<http://east-buc.isfis.net/policy/4092-licensed-employee-personall-illness-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 request for leave must be in writing to the superintendent of schools at least 30 days prior to the starting date of the requested leave.

Unpaid Leave (All Staff)

Requests for unpaid leave must be made to the building principal or supervisor. The request must state the reason for the request, the number of days, and when the days are to be used. Requests must be delivered to the building principal or supervisor at least 5 days in advance to allow time for consideration of the request and the securing of a substitute when needed. The principal or supervisor shall, in his/her sole judgment and discretion, approve or deny the said request. An employee requesting multiple unpaid days in a school year may need to meet in front of the board in closed session. Taking unapproved unpaid leave may result in termination.

<http://east-buc.isfis.net/policy/4092-licensed-employee-personall-illness-leave>

<http://east-buc.isfis.net/policy/721-transportation-non-school-groups>

SAFETY AND SECURITY

Building Security

The district is committed to maintaining a safe and secure learning environment for students and staff. In order to accomplish this, it is the responsibility of all employees to do their part in creating this safe and secure environment. Employees should contact school administration, to report any security/safety hazard(s) or condition(s) they identify.

Drills and Evacuations

Periodically the school holds emergency fire, tornado, lockdown drills. At the beginning of each trimester 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.

Emergency Closings, Inclement Weather and Other Interruptions

When the superintendent decides the weather threatens the safety of students and employees, he/she will notify the radio/television station (KWWL, KGAN, KCRG, KMCH, and JMC Contacts) that will be to broadcast a school closing announcement.

Threats of Violence

All threats of violence - whether oral, written or symbolic - against students, employees, visitors, or to school facilities are prohibited. All such threats will be promptly investigated. Law enforcement may be contacted. Threats issued and delivered away from school or school activities may be grounds for disciplinary action if the threat impacts the orderly and efficient operation of the school. Employees engaging in threatening behavior will face disciplinary consequences up to and including termination.

Visitors/Guests

<http://east-buc.isfis.net/policy/9033-visitors-school-district-buildings-sites>

<http://east-buc.isfis.net/policy/9034-public-conduct-school-premises>

Weapons

<http://east-buc.isfis.net/policy/5026-weapons>

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.

TERMINATION OF EMPLOYMENT

Contract Release – Licensed Employees

<http://east-buc.isfis.net/policy/4072-licensed-employee-contract-release>

Resignation – Licensed Employees at Year End

<http://east-buc.isfis.net/policy/4071-licensed-employee-resignation>

Resignation – Classified Employees

<http://east-buc.isfis.net/policy/4131-classified-employee-resignation>

Reduction in Force

<http://east-buc.isfis.net/policy/4075-licensed-employee-reduction-force>

<http://east-buc.isfis.net/policy/4135-classified-employee-reduction-force>

Retirement

<http://east-buc.isfis.net/policy/4073-licensed-employee-retirement>

<http://east-buc.isfis.net/policy/4132-classified-employee-retirement>

<http://east-buc.isfis.net/policy/4132r1>

Appendix

Acknowledgement of Receipt

I acknowledge that I have received or can access a copy of the East Buchanan Community Schools Employee Handbook available under the <http://eastbuchananschools.com> website. I understand the employee handbook contains important information about the district and my role, responsibilities, and duties as an employee. I acknowledge I am expected to be familiar with the contents. I also understand that I should consult Kory Kelchen, the Superintendent, with any questions I have about the contents of the employee handbook or any questions that I feel were not addressed.

I understand that the employee handbook is a general source of information and may not include every possible situation that may arise. I acknowledge that the Employee Handbook is not intended, and does not constitute a contract between the East Buchanan Community School District and any one or all of its employees.

Employee's Signature

Date

Employee's Name (Printed)

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

POLICY 503.11-R(1): DISRUPTIVE BEHAVIOR - REMOVAL PROCEDURES

Nonviolent Disruption

A nonviolent disruption is defined as a disruption to classroom instruction that results from disorderly conduct, abusive or profane language, bullying as defined by *Iowa Code 280.28*, or repeatedly disruptive behavior. If the disruption is a nonviolent disruption, a teacher may remove the student from the classroom and place the student under the supervision of the principal or the principal's designee for at least 30 minutes. ~~A teacher may appeal to the school board a principal's decision not to remove a student for nonviolent disruptive behavior, as well as a decision to return the student to the classroom too soon.~~ A teacher may appeal a principal's decision regarding nonviolent disruptive behavior—including a decision not to remove a student or a decision to return a student to the classroom too soon—through the following sequence:

- Appeal to the Superintendent: The teacher must first submit a written appeal to the superintendent for review.
- Appeal to the School Board: If the teacher is dissatisfied with the superintendent's decision, they may escalate the appeal to the school board.

A student enrolled in kindergarten through grade five cannot be readmitted into the teacher's classroom until the principal or principal designee and the teacher meet to discuss the readmission of the student.

A student enrolled in grades six through twelve cannot be readmitted into the teacher's classroom until the principal or the principal designee and the teacher meet to discuss readmission. Even so, the student is not allowed to be re-admitted to the teacher's classroom until the immediate subsequent school day at the earliest.

Should there be disciplinary action taken against the student, the principal or the principal's designee will inform the teacher of the actions taken as soon as reasonably possible after the student's removal.

Students who have been removed from class will be provided alternative learning arrangements and must make up any work that the student missed while under alternative supervision.

Multiple Nonviolent Disruption Removals

Should a student be removed from a teacher's classroom more than once, the teacher(s) who removed the student, the principal, the guidance counselor, the student's parent/legal

guardian (if the student is not an emancipated minor), and the student must participate in a meeting to discuss the student's nonviolent disruptions, establish a behavior plan, and a course of discipline. Considerations may include relocating the student to an alternative learning environment, including a therapeutic classroom when appropriate.

If a student is removed from a teacher's classroom two or more times in a *semester*, then the principal will discipline the student in any of the following manners:

- Assigning the student to either in-school or out-of-school suspension; or
- Recommend to the superintendent the student be relocated in an alternative learning environment that has been approved by the superintendent.
- Removal and discipline of students with disabilities under any of these categories must comply with the provisions of applicable federal and state law.

Violent Disruption

A violent disruption is defined as a disruption to classroom instruction that results from a threat of violence or an incident of violence resulting in injury, property damage, or assault as defined in *Iowa Code* 708.1. If the disruption is a violent disruption, the teacher must remove the student from the classroom and place the student under the supervision of the principal or the principal's designee.

A student enrolled in kindergarten through grade five cannot be re-admitted into the teacher's classroom until the principal or principal designee and the teacher meet to discuss the readmission of the student.

A student enrolled in grades six through twelve cannot be readmitted into the teacher's classroom until the principal or the principal designee and the teacher meet to discuss readmission. The student is not allowed to be re-admitted to the teacher's classroom until the immediate subsequent school day at the earliest.

A student cannot be re-admitted to a teacher's classroom if all the following criteria are met:

- The student was removed due to an assault on the teacher, and
- The teacher does not consent to allowing the student to return to the teacher's classroom.

Should there be a determination of disciplinary action, the principal will take the disciplinary action and notify the parent or guardian of the student in writing, and if possible, through electronic notice.

The principal must impose the maximum disciplinary action allowed under district policy when a student's conduct, statements, or other actions:

- are severe or pervasive; and
- result in a request from the teacher for maximum disciplinary consequences.

Multiple Violent Disruption Removals

If a student is removed from a teacher's classroom two or more times in a *[insert academic term measurement: semester, or the trimester or quarter]*, then the principal will discipline the student in any of the following manners:

- Assigning the student to either in-school or out-of-school suspension; or
- Recommend to the superintendent the student be relocated in an alternative learning environment that has been approved by the superintendent.
- Removal and discipline of students with disabilities under any of these categories must comply with the provisions of applicable federal and state law.

NOTE: In-school suspension can at times still be considered a "removal" to trigger the ten cumulative days for manifestation determination reviews.

701.5 - Fiscal Management

The Board recognizes its fiduciary responsibility to oversee the management of school district funds in keeping with the school district vision, mission and goals. To achieve this purpose, the board may engage in learning about the financial needs, operations and requirements of the school district as appropriate for the board's understanding of the district's financial position. The Board also commits to engaging in annual financial goal setting for the district based upon measurable data and projections for the school district.

Monthly, the Superintendent, in coordination with the Treasurer, will provide the board with accurate reports showing the receipts, disbursements, and balances for each fund, cashflow needs, the investment portfolio, and any other reports showing the financial condition of the school district. After the fiscal year has closed, the Superintendent, in coordination with the Treasurer will provide to the Board concise, timely, well organized financial data for that fiscal year. The Board will exercise its oversight responsibilities by reviewing relevant PK-12 public education sector indicators to understand the financial trends of the district.

The Board will establish and review financial goals and fiscal management performance measures annually and publish in the minutes. The District will measure whether these goals were obtained as of June 30, but only after completion of the Certified Annual Report due September 15th each year.

Providing the best possible educational experience for all students and meeting federal, state, and local academic goals for each student requires maximizing General Fund resources for use in the instructional program. The board may request from the School Budget Review Committee (SBRC) additional modified spending authority (MSA) where it may be available for items such as:

- Special education deficit balances
- Advances to support increasing student enrollment
- Supports for students identified as English Learners
- At risk / dropout prevention programming
- Initial staffing associated with opening new buildings or programs
- Any other lawful purpose

Any award of modified supplement amount will be levied as a cash reserve based on the recommendation of the Superintendent in coordination with the Treasurer and approved by the Board of Directors, consistent with its annual financial goals and the fiscal management performance measures..

Legal Reference: *Iowa Code* §§ 257.7, 31; 279.8

NOTE: Districts should include any optional uses of MSA the district uses to the bulleted list.

I.C. Iowa Code	Description
Iowa Code § 257.31	<u>Finance Program - Committee</u>
Iowa Code § 279.8	<u>Directors - General Rules - Bonds of Employees</u>
Iowa Code § 257.7	<u>Authorized Expenditures</u>
Cross References	
Code	Description
705.05	<u>Federal Awards Compliance</u>

701.5-R(1) - Fiscal Management - Financial Metrics

The following relevant PK-12 public sector indicators will be provided to the Board annually to better understand the financial trends of the district. These indicators will be an accurate depiction as of June 30th of the preceding fiscal year and will depict at a minimum of *[insert number]* years of data.

- Total revenues and expenditures by fund and major sources;
- Financial Solvency Ratio - assigned plus unassigned fund balances divided by total revenue minus AEA flow through;
- Unspent Authorized Budget Ratio - amount of maximum spending authority left at year end after deducting the general fund expenditures incurred during the year;
- Unspent Authorized Balance Ratio Net of Restricted Fund Balances (Categorical Fund Balances) - amount of maximum spending authority left at year end after deducting both the general fund expenditures incurred during the year and the total restricted fund balances (categorical fund balances) at year end;
- Enrollment Trend - funding follows the student so it is important to understand district enrollment numbers;
- Staff costs as a percent of total general fund.

Financial Projections

Five-year financial projections of the general fund will be prepared and updated annually. The general fund is the operating fund of the district where the majority of salaries and benefits are funded. Projections will help the board determine sustainability of the annual operating budget and help make future budgetary decisions.

The District is committed to utilizing the following financial metrics in determining district financial goals:

1. Unspent Authorized Budget Ratio: Maintain unspent authorized budget ratio within the *[X-X%]* target range. *[Optional language of a higher range with an explanation of the reason-for example, our board feels a higher solvency range of X-X% is our district's target due to our large number of net open enrolled in students]*. The current year's projected balance will be discussed with the Board before staffing and other spending decisions are finalized for the succeeding year.
2. Unspent Authorized Budget Net of Restricted Fund Balances (Categorical Balances): Maintain unspent authorized budget ratio net of restricted fund balances (categorical balances) within the *[X-X]* % target range. The district will attempt to

spend the restricted (categorical) annual allocation in the year received to the extent possible.

3. Solvency Ratio: Maintain an unrestricted, uncommitted general fund balance within the *[X-X]* % target range with *[X]* % being a minimum goal. The current year's projected balance will be discussed with the Board before establishing the succeeding year's cash reserve levy and before staffing and other spending decisions are finalized.
4. *[Optional: The District will take reasonable steps to achieve a total general fund balance at least equal to its unspent authority. This enables the District to cash flow its legal spending limit].*

I.C. Iowa Code		Description
Iowa Code § 257.31		<u>Finance Program - Committee</u>
Iowa Code § 279.8		<u>Directors - General Rules - Bonds of Employees</u>
Iowa Code § 257.7		<u>Authorized Expenditures</u>
Cross References		
Code		Description
705.05		<u>Federal Awards Compliance</u>

300 - Role of School District Administration (10/12/2022)

In this series of the board policy manual, the board defines the role and the employment of school district administrators. Policies in the 400 Series, "Employees," also apply to administrators unless a more specific policy exists in the 300 Series, "Administration."

School district administrators have been given a great opportunity and responsibility to manage the school district, to provide educational leadership, and to implement the educational philosophy of the school district. They are responsible for the day-to-day operations of the school district. In carrying out these operations, the administrators are guided by board policies, the law, the needs of the students, and the wishes of the citizens in the school district community.

It is the responsibility of the administrators to implement and enforce the policies of the board, to oversee employees, to monitor educational issues confronting the school district, and to inform the board about school district operations.

While the board holds the superintendent ultimately responsible for these duties, the principals are more directly responsible for educational results, for the administration of the school facilities and for the employees.

The board and the administration will work together to share information and decisions under the management team concept.

Approved November 10, 2004

Reviewed April 12, 2017; October 12, 2022

301.1 - MANAGEMENT (10-12-22)

The board and the administrators will work together in making decisions and setting goals for the school district. This effort is designed to obtain, share, and use information to solve problems, make decisions, and formulate school district policies and regulations.

It is the responsibility of each administrator to fully participate in the management of the school district by investigating, analyzing, and expressing their views on issues. Those board members or administrators with special expertise or knowledge of an issue may be called upon to provide information. Each board member and administrator will support the decisions reached on the issues confronting the school district.

The board is responsible for making the final decision in matters pertaining to the school district.

It is the responsibility of the superintendent to develop guidelines for cooperative decision-making.

Legal Reference: Iowa Code § 279.8

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302 - Administration Contracts

302.1 - SUPERINTENDENT OF SCHOOLS QUALIFICATIONS, RECRUITMENT, APPOINTMENT (10/12/22)

The board will employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the school district, and to implement board policy with the power and duties prescribed by the board and the law.

The board will consider applicants that meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board will also consider the school district's educational philosophy, financial situation, organizational structure, education programs, and other factors deemed relevant by the board.

The board may contract for assistance in the search for a superintendent.

Legal Reference: 29 U.S.C. §§ 621-634

42 U.S.C. §§ 2000e et seq.

Iowa Code §§ 21.5(1)(i); 35C; 216; 279.8, .20

281 I.A.C. 12.4(4).

Cross Reference: 200.2 Powers of the Board of Directors

200.3 Responsibilities of the Board of Directors

Approved: November 10, 2004

Reviewed: April 1, 2017; October 12, 2022

302.2 - SUPERINTENDENT CONTRACT AND CONTRACT NONRENEWAL (10/12/22)

The length of the contract for employment between the superintendent and the board is determined by the board. The contract will begin on July 1 and end on June 30. The contract will state the terms of employment and shall not exceed three years.

The first three consecutive years of a contract issued to a newly employed superintendent is considered a probationary period. The probationary period may be extended for an additional year upon the consent of the superintendent. In the event of termination of a probationary or nonprobationary contract, the board will afford the superintendent appropriate due process, as required by law. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

It is the responsibility of the board to provide the contract for the superintendent. The board may issue a temporary and nonrenewable contract in accordance with law.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with applicable law and board policies.

Legal Reference: Martin v. Waterloo Community School District, 518 N.W. 2d 381 (Iowa 1994).

 Cook v Plainfield Community School District, 301 N.W.2d 771 (Iowa App. 1980).

 Board of Education of Fort Madison Community School District v. Youel, 282 N.W.2d 677 (Iowa 1979).

 Briggs v Board of Directors of Hinton Community School District, 282 N.W.2d 740 (Iowa 1979).

 Luse v. Waco Community School District of Henry Co., 258 Iowa 1087, 141 N.W.2d 607 (1966).

 Iowa Code § 279.

 281 I.A.C. 12.4.

Cross Reference: 302.08 Superintendent Consulting/Outside Employment

Approved: November 15, 2017

Reviewed: October 12, 2022

302.3 - SUPERINTENDENT SALARY AND OTHER COMPENSATION (10/12/22)

The board has complete discretion to set the salary of the superintendent. It is the responsibility of the board to set the salary and benefits of the superintendent at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the superintendent. The salary is set at the beginning of each contract term.

In addition to the salary and benefits, the superintendent's actual and necessary expenses are paid by the school district when the superintendent is performing work-related duties. It is within the discretion of the board to pay dues to professional organizations for the superintendent.

The board may approve the payment of dues and other benefits or compensation over and above the superintendent's contract. Approval of dues and other benefits or compensation will be included in the records of the board in accordance with board policy.

Legal Reference: Iowa Code §§ 279.8, .20

Cross Reference: 302.7 Superintendent Civic Activities

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.4 - SUPERINTENDENT DUTIES (10-12-22)

The board employs a superintendent of schools to serve as the chief executive officer of the board. The board delegates to the superintendent the authority to implement board policy and to execute decisions made by the board concerning the internal operations of the school district, unless specifically stated otherwise.

The superintendent is responsible for the implementation and execution of board policy and the observance of board policy by employees and students. The superintendent is responsible for overall supervision and discipline of employees and the education program.

In executing the above-stated duties, the superintendent will consider the financial situation of the school district as well as the needs of the students. Specifically, the superintendent:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
- Attends and participates in all meetings of the board, except when the superintendent has been excused, and makes recommendations affecting the school district;
- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;
- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;
- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;

- Makes and records assignments and transfers of all employees pursuant to their qualifications;
- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;
- Prescribes rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with board policies;
- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;
- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Responsible for scheduling the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings;
- Performs other duties as may be assigned by the board.
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board; and

- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects.

This list of duties will not act to limit the board's authority and responsibility over the superintendent. In executing these duties and others the board may delegate, the superintendent will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .20, 23A

281 I.A.C. 12.4(4).

Cross Reference: 209.5 Administration in the Absence of Policy

302.8 Superintendent Consulting/Outside Employment

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.5 - SUPERINTENDENT EVALUATION (10/12/22)

The board will conduct an ongoing evaluation of the superintendent's skills, abilities, and competence. At a minimum, the board will formally evaluate the superintendent on an annual basis. The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent.

The superintendent will be an educational leader who promotes the success of all students by:

Mission, Vision and Core Values: Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.

Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Curriculum, Instruction and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.

Community Care and Support for Students: Cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Professional Community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.

Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.

School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.

The formal evaluation will be based upon the following principles:

The evaluation criteria will be in writing, clearly stated and mutually agreed upon by the board and the superintendent. The criteria will be related to the job description, the Iowa Standards for School Leaders, the school district's goals, and the goals of the administrator's individual professional development plan;

At a minimum, the evaluation process will be conducted annually at a time agreed upon;

Each board member will have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation by the entire board;

The superintendent will conduct a self-evaluation prior to discussing the board's evaluation, and the board as a whole will discuss its evaluation with the superintendent;

The board may discuss its evaluation of the superintendent in closed session upon a request from the superintendent and if the board determines its discussion in open session will needlessly and irreparably injure the superintendent's reputation; and,
The individual evaluation by each board member, if individual board members so desire, will not be reviewed by the superintendent. Board members are encouraged, however, to communicate their criticisms and concerns to the superintendent in the closed session. The board president will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the superintendent, and place it in the superintendent's personnel file to be incorporated into the next cycle of evaluations.

Legal Reference: Wedergren v. Board of Directors, 307 N.W.2d 12 (Iowa 1981).

Iowa Code §§ 279.8, .20, .23, .23A

281 I.A.C. Ch. 83; 12.3(4).

Cross Reference: 212 Closed Sessions

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.6 - SUPERINTENDENT PROFESSIONAL DEVELOPMENT (10/12/22)

The board encourages the superintendent to continue professional growth by being involved in professional organizations, attending conferences, continuing education, and participating in other professional activities.

It is the responsibility of the superintendent to arrange the superintendent's schedule in order to enable attendance at various conferences and events. If a conference or event requires the superintendent to be absent from the office for more than three days, requires overnight travel, or involves unusual expense, the superintendent will bring it to the attention of the board president prior to attending the event.

The superintendent will report to the board after an event.

Legal Reference: Iowa Code § 279.8

281 I.A.C. 12.7.

Cross Reference: 303.7 Administrator Professional Development

401.7 Employee Travel Compensation

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.7 - SUPERINTENDENT CIVIC ACTIVITIES (10/12/22)

The board encourages the superintendent to be involved in the school district community by belonging to school district community organizations and attending and participating in school district community activities.

It is the responsibility of the superintendent to become involved in school district community activities and events. It is within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8

Cross Reference: 302.3 Superintendent Salary and Other Compensation

303.8 Administrator Civic Activities

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

302.8 - SUPERINTENDENT CONSULTING/OUTSIDE EMPLOYMENT (10-12-22)

The superintendent is considered a full-time employee. The board expects the superintendent to give the responsibilities of the position precedence over other employment. The superintendent may accept consulting or outside employment for pay as long as, in the judgment of the board, the work is conducted on the superintendent's personal time and it does not interfere with the performance of the superintendent's duties.

The board reserves the right, however, to request that the superintendent cease the outside employment as a condition of continued employment. The board will give the superintendent thirty days notice to cease outside employment.

Legal Reference: Iowa Code §§ 279.8, .20

Cross Reference: 302.2 Superintendent Contract and Contract Nonrenewal

302.4 Superintendent Duties

Approved: November 10, 2004

Reviewed: April 12, 2017; October 12, 2022

303 - Administrator Salary and Other Compensation

303.1 - ADMINISTRATIVE POSITIONS (10-12-22)

The school district will have, in addition to the Superintendent, the following administrative positions: Elementary Principal and Secondary Principal.

These administrators will work closely together in the day-to-day operations of the school district.

It is the responsibility of these administrators to uphold board policy, to instill a positive, cooperative environment with employees, and to share their expertise with each other and the board under the management team concept.

Legal Reference: Iowa Code §§ 279.8, .20, .21, .23-.24

281 I.A.C. 12.4.

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.2 - ADMINISTRATOR QUALIFICATIONS, RECRUITMENT, APPOINTMENT (10-12-22)

The board will employ building principals and other administrators, in addition to the superintendent, to assist in the daily operations of the school district.

The board will consider applicants who meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the position. In employing an administrator, the board will consider the qualifications, credentials and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, [REDACTED] or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing an administrator, the board will also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It is the responsibility of the superintendent to make a recommendation to the board for filling an administrative position, based on the requirements stated in this policy. The board will act only on the superintendent's recommendation.

The board may contract for assistance in the search for administrators.

Legal Reference: Iowa Code §§ 279.8, .21

281 I.A.C. 12.4.

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.3 - ADMINISTRATOR CONTRACT AND CONTRACT NONRENEWAL (10-12-22)

The length of the contract for employment between an administrator and the board will be determined by the board and stated in the contract. The contract will also state the terms of the employment.

The first three consecutive years of a contract issued to a newly employed administrator will be considered a probationary period. The probationary period may be extended for an additional year upon the consent of the administrator. In the event of termination of a probationary or non-probationary contract, the board will afford the administrator appropriate due process, as required by law. The administrator and board may mutually agree to terminate the administrator's contract.

It is the responsibility of the superintendent to create a contract for each administrative position. The board may issue temporary and nonrenewable contracts in accordance with law.

Administrators who wish to resign, to be released from a contract, or to retire, must comply with applicable law and board policies.

Legal Reference: Martin v. Waterloo Community School District, 518 N.W. 2d 381 (Iowa 1994).

Cook v Plainfield Community School District, 301 N.W. 2d 771 (Iowa App. 1980).

Board of Education of Fort Madison Community School District v Youel, 282 N.W. 2d 677 (Iowa 1979).

Briggs v Board of Education of Hinton Community School District, 282 N.W. 2d 740 (Iowa 1979).

Iowa Code §§ 279.20, .22-.25

281 I.A.C. 12.4

Cross Reference: 303.9 Administrator Consulting/Outside Employment

Approved: December 8, 2004

Reviewed: November 15, 2017; October 12, 2022

303.4 - ADMINISTRATOR SALARY AND OTHER COMPENSATION (10-12-22)

The board has complete discretion to set the salary of the administrators. It is the responsibility of the board to set the salary and benefits of the administrators at a level that will include consideration of, but not be limited to, the economic condition of the school district and the training, experience, skill, and demonstrated competence of the administrators. The salary will be set at the beginning of each contract period.

In addition to the salary and benefits agreed upon, the administrator's actual and necessary expenses will be paid by the school district when the administrator is performing work-related duties. The board will approve the payment of other benefits or compensation over and above the administrator's contract. Approval of other benefits or items of an administrator's compensation will be included in the records of the board in accordance with board policy.

Legal Reference: Iowa Code § 279.21

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.5 - ADMINISTRATOR DUTIES

Administrators will be hired by the board to assist the superintendent in the day-to-day operations of the school district.

Each attendance center will have a building principal responsible for the administration and operation of the attendance center. Each building principal, as chief administrator of the assigned attendance center, is responsible for the building and grounds, for the students and employees assigned to the attendance center, for school activities at the attendance center, for the education program offered in the attendance center, and the budget for the attendance center. The principal is considered the professional advisor to the superintendent in matters pertaining to the attendance center supervised by the principal. Although the principals serve under the direction of the superintendent, duties of the principal may include, but not be limited to the following:

- Cooperate in the general organization and plan of procedure in the school under the principal's supervision;

- Supervision of the teachers in the principal's attendance center;

- Maintain the necessary records for carrying out delegated duties;

- Work with the superintendent in rating, recommending and selecting supervised employees whenever possible;

- Work with the superintendent in determining the education program to be offered and in arranging the schedules. As much of the schedule as possible should be made before school closes for summer vacation. In the matter of courses offered, the final approval rests with the superintendent who is in turn responsible to the board;

- Ensure that proper care is taken of all school books, supplies, materials, equipment, furniture and facilities;

- Instruct teachers to make a complete annual inventory of all school property contained in their individual rooms. This inventory is reviewed and filed with the board secretary;

- Investigate excessive cases of absence or tardiness of students and notify the parents or guardians of unexcused absence or tardiness. All such cases should be reported to the superintendent;

- Make such reports from time to time as the superintendent may require;

- Maintain the regular schedule of school hours established by the board and make no temporary changes in the schedule without the consent of the superintendent;

- Promptly notify the superintendent whenever ventilation, sanitation or heating of the building is unsatisfactory;

- Contribute to the formation and implementation of general policies and procedures of the school;

- Perform such other duties as may be assigned by the superintendent of schools.

This list of duties will not act to limit the board's authority and responsibility over the position of the administrators. In executing these duties and others the board may delegate, the administrators will consider the school district's financial condition as well as the needs of the students in the school district.

Legal Reference: Iowa Code §§ 279.8, .21, .23A

281 I.A.C. 12.4(5), .4(6), .4(7).

Cross Reference: 303.9 Administrator Consulting/Outside Employment

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.6 - ADMINISTRATOR EVALUATION

The Superintendent will conduct an ongoing process of evaluating the administrators on their skills, abilities, and competence. At a minimum, the Superintendent will formally evaluate the administrators annually. The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, ensure student learning goals of the school district are met, promote growth in effective administrative leadership for the school district, clarify the administrator's role as defined by the board and the superintendent, ascertain areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the superintendent and the administrator.

The superintendent is responsible for designing an administrator evaluation instrument to assess, among other things, the administrator's competence in meeting the Iowa Standards for School Leaders and the goals of the administrator's individual professional development plan. The formal evaluation will include written criteria related to the job description. The superintendent, after receiving input from the administrators, will present the formal evaluation instrument to the board for approval.

The formal evaluation will also include an opportunity for the administrator and the superintendent to discuss the written criteria, the past year's performance and the future areas of growth. The evaluation is completed by the superintendent, signed by the administrator and filed in the administrator's personnel file.

The principal will be an educational leader who promotes the success of all students by:

Mission, Vision and Core Values: Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.

Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Curriculum, Instruction and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.

Community Care and Support for Students: Cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Professional community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.

Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.

School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.

It is the responsibility of the superintendent to conduct a formal evaluation of the probationary administrators and non-probationary administrators prior to May 15.

Legal Reference: Iowa Code §§ 279.8, .21-.23A

281 I.A.C. 12.3(4); ch 83.

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.7 - ADMINISTRATOR PROFESSIONAL DEVELOPMENT

The board encourages the administrators to continue their professional growth by becoming involved in professional organizations, attending conferences, continuing their education, and participating in other professional activities.

It is the responsibility of the administrators to arrange their schedules in order to attend various conferences and events in which they are involved. Prior to attendance at an event, the administrator must receive approval from the superintendent. In the case where overnight travel or unusual expense is involved, the superintendent will bring it to the attention of the board prior to the administrator attending the event.

The administrator will report to the superintendent after an event.

Legal Reference: Iowa Code § 279.8

281 I.A.C. 12.7.

Cross Reference: 302.6 Superintendent Professional Development

401.7 Employee Travel Compensation

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.8 - ADMINISTRATOR CIVIC ACTIVITIES

The board encourages the administrators to be involved in the school district community by belonging to community organizations and by attending and participating in school district community activities.

It is the responsibility of the administrators to become involved in school district community activities and events. It is within the discretion of the board to pay annual fees for professional organizations and activities.

Legal Reference: Iowa Code § 279.8

Cross Reference: 302.7 - Superintendent Civic Activities

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

303.9 ADMINISTRATOR CONSULTING/OUTSIDE EMPLOYMENT

An administrative position is considered full-time employment. The board expects administrators to give the responsibilities of their positions in the school district precedence over other employment. An administrator may accept consulting or outside employment for pay as long as, in the judgment of the board and the superintendent, the work is conducted on the administrator's personal time and it does not interfere with the performance of the administrative duties contracted by the board.

The board reserves the right, however, to request the administrator cease the outside employment as a condition of continued employment. The board will give the administrator thirty days notice to cease outside employment.

Legal Reference: Iowa Code §§ 279.8, .21

Cross Reference: 303.3 - Administrator Contract and Contract Nonrenewal

303.5 - Administrator Duties

Approved: December 8, 2004

Reviewed: April 12, 2017; October 12, 2022

600 - Goals and Objectives of the Education Program

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion, sexual orientation, gender identity or disability.

In providing the education program of the school district, the board will strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;

Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;

Acquire entry-level job skills and knowledge necessary for further education;

Acquire the capacities for satisfying and responsible roles as family members;

Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;

Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;

Develop an understanding of their own worth, abilities, potential and limitations; and,

Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program.

Annually, the board will report to the committee regarding progress toward achievement of the goals and objectives of the education program.

Approved: December 12, 2007

Last Reviewed: August 14, 2019

601 - SCHOOL CALENDAR

601.1 - SCHOOL CALENDAR

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum 1080 hours and includes, but is not limited to, the days for student instruction, staff development, in-service days and teacher conferences. Each year the minimum school calendar may include up to 5 days or 30 hours of instruction delivered primarily over the internet.

The academic school year for students shall begin no sooner than August 23. Employees may be required to report to work at the school district prior to this date.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program.

The board, in its discretion, may excuse graduating seniors from up to five days or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It is the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program. The board shall hold a public hearing on any proposed school calendar prior to adopting the school calendar.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3; 299.1 (2)

281 I.A.C. 12.1(7); 41.106.

Cross Reference: 214 Public Hearings

409.1 Employee Vacation

501.3 Compulsory Attendance

601.2 School Day

603.3 Special Education

Approved: December 12, 2007

Reviewed: December 10, 2012; November 14, 2014; August 14, 2019; August 9, 2023

601.2 - SCHOOL DAY

The student school day for grades one through twelve will consist of a minimum of six hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of students' instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

The board may define the number of days kindergarten will be held and the length of each school day for the students attending kindergarten. The school day will consist of a schedule as recommended by the superintendent and approved by the board.

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, the part of the day during which school was in session will constitute a school day. The superintendent will create administrative regulations necessary to utilize any remote learning opportunities that are available and permitted by law during the period of closure. Remote learning opportunities will count toward instructional time requirements as allowed by law. During the time of remote learning, student attendance will be taken, assessments may be administered and grades will count toward students' cumulative grade point average. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans during periods of closure will be determined by each respective IEP or Section 504 team.

It is the responsibility of the superintendent to inform the board annually of the length of the school day.

Legal Reference: Iowa Code § 256.7, 279.8, .10 (2013).

281 I.A.C. 12.1(1), .1(7-10).

Cross Reference: 601.1 School Calendar

Approved: December 12, 2007

Last Reviewed: August 12, 2020

602 - CURRICULUM DEVELOPMENT

602.1 - CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

Focuses attention on the content standards of each discipline and ensure the identified learnings are rigorous, challenging, and represent the most important learning for our students.
Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.

Facilitates communication and coordination.

Improves classroom instruction.

The superintendent is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends research and expert advice regarding the content/discipline;

Study the current status of the content/discipline (what and how well students are currently learning);

Identify content standards, benchmarks, and grade level expectations for the content/discipline;

Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;

Identify differences in the desired and present program and develop a plan for addressing the differences;

Communicate with internal and external publics regarding the content area;

Involve staff, parents, students, and community members in curriculum development decisions;

Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc);

Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

It is the responsibility of the superintendent to keep the board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h.

34 C.F.R. Pt. 98.

Iowa Code §§ 216.9; 256.7, 279.8; 280.3.

281 I.A.C. 12.5, .8.

Cross Reference: 101 Educational Philosophy of the School District

103 Long-Range Needs Assessment

602 Curriculum Development

603 Instructional Curriculum

604.10 Virtual/Online Courses

605 Instructional Materials

Approved: December 12, 2007

Last Reviewed: August 14, 2019

602.2 - CURRICULUM IMPLEMENTATION

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

Understanding the conceptual framework of the content/discipline being implemented; and, Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice; and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

Study and identify the best instructional practices and materials to deliver the content;
Describe procedures for the purchase of instructional materials and resources (See Policy 605.1);
Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
Study the current status of instruction in the content area (how teachers are teaching);
Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
Regularly monitor and assess the level of implementation;
Communicate with internal and external publics regarding curriculum implementation;
Involve staff, parents, students, and community members in curriculum implementation decisions.

Ensure the curriculum framework complies with applicable laws

Provide professional development to staff to support effective curriculum implementation

It is the responsibility of the superintendent to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation

activities, and to develop administrative regulations for curriculum implementation including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h (2010).

34 C.F.R. pt. 98 (2010).

Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2013).

281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District

103 Long-Range Needs Assessment

505 Student Scholastic Achievement

602 Curriculum Development

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: August 14, 2019

602.3 - CURRICULUM EVALUATION

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

The superintendent is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
- Identify procedures for using assessment information to determine long-range and annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
- Define data reporting procedures;

Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;

Verify that assessment tools measure the curriculum that is written and delivered;

Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;

Identify roles and responsibilities of key groups;

Involve staff, parents, students, and community members in curriculum evaluation;

Ensure participation of eligible students receiving special education services in district-wide assessments.

Ensure curriculum complies with applicable laws

It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h (2010).

34 C.F.R. pt. 98 (2010).

Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2013).

281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District

103 Long-Range Needs Assessment

505 Student Scholastic Achievement

602 Curriculum Development

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: December 10, 2012; August 14, 2019

602.4 - PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects will first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects are designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents is in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h (2010).

 34 C.F.R. Pt. 98 (2010).

 Iowa Code §§ 279.8, .10; 280.3 (2011).

 281 I.A.C. 12.5, .8.

Cross Reference: 602 Curriculum Development

 603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: August 14, 2019

603 - BASIC INSTRUCTION PROGRAM

603.1 - BASIC INSTRUCTION PROGRAM

The basic instruction program will include the courses required for each grade level by the State Department of Education. The instructional approach will be gender fair and multicultural.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, character education and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one through six will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, visual art and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades seven and eight will include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, visual art and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades nine through twelve will include English-language arts (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (1 unit), fine arts (3 units), foreign language (4 units), financial literacy (1/2 unit), vocational education (12 units) and computer science (1/2 unit).

The board may, in its discretion, offer additional courses in the instruction program for any grade level.

Each instruction program is carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It is the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one through six, grades seven and eight, and grades nine through twelve.

STATE OF ILLINOIS

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[REDACTED]

Legal Reference: 20 U.S.C. § 1232h.

34 C.F.R. Pt. 98.

Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14.

281 I.A.C. 12.5, 11.

Cross Reference: 102 Equal Educational Opportunity
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: April 14, 2021

603.2 - SUMMER SCHOOL INSTRUCTION

The East Buchanan Community School recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.

If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.

In additional instances as provided by law.

The superintendent may develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8; 280.3; 282.6.

Iowa Admin. Code. 41.106.

Cross Reference: 410.2 Summer School Licensed Employees

505.2 Student Promotion – Retention – Acceleration

603 Instructional Curriculum

711.4 Summer School Transportation

Approved: Dec 12, 2007

Last Reviewed: Oct 9, 2019

603.3 - SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP).

The district will ensure that each student's IEP is accessible to all employees responsible for its implementation and that such employees are informed of their specific responsibilities and the accommodations, modifications, and supports required under the IEP. Each responsible employee must review updates to the IEP and provide written confirmation of the review.

Special education students are required to meet the requirements stated in board policy 505.5 and in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).

Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).

Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).

20 U.S.C. §§1400 et seq.

34 C.F.R. Pt. 300 et seq.

Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8.

281 I.A.C. 41.109; 41.404

Cross Reference: 503 Student Discipline

505.5 Graduation Requirements

506 Student Records

507.2 Administration of Medication to Students

507.8 Student Special Health Services

601.1 School Calendar

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: April 14, 2021

603.4—MULTICULTURAL/GENDER FAIR EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, color, sex, marital status, national origin, sexual orientation, gender identity or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Legal Reference: Iowa Code §§ 216.9; 256.11 (2013).

281 I.A.C. 12.5(8).

Cross Reference: 102 Equal Educational Opportunity

600 Goals and Objectives of the Education Program

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.5 - HEALTH EDUCATION

Students in grade levels one through twelve will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above are included in health education and the instruction are adapted at each grade level to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request will include a proposed alternate activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (2011).

281 I.A.C. 12.5.

Cross Reference: 502 Student Rights and Responsibilities

603 Instructional Curriculum

607 Instructional Services

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.6 - PHYSICAL EDUCATION

Students in grades one through twelve are required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses if:

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a trimester because the student is actively involved in an athletic program.
- the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or
- the student is enrolled in a junior reserve officer training corps.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents.

Legal Reference: Iowa Code § 256.11 (2011); 281 I.A.C. 12.5.

Cross Reference: 504 - Student Activities; 603 - Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.7 - CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve. This education will include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It is the responsibility of the superintendent to assist licensed employees in finding ways to provide career education in the education program. Special attention should be given to courses of vocational education nature. The board, in its review of the curriculum, will review the means in which career education is combined with other instructional programs.

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (2011).

281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.8 - TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion will not take place.

It is the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion;
and
- the activity must not foster excessive governmental entanglement with religion.

Legal Reference: U.S. Const. amend. I.

Lee v. Weisman. 112 S.Ct. 2649 (1992).

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).

Iowa Code §§ 279.8; 280.6 (2013).

Cross Reference: 603 Instructional Curriculum

604.5 Religious-Based Exclusion from a School Program

606.2 School Ceremonies and Observances

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.8R1 - TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) are permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or nonbelief initiated by individual students are permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinated or force students to contradict their personal religious beliefs or nonbeliefs.

603.9 - ACADEMIC FREEDOM

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

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (2013).

Cross Reference: 502 Student Rights and Responsibilities

603 Instructional Curriculum

903.5 Distribution of Materials

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.9R1 - TEACHING CONTROVERSIAL ISSUES

A "controversial issue" is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It is the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

603.10 GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

Legal Reference: Iowa Code §§ 256.11, .11A (2013).

281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development

603 Instructional Curriculum

Approved: December 12, 2007

Last Reviewed: October 9, 2019

603.11 - CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges. As part of the education program, students will have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community.

As part of this learning opportunity students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

Legal Reference: Iowa Code §§ 256.11, .11A (2013).

281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

Cross Reference: 101 Educational Philosophy of the School District

502 Student Rights and Responsibilities

503 Student Discipline

Approved: December 12, 2007

Last Reviewed: October 9, 2019

Policy 603.12: Postsecondary Education Counseling

The district believes in the importance of education to shape the lives of all students. Some students may consider postsecondary education and training beyond their secondary education, and have questions related to the cost of education programs and the future employability of graduates. It is valuable for students who express an interest in postsecondary education to make informed decisions related to their future options.

The district will ensure that students in grades eleven and twelve who express interest in postsecondary education will be provided with basic information to assist in their decision-making. This information includes but may not be limited to:

- A link to the annual report published by the State Board of Regents pursuant to Iowa Code 262.9(38); and
- a link to the Iowa Student Outcomes internet site maintained by the Department of Education.

If the district employs a college and career transition counselor, this staff member will provide the information to interested students. If the district does not employ this type of counselor, the superintendent will designate a staff member to ensure this information is provided to interested students.

604 - COMPETENT PRIVATE INSTRUCTION

604.1 - PRIVATE INSTRUCTION

The East Buchanan CSD recognizes that families with students may select alternative forms of education outside the traditional school setting, including private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

Independent private instruction means instruction that meets the following criteria: (i) is not accredited, (ii) enrolls not more than four unrelated students, (iii) does not charge tuition, fees, or other remuneration for instruction, (iv) provides private or religious-based instruction as its primary purpose, (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies, (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled, (vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and (viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

Independent private instruction means private instruction that meets the following criteria: (i) is not accredited, (ii) provides private or religious-based instruction as its primary purpose, (iii) provides students in all grade levels with instruction in mathematics, reading and language arts, science, and social studies, (iv) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the

department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students receiving the instruction, who need not be related to the primary instructor, (v) is not a nonpublic school and does not provide competent private instruction as defined herein, and, (vi) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

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

Legal Reference: Iowa Code §§ 299, 299A.

281 I.A.C. 31.

Cross Reference: 501 Student Attendance

502 Student Rights and Responsibilities

504 Student Activities

507.1 Student Health and Immunization Certificates

604.7 Dual Enrollment

604.9 Home School Assistance Program

Approved: January 9, 2008

Last Reviewed: October 9, 2019

604.11-APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

It is important to embrace technology that can foster a creative, interactive learning environment for students, and facilitate employee professional development and collaboration. The use of online platforms to host remote interaction between students and employees and to facilitate learning is encouraged in the district.

While student and employee instruction and communication using virtual and online platforms provides a wide array of learning opportunities, it is imperative that employees and students recognize that the use of such platforms is a privilege. Training related to the use of online learning platforms will be provided to employees and students.

The district shall carefully safeguard the right of students and employees to learn and teach in a respectful environment regardless of the method. All instruction and communication through online learning platforms should be appropriate to the age and ability of the participants. Students and employees should be aware that online platforms may be monitored by the district. Verbal and written communication occurring on these platforms may be recorded and stored by the district in accordance with applicable laws.

Any verbal or written communication on these platforms deemed to be inappropriate will subject the student and/or employee to the same disciplinary measures that would exist if the interaction took place through traditional in-person learning. Students and employees who have concerns about the proper use of these platforms are encouraged to speak with their teachers or building principal. The superintendent will make administrative regulations necessary to enforce this policy.

Legal Reference: 20 U.S.C. §1232g; 34 C.F.R. Part 99; 47 U.S.C. §254; 20 U.S.C. §6777; Iowa Code §§ 715C

Cross Reference: 104 Anti-Bullying/Anti-Harassment
401.13 Staff Technology Use/Social Networking
506.1 Student Records
605.4 Technology in the Classroom
605.6 Internet Appropriate Use
501.6 Student Transfers In

Approved: August 12, 2020

604.2 - INDIVIDUALIZED INSTRUCTION

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district will receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.

Recommendations from the superintendent for individualized instruction will state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

It is the responsibility of the superintendent to develop administrative regulations for individualized instruction.

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24;
299A (2013).

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Approved: January 9, 2008

Last Reviewed: October 9, 2019

604.3 - PROGRAM FOR TALENTED AND GIFTED STUDENTS

The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide education programming.

It is the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

Legal Reference: Iowa Code §§ 257.42-.49 (2013).

281 I.A.C. 12.5(12); 59.

Cross Reference: 505 Student Scholastic Achievement

604.6 Instruction at a Post-Secondary Educational Institution

Approved: January 9, 2008

Reviewed: December 10, 2012; October 9, 2019

Regulation 604.03-R(1): Program for Gifted and Talented Students - Regulation

The district shall use systematic and uniform procedures for screening, referral, identification and serving gifted and talented students enrolled in kindergarten through grade twelve.

Screening, Referral and Identification

[The district may use universal screening as part of the identification process.] A reasonable effort (which may include outreach, data review, and multiple identification pathways) will be made to identify gifted and talented students among all student populations, including special education and English language learners. Identification of gifted and talented students is based on evidence from multiple data sources (objective and subjective), including local comparisons within the school district and, when appropriate, within individual attendance centers. This may include, but is not limited to: [The district may choose all that apply from the list below].

Standardized testing

Student achievement

Cognitive ability

Creative ability

Qualitative and quantitative data

Teacher and parent input

Observation of gifted characteristics and behaviors

No single criterion prohibits a student from participating in the district's programming for gifted and talented students.

Serving Programming

The educational services provided to gifted and talented students must include but are not limited to:

1. Addressing cognitive needs of the gifted and talented student;
2. Addressing character development or common challenges of gifted and talented children and promoting skills to support personal growth and academic success;
3. Be in alignment with the gifted and talented child's identification data;
4. Correspond to the academic strengths and interests of the gifted and talented child;
5. [Insert other considerations]

Acceleration options, including subject acceleration and whole grade acceleration, will be implemented in accordance to district policy and applicable laws.

I.C. Iowa Code Description

Iowa Code § 257 Financing School Programs

I.A.C. Iowa Administrative Code	Description
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281 I.A.C. 12.5	General Accreditation Standards - Education Program
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281 I.A.C. 59	Education - Gifted and Talented
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Cross References

Code	Description
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604.06	Instruction at a Post-Secondary Educational Institution
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604.4 - PROGRAM FOR AT-RISK STUDENTS

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board will provide a plan to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

It is the responsibility of the superintendent to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A (2013).

281 I.A.C. 12.5(13); 33; 65.

Cross Reference: 505 Student Scholastic Achievement

607.1 Student Guidance and Counseling Program

Approved: January 9, 2008

Reviewed: December 10, 2012; October 9, 2019

604.5 - RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations. Students who are allowed to be excluded from a program or activity which violates their religious beliefs are required to do an alternate supervised activity or study.

In notifying the superintendent, the parents will abide by the following:

- The notice is in writing;
- The objection is based on religious beliefs;
- The objection will state which activities or studies violate their religious beliefs;
- The objection will state why these activities or studies violate their religious beliefs; and
- The objection will state a proposed alternate activity or study.

The superintendent will have discretion to make this determination. The factors the superintendent will consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Legal Reference: U.S. Const. amend. I.

Lee v. Weisman, 112 S.Ct. 2649 (1992).

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).

Iowa Code §§ 256.11(6); 279.8 (2013).

Cross Reference: 603 Instructional Curriculum

606.2 School Ceremonies and Observances

Approved: January 9, 2008

Reviewed: March 13, 2013; October 9, 2019

604.6 - INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

In accordance with this policy, students in grades nine through twelve may receive academic or career and technical education credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

Concurrent Enrollment

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college

with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent shall provide in writing to the student's parent or guardian the reason for the denial of credit.

Legal References: Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14

281 I.A.C. 12 and 22

Cross References: 505 Student Scholastic Achievement

604.3 Program for Talented and Gifted Students

Approved: January 9, 2008

Reviewed: March 13, 2013

Revised: October 9, 2019; April 14, 2021

604.7 - DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. On the form, they will indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district will apply to the dual enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of the fees required for participation.

A dual enrollment student whose parent, guardian, or custodian has chosen standardized testing as the form of the student's annual assessment will not be responsible for the cost of the test or the administration of the test.

After the student notifies the school district which activities in which they wish to participate, the school district will provide information regarding the specific programs.

The applicable legal requirements for dual enrollment including, but not limited to those related to reporting and eligibility, shall be followed. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8, 299A (2015).

281 I.A.C. 31.

Cross Reference: 502 Student Rights and Responsibilities

503 Student Discipline

504 Student Activities

507 Student Health and Well-Being

604.1 Private Instruction

604.9 Home School Assistance Program

Approved: January 9, 2008

Reviewed: March 13, 2013

Revised: October 9, 2019

604.8 - FOREIGN STUDENTS

Foreign students must meet all district entrance requirements including age, place of residence and immunization. Foreign students must be approved by the board. The board reserves the right to limit the number of foreign students accepted. Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

The student resides with his/her parents(s) or legal guardian;
The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; or
The student is a participant in a recognized foreign exchange program; and
The student is physically able to attend school and has provided the school district with such proof, including a current TB test.

Legal Reference: Iowa Code § 279.8 (2013).

Cross Reference: 501 Student Attendance

507.1 Student Health and Immunization Certificates

Approved: January 9, 2008

Reviewed: March 13, 2013; October 9, 2019

604.9 - HOME SCHOOL ASSISTANCE PROGRAM

The board, recognizing alternatives to education outside the formal public school system, authorizes the establishment of a home school assistance program. This program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent, guardian or legal custodian in the education of the student.

The parent, guardian or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment.

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

Legal Reference: Iowa Code §§ 279.8; 299A (2013).

281 I.A.C. 31.

Cross Reference: 504 Student Activities

507 Student Health and Well-Being

604.1 Private Instruction

604.7 Dual Enrollment

Approved: January 9, 2008

Reviewed: March 13, 2013; October 9, 2019

604.10 - ON-LINE COURSES

The board recognizes that online coursework may be a good alternative for students to not only meet graduation requirements but, also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of 6 credits to be applied toward graduation requirements by completing online courses offered through the district or through agencies approved by the board and the Iowa Department of Education. Credit from an online course may be earned only in the following circumstances:

- The course is not offered at the high school;
- Although the course is offered at the high school, the virtual educational setting will be more conducive to the student's individual learning needs;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;
- The student has been given a long-term suspension from the regular school setting, but educational services are to be continued; or
- The principal, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment.

Students applying for permission to take an online course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an online course. The school must receive an official record of the student's final percentage score and suggested grade before credit toward graduation will be recognized.

Provided online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition costs for an online course shall be borne by the school district during the fall and spring semesters, but may be passed on to the parent/guardian during the summer semester. Any additional costs such as textbooks, rentals or school supplies, shall be borne by the parents for students enrolled full-time.

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

Legal Reference: Iowa Code § 256.9(55); 279.8.

281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use

501.6 Student Transfers In

Approved: January 9, 2008

Reviewed: March 13, 2013

Revised: November 13, 2019; April 14, 2021