

Policy Title:

Educational Philosophy

Code No. 100.1

The mission of the Cedar Falls Community Schools is educating each student to be a lifelong learner and a caring, responsible citizen. The schools shall provide a comprehensive curriculum which reflects the essential and delicate balance of excellence and equity, together with meaningful instructional programs based upon realistic standards.

Students shall be provided both the opportunity and the expectation through a sequentially coordinated guaranteed and viable curriculum, to acquire those skills, attitudes and personal values which contribute to their functioning as lifelong learners, responsible individuals and group members. Therefore, emphasis shall remain on the concepts of human worth and dignity, and the ideal that each person shall find his or her role as an effective member of society in a world community of continual change and accelerating complexity.

As graduates from the Cedar Falls Community Schools students will be:

- Competent in essential skills;
- Complex thinkers;
- Effective communicators;
- Technologically adaptable;
- Contributing citizens;
- Lifelong learners; and
- Collaborative workers.

The Cedar Falls Community School District is dedicated to the perpetuation of a free democratic society. The survival of a democratic society is dependent upon active involvement by its citizens. Therefore, through the curriculum, instruction, and assessment process, the Cedar Falls Community School District will seek to develop those skills and attitudes which will contribute to the continuing development of the democratic system.

As one manner of discharging its duties and responsibilities, the Board of Directors has established this body of written policies; policies which are based on the Constitution, federal and state laws, federal and state regulations, and the specific needs of this school district.

Date of Adoption: August 10, 1971
April 22, 1985

Date of Review: June 8, 2026

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September 16, 1996
September 23, 2002
November 13, 2006
November 28, 2011
May 11, 2015
August 9, 2021

Policy Title: *Statement of Guiding Principles*

Code No. 200.1

It is the policy of the Board of Directors to organize and maintain the distinction between those activities which are appropriate to the Board of Directors as the legislative governing body of the school district, and those administrative activities which are to be performed by the superintendent of schools and the staff in the exercise of a delegated administrative authority. The function of the Board can be described as policy-making, appraisal, and evaluation.

The Board of Directors shall have the further duty of allocating financial means as provided by state statute and/or federal allocation. They shall also ensure that the community be informed of the needs, purposes, values, and status of the schools.

Date of Adoption: July 11, 1977
January 10, 1983

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September 16, 1996
September 23, 2002
November 13, 2006
November 14, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title:

Duties of the Board of Directors

Code No. 201.1

The Board of Directors shall provide for a school system and shall establish general policies in keeping with the wishes of the community, the rules and regulations of the Iowa Department of Education, and the requirements of law as stated in the Code of Iowa. In carrying out this function, the Board has three general duties: formulating and interpreting education policies, delegating administrative duties, and making a continuous appraisal of progress. In fulfilling these three general duties, the Board of Directors has other specific responsibilities:

1. To select a superintendent and support the discharge of duties.
2. To elect, upon approval, school personnel nominated and recommended by the superintendent.
3. To delegate to the superintendent responsibility for all executive functions, to refrain from handling directly administrative details, and to give the superintendent authority commensurate with assigned responsibilities.
4. To approve compensation programs.
5. To consider and act upon policies for the school program. Any policy change initiated by the board, staff, or the general public shall be submitted to the superintendent for consideration and recommendation.
6. To require and evaluate the reports of the superintendent concerning the progress of the financial status of the school district.
7. To consider and adopt an annual school budget recommended by the superintendent of schools.
8. To consider and decide upon professional recommendations for changes of school services, school buildings and school facilities.
9. To assist in presenting to the public the needs and progress of the educational system.
10. To provide by the exercise of its legal powers the funds necessary to finance the operation of its schools.
11. To perform the specific duties imposed upon the board by the statutes of the State of Iowa.

12. To refer all applications, complaints, and other communications, oral and written, to the superintendent, except when such may come to the board in a meeting or on appeal from decisions of the superintendent.
13. To provide adequate safeguards for the superintendent and other personnel so that they may perform their proper functions on a professional basis. This involves, particularly, supporting the superintendent's efforts to protect the personnel and the schools from individuals and organizations seeking to exploit the district.
14. If, after fair and impartial appraisal and due admonishment, the board is convinced that the superintendent's services do not meet with its approval, to notify the superintendent as far in advance as possible that a change must be made; and to replace the superintendent with a carefully selected new superintendent.

Date of Adoption: July 11, 1977

Date of Revision: January 9, 1989
September 16, 1996
September 23, 2002
November 13, 2006
November 14, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title:

Board of Directors' Elections

Code No. 201.2

The school election takes place on the first Tuesday after the first Monday in November of odd-numbered years. Each school election is used to elect citizens to the board to maintain a seven member board and to address questions that are submitted to the voters.

Citizens of the school district community seeking a seat on the board must file their nomination papers with the board secretary, or the board secretary's designee in accordance with the timelines established by law.

If a vacancy occurs on the board it shall be filled in accordance with law and board policy.

It is the responsibility of the county commissioner of elections to conduct school elections.

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Dates of Revision: January 9, 1989
August 9, 1993
September 16, 1996
September 23, 2002
November 13, 2006
November 14, 2011
August 9, 2021

Date of Review: May 11, 2015
June 8, 2026

Policy Title: *Annual and Organizational Meeting*

Code No. 201.3

Following the canvas of election results in odd years, the Board of Directors shall meet and organize at the next regularly scheduled meeting. The meeting shall be held at a time and location designated by the secretary.

Such organization shall be affected by the election of the president and vice president by the members of the board, who shall be entitled to vote as members.

The organizational meeting of the Board of Directors shall be called to order by the immediate past president. In the event that person is no longer a member of the board, the immediate past vice president shall act as temporary chairperson.

If a quorum is present, the first order of business shall be to swear into office any new members. The board shall elect from its membership a president and vice president. The elections shall be conducted by first obtaining written nominations. The two members whose names appear most frequently as nominees for an office shall be the candidates. The election to office shall be by written ballot.

Date of Adoption: July 11, 1977
January 10, 1983

Date of Revision: January 9, 1989
October 9, 2000
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September 28, 2009
September 13, 2010
November 14, 2011
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Date of Review: May 11, 2015
June 8, 2026

Board members must be able to make decisions objectively. It is a conflict of interest for a board member to receive direct compensation from the school district, unless exempted in law or this policy, for anything other than reimbursement of actual and necessary expenses, including travel, incurred in the performance of official duties. A board member will not act as an agent for a school textbook or school supply company during the board member's term of office. It will not be a conflict of interest for board members to receive compensation from the school district for contracts for the purchase goods or services which benefits a board member, or to compensation for part-time or temporary employment which benefits a board member, if the benefit to the board member does not exceed \$20,000 in a fiscal year or if the contracts are made by the board, upon competitive bid in writing, publicly invited and opened.

The conflict of interest provisions do not apply to a contract that is a bond, note or other obligation of a school corporation if the contract is not acquired directly from the school corporation, but is acquired in a transaction with a third party, who may or may not be the original underwriter, purchaser, or obligee of the contract, or to a contract in which a director has an interest solely by reason of employment if the contract was made by competitive bid, in writing, publicly invited and opened, or if the remuneration for employment will not be directly affected as a result of the contract and duties of employment do not involve any of the preparation or procurement of any part of the contract. The competitive bid section of the conflict of interest provision does not apply to a contract for professional services not customarily competitively bid.

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

- (1) The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district badge, uniform, business card or other evidence of office to give the board member or member of the board member's immediate family an advantage or pecuniary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to a board member.
- (2) The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the board member or a member of the board member's immediate family from anyone other than the state or the school district for the performance of any act that the board member would be required or expected to perform as part of the board member's regular duties or during the hours in which the board member performs service or work for the school district.

- (3) The outside employment or activity is subject to the official control, inspection, review, audit, or enforcement authority of the board member, during the performance of the board member's duties of office or employment.

If the outside employment or activity is employment or activity in (1) or (2) above, the board member must cease the employment of or activity. If employment falls under (3), then the board member must:

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

It is the responsibility of each board member to be aware of an actual or potential conflict of interest. It is also the responsibility of each board member to take the action necessary to eliminate such a conflict of interest. Should a conflict of interest arise, a board member should not participate in any action relating to the issue from which the conflict arose.

Date of Adoption: November 27, 2006

Date of Revision: November 14, 2011
September 28, 2020
August 9, 2021

Date of Review: May 11, 2015
June 8, 2026

1. **President** — The president of the Board of Directors presides at all of its meetings, signs all warrants and drafts, respectively, drawn upon the treasurer for money apportioned and taxes collected and belonging to the school corporation, and all orders on the treasurer drawn as provided by law, signs all contracts made by the board, and appears on behalf of the school corporation in all actions brought by or against it. The president shall be entitled to vote as a member.
2. **Vice President** — In the absence of the president, the vice president shall serve, and, in so doing, shall exercise all the powers and bear all the responsibilities of the president.
3. **Treasurer** — The treasurer shall receive all monies belonging to the school corporation, pay the same out only upon the order of the president, countersigned by the secretary, keeping an accurate account of all receipts and expenditures. The treasurer shall register all orders drawn and reported to the treasurer by the secretary, showing the number, date, to whom drawn, the fund upon which drawn, the purpose and the amount.

At a regular or special meeting held on or after August 31 of each year, and prior to the organizational meeting held after the regular school election, the board of each school corporation shall meet, examine the books of and settle with the secretary and treasurer for the year ending on the preceding June 30, and transact other business as necessary. The treasurer at the time of settlement shall furnish the board with a statement from each depository showing the balance then on deposit in the depository. If the secretary or treasurer fails to make proper reports for the settlement, the board shall take action to obtain the balance information.

4. **Secretary** — A board secretary may be appointed from employees, other than a position requiring a teaching certificate, or from the public. To finalize the appointment, the board secretary will take the oath of office during the meeting at which the individual was appointed or no later than ten days thereafter.

It is the responsibility of the board secretary, as custodian of school district records, to preserve and maintain the records and documents pertaining to the business of the board; to keep complete minutes of special and regular board meetings, including closed sessions; to keep a record of the results of regular and special elections; to keep an accurate account of school funds; to sign warrants drawn on the school funds after board approval; and collect data on truant students. The board secretary will also be responsible for filing the required reports with the Iowa Department of Education.

In the event the board secretary is unable to fulfill the responsibilities set out by the board and the law, the executive director of human resources will assume those duties until the board secretary is able to resume the

responsibility or a new board secretary is appointed. The board secretary will give bond in an amount set by the board. The cost of the bond will be paid by the school district.

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Date of Revision: January 9, 1989
September 16, 1996
September 23, 2002
November 13, 2006
November 28, 2011
August 9, 2021

Date of Review: May 11, 2015
June 8, 2026

Board members may receive a gift on behalf of the school district. Board members will not, either directly or indirectly, solicit, accept or receive a gift, series of gifts or an honorarium unless the donor does not meet the definition of "restricted donor" stated below or the gift or honorarium does not meet the definition of gift or honorarium stated below.

A "restricted donor" is defined as a person or other entity which:

- Is seeking to be or is a party to any one or any combination of sales, purchases, leases or contracts to, from or with the school district;
- Will be directly and substantially affected financially by the performance or nonperformance of the board member's official duty in a way that is greater than the effect on the public generally or on a substantial class of persons to which the person belongs as a member of a profession, occupation, industry or region; or
- Is a lobbyist or a client of a lobbyist with respect to matters within the school district's jurisdiction.

A "gift" is the giving of anything of value in return for which something of equal or greater value is not given or received. However, "gift" does not include any of the following:

- Contributions to a candidate or a candidate's committee;
- Information material relevant to a board member's official function, such as books, pamphlets, reports, documents, periodicals or other information that is recorded in a written, audio or visual format;
- Anything received from a person related within the fourth degree by kinship or marriage, unless the donor is acting as an agent or intermediary for another person not so related;
- An inheritance;
- Anything available or distributed to the general public free of charge without regard to the official status of the board recipient;
- Items received from a charitable, professional, educational or business organization to which the board member belongs as a dues paying member if the items are given to all members of the organization without regard to an individual member's status or positions held outside of the organization and if the dues paid are not inconsequential when compared to the items received;
- Actual expenses of a board member for food, beverages, travel and lodging for a meeting, which is given in return for participation in a panel or speaking engagement at the meeting when the expenses relate directly to the day or days on which the board member has participation or presentation responsibilities;
- Plaques or items of negligible resale value given as recognition for public service;
- Nonmonetary items with a value of less than three dollars that are received from any one donor during one calendar day;

- Items or services solicited or given to a state, national or regional organization in which the state of Iowa or a school district is a member for purposes of a business or educational conference, seminar or other meeting or solicited by or given to state, national or regional government organizations whose memberships and officers are primarily composed of state or local government officials or employees for purposes of a business or educational conference, seminar or other meeting;
- Items or services received by members or representatives of members as a part of a regularly scheduled event that is part of a business or educational conference, seminar or other meeting that is sponsored and directed by any state, national or regional government organization in which the state of Iowa or a political subdivision of the state of Iowa is a member or received at such an event by members or representatives of members of state, national or regional government organizations whose memberships and officers are primarily composed of state or local government officials or employees;
- Funeral flowers or memorials to a church or nonprofit organization;
- Gifts which are given to a public official for the public official's wedding or twenty-fifth or fiftieth wedding anniversary;
- Payment of salary or expenses by a board member's employer or the firm in which the board member is a member for the cost of attending a meeting of a subunit of an agency when the board member whose expenses are being paid services on a board, commission, committee, council or other subunit of the agency and the board member is not entitled to receive compensation or reimbursement of expenses from the school district;
- Gifts other than food, beverages, travel and lodging received by a board member which are received from a person who is a citizen of a country other than the United States and is given during a ceremonial presentation or as a result of a custom of the other country and is of personal value only to the board member; or
- Actual registration costs for informational meetings or sessions which assist a public official or public employee in the performance of the person's official functions. The costs of food, drink, lodging and travel are not "registration costs" under this paragraph. Meetings or sessions which a public official or public employee attends for personal or professional licensing purposes are not "informational meetings or sessions which assist a public official or public employee in the performance of the person's official functions" under this paragraph.

An "honorarium" is anything of value that is accepted by, or on behalf of, a board member as consideration for an appearance, speech or article. An honorarium does not include any of the following:

- Actual expenses of a board member for registration, food, beverages, travel or lodging for a meeting, which is given in return for participation in a panel or speaking engagement at a meeting when the

expenses relate directly to the day or days on which the board member has participation or presentation responsibilities;

- A nonmonetary gift or series of nonmonetary gifts donated within thirty days to a public body, an educational or charitable organization or the department of general services; or
- A payment made to a board member for services rendered as part of a private business, trade or profession in which the board member is engaged if the payment is commensurate with the actual services rendered and is not being made because of the person's status as a board member but, rather, because of some special expertise or other qualification.

It is the responsibility of each board member to know when it is appropriate to accept or reject gifts or honorariums.

Date of Adoption: November 27, 2006

Date of Revision: November 14, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title:

Long-Range Needs Assessment

Code No. 203.1

The board shall conduct ongoing and in-depth needs assessment, soliciting information from business, industry, labor, higher education, and community members regarding their expectations for adequate student preparation as responsible citizens and successful wage earners.

The superintendent, or designee will develop a process for long-range needs assessment, and the district will provide opportunities for local feedback on an ongoing basis. The process needs to include three items:

- provisions for collecting, analyzing and reporting information derived from local, state and national sources;
- provisions for reviewing information acquired on the following:
 - state indicators and other locally determined indicators,
 - locally established student learning goals,
 - specific data collection required by state and federal programs;
- provisions for collecting and analyzing assessment data on the following:
 - state indicators
 - locally determined indicators,
 - locally established student learning goals.

This ongoing feedback will be completed through several advisory committees that are specifically designed to garner feedback, explore best practices, review data, and recommend future action steps. Other steps that will be utilized are an annual magazine sent to all residences, Tiger Pride newsletter, Channel 15 recordings, and School Board meetings.

The charge of these groups and activities is to make recommendations to the Board of Education in regard to major educational needs, student learning goals, long-range district goals, annual improvement goals for the state indicators that address reading, mathematics, science, and harassment or bullying prevention goals, programs, training, and other initiatives. Membership in the committee's will include parents, students, teachers, administrators, and community members.

It shall be the responsibility of the superintendent, or designee to: a). ensure the school district community is apprised of the board's policies, programs and goals, as well as students' progress on state and locally determined indicators, and shall report to the board about means used to keep the community informed, and b). annually report the school district's progress made under the plan to the committee, community and Iowa Department of Education.

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November 28, 2011

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November 11, 2024
June 8, 2026

Policy Title:

Ad Hoc Committees

Code No. 203.2

Whenever the Board deems it necessary, the Board may appoint a committee composed of community members, employees and/or students to assist the board. Committees formed by the board are ad hoc committees.

An ad hoc committee may be formed by board action which will outline the duties and purpose of the committee. The committee is advisory in nature and has no duty or responsibility other than that specifically stated in the board action. The committee will automatically dissolve upon the delivery of its final recommendation to the Board or upon completion of the duties outlined in the board action. The Board will receive the report of the committee for consideration. The Board retains the authority to make a final decision on the issue. The committee will be subject to the open meetings law.

The method for selection of committee members will be stated in the board action. When possible, and when the necessary expertise required allows, the committee members will be representative of the school district community and will consider the various viewpoints on the issue. The Board may designate a board member and the superintendent to serve on an ad hoc committee. The committee will select its own chairperson, unless the board designates otherwise.

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January 9, 1989
September 16, 1996
September 23, 2002
November 27, 2006
November 14, 2011

Date of Review: May 11, 2015
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June 8, 2026

1. **Meeting** — A meeting is a gathering in person or by electronic means, formal or informal, of a majority of the members of the Board or a Board-appointed committee where there is deliberation or action upon any matter within the scope of the Board's or a Board-appointed committee's policy-making duties.
2. **Regular Meetings** — Unless otherwise stated and advertised, the regular meetings of the Board of Directors shall be held on the second and fourth Mondays of each month, commencing at 5:30 P.M. If the regular meeting is still in session at 10:00 P.M. and it can be seen that the suggested agenda will require more than fifteen additional minutes, the board may vote for adjournment. The material not covered will form the agenda for the next regular meeting unless a special meeting is called.
3. **Special Meetings** — Special meetings may be held as determined by the Board, or called by the president, or by the secretary upon the written request of a majority of the members of the Board, upon notice specifying time and place, delivered to each member in person, or by registered letter, but attendance shall be a waiver of notice.
4. **Work Sessions** — The Board, as a decision making body, is confronted with a continuing flow of problems, issues and needs which require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming and thoughtful discussion without action. Therefore, the Board may schedule work sessions in order to provide its members and the administration with such opportunities. The Board has the authority to hire an outside facilitator to assist them in work sessions.

Topics for discussion and study will be announced publicly, and work sessions will be conducted in open session. No board action will take place at the work session.
5. **Public Meetings** — Regular meetings, special meetings, and ad hoc committee meetings are open to the public. Citizens should have the right to be present at any such meeting. However, any public agency may make and enforce reasonable rules for the conduct of its meetings to assure those meetings are orderly, and free from interference or interruption by spectators.
6. **Notice of Meetings** — The notice shall state the time, date, and place of the meeting and its tentative agenda. The notice shall be given to the media who have filed a request with the board secretary, and the notice shall be posted on the bulletin board at the central administration office. Usually such notice shall be at least 24 hours prior to the meeting unless otherwise provided by law. If a meeting is held on shorter notice, as much notice as is reasonably possible shall be given, and the nature of the good cause justifying departure from normal requirements shall be stated in the minutes. Notice of regular and special Board of Education meetings shall be given by the board secretary. Notice of all committee meetings shall be given by the officially appointed board designee.
7. **Minutes** — The Board and the duly appointed committees shall keep minutes of all of their meetings showing the date, time and place, and members present, and the action taken at each meeting. The minutes at a minimum, should contain the motion, the second, and the vote by individual members on each issue. The minutes of open meetings will be kept on

file as the permanent official records of school legislation. The secretary will act as custodian of the minutes and will make them available to any citizen to examine during the district's office hours.

8. **Closed Session** — Closed sessions take place as part of an open meeting. The item for discussion in the closed session will be listed as part of the tentative agenda on the public notice. The motion for a closed session, stating the purpose for the closed session, will be made and seconded during the open meeting. A minimum of two-thirds of the board, or all of the board members present, must vote in favor of the motion on a roll call vote. Closed sessions will be audio recorded and have detailed minutes kept by the board secretary. Final action on matters discussed in the closed session will be taken in an open meeting.

The minutes and audio recording will restate the motion made in the open meeting, the roll call vote, the members present, and the time the closed session began and ended. The board has complete discretion as to whom may be present at a closed session

Reasons for the board entering into a closed session from an open meeting include, but are not limited to, the following:

- a. To review or discuss records which are required or authorized by state or federal law to be kept confidential, or be kept confidential as a condition for continuation of federal funds;
- b. To conduct hearings to suspend or expel a student, or to discuss whether to conduct such a hearing, unless an open session is requested by the student or a parent or guardian of the student if the student is a minor; if an open session is held, consent shall be obtained from the individual to discuss the individual's confidential records;
- c. To evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session;
 - (1) If an open session is held, consent shall be obtained from the individual to discuss the individual's confidential records.
 - (2) A teacher termination hearing per Chapter 279.15(2), a meeting to hear the superintendent's recommendation on teacher termination per Chapter 279.16, and a private hearing upon the question of the termination of an administrator's contract per Chapter 279.24 are not subject to Chapter 21, the open meetings law.
- d. To discuss strategy with counsel in matters that are presently in litigation or where litigation is imminent where its disclosure would be likely to prejudice or disadvantage the position of the governmental body in that litigation;
- e. To discuss the purchase or sale of particular real estate, but only when premature disclosure could be reasonably expected to increase the price the board would have to pay for the property, or in case of a sale reduce the price the board could receive for the property.

- f. Other exceptions in the Iowa Code relate to letters patent, law enforcement, licensing examinations, and state agency administrative hearings.

The detailed minutes and recording of a closed session shall be sealed and shall not be public records open to public inspection. Access to these documents will be available only to board members, appropriate administrative personnel and/or judicial review. The sealed records are to be kept for a period of at least one year from the date of the closed session. The board secretary is authorized to destroy the minutes and erase the recording after one year from the date of the closed meeting. Minutes and records of a closed session involving real estate purchase are open to the public when the transaction is completed.

9. **Exemptions to the Open Meetings Law** — Board meetings at which a quorum is not present, or gatherings of the board for purely ministerial or social purposes when there is no discussion of policy or no intent to avoid the purposes of the open meetings law, are exempt from the open meetings law requirements. Since gatherings of this type are exempt from the open meetings requirements, they can be held without public notice, be separate from an open meeting, be held without taping the gathering or taking minutes, and be held without a vote or motion. The board may also hold an exempt session for the following:
1. negotiating sessions, strategy meetings of public employers or employee organizations, mediation and the deliberative process of arbitration;
 2. to discuss strategy in matters relating to employment conditions of employees not covered by the collective bargaining law;
 3. to conduct a private hearing relating to the recommended termination of a teacher's contract. The private hearing however, in the teacher's contract termination will be recorded verbatim by a court reporter; and
 4. to conduct a private hearing relating to the termination of a probationary administrator's contract or to review the proposed decision of the administrative law judge regarding the termination of an administrator's contract.

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June 8, 2026

Policy Title:

Quorum

Code No. 204.2

The majority of the Board of Directors shall be necessary to constitute a quorum for the transaction of business. A majority vote of those present shall be necessary and sufficient to pass any motion or to take any action of the board unless the vote of a greater number with respect to the particular subject matter shall be required by law or other board policy.

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November 14, 2011

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June 8, 2026

Policy Title:

Consent Agendas

Code No. 204.3

Very often the board must consider agenda items which are noncontroversial or similar in content. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school buildings and grounds, open enrollment requests or approval of various schedules.

In order for a more efficient administration of board meetings, the board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

The superintendent, in consultation with the board president and board secretary, shall place items on the consent agenda. By using a consent agenda, the board has consented to the consideration of certain items as a group under one resolution. Items may be removed from the consent agenda at the request of a board member.

Nothing in this policy is to be construed as an attempt to avoid full compliance with laws dealing with open meetings or public notice of the agenda and meeting.

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June 8, 2026

The order of business at all meetings, insofar as practicable except as otherwise directed by the board or by the president when not objected to, shall be as follows:

1. Roll Call and Call to Order
2. Consent Agenda
 - a. Approval of Agenda
 - b. Approval of Minutes
 - c. Approval of Accounts Payable
 - d. Open Enrollment
 - e. Routine Contracts
 - f. Human Resource Report
 - g. Quarterly Transportation Report
3. Public Hearings
4. Secretary's Monthly Financial Report
5. Communications
6. Approval of Bids
7. Administrative Reports
8. Superintendent's Monthly Report
9. Board Discussion Items
10. Adjournment

A community member wishing to have an item considered for inclusion on the agenda should request same of the superintendent and/or board president no later than Thursday prior to a regular meeting of the board.

A citizen wishing to make a brief statement, express a viewpoint, or ask a question regarding an item on the agenda should secure permission from the board president and/or superintendent prior to the meeting as outlined in Board Policy titled *Public Participation in Board Meetings*. The president and/or superintendent will determine the time allocation.

The board, in conducting its business in an orderly manner, can best proceed without undue interruptions or other interference. The presiding officer has the right and obligation to terminate any prolonged or irrelevant speeches or discussions.

Date of Adoption: July 11, 1977
January 10, 1983

Date of Revision: January 9, 1989
August 9, 1993
September 16, 1996
September 23, 2002
November 13, 2006
November 14, 2011
November 25, 2013
August 9, 2021

Date of Review: May 11, 2015
June 8, 2026

Policy Title:

Public Participation in Board Meetings

Code No. 204.4.1

The board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board may set time aside for citizen participation, either at a specific time during the meeting or during the discussion of agenda items. Citizens wishing to address the board, or wishing to bring a petition to the board, must notify the Board President and/or superintendent **before 4:00 pm on the day of the meeting** ~~prior to the board meeting~~. Those wishing to address the board, or bring a petition to the board, will follow the same procedures outlined in the regulations. The board has the discretion to limit the amount of time set aside for public participation.

If the pressure of business or other circumstances dictate, the board president may decide to suspend this practice. The board president will recognize these individuals to make their comments at the appropriate time. The orderly process of the Board meeting will not be interfered with or disrupted. Only those speakers who follow regulations and are recognized by the board president will be allowed to speak. Comments by others are out of order. If disruptive, the individual causing disruption may be asked to leave the board meeting.

Date of Adoption: November 25, 2013

Date of Revision: April 7, 2014

Date of Review: May 11, 2015
August 9, 2021

Policy Title:

Public Participation in Board Meetings

Code No. *204.4.1R*

Public Comment will:

- Be held at the beginning of the Board meeting, following roll call of members, and prior to the Consent Agenda.
- Be limited to three (3) minutes in length, per person.
- Be allowed for individuals who have contacted and received approval to speak, from the Board President and/or Superintendent by 4:00 p.m. the day of the Board meeting.
- Be allowed for interested citizens to present comments, suggestions or concerns, even if they are not on the agenda. However, an item must be included on the agenda before the board can officially act upon it. If not on the agenda, a community member will need to follow the regulations for an item to be placed on the agenda and contact the Board president and/or the Superintendent no later than Thursday prior to a regular meeting of the Board. Citizens are encouraged to communicate with Cedar Falls educators and school board members. If you have a concern, the best place to begin is with those directly involved and responsible, usually at the specific school: the teacher and/or principal. It is there that most problems can be quickly and productively resolved. If questions still remain, please contact the superintendent, or designee.
- Not be a dialogue, simply a time individuals can provide comments to the Board.

Date of Adoption: November 25, 2013

Date of Revision: April 7, 2014

Date of Review: May 11, 2015
August 9, 2021

Policy Title:

Minutes

Code No. 204.5

The official minutes are to remain in the care and custody of the board secretary, but any citizen desiring to examine them may do so during the usual office hours of the Board of Education office. Copies of the minutes may also be reviewed on the district website at www.cfschools.org.

Date of Adoption: July 11, 1977

Date of Revision: January 9, 1989
September 23, 2002
November 13, 2006
November 14, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title:

Public Hearings

Code No. 204.6

Public hearings may be held on school district matters at the discretion of the board. Public notice of a public hearing will be in the same manner as for a board meeting except that the notice will be given at least ten (10) days before the hearing is to be held unless it is impossible or impractical to do so, or the law requires otherwise.

At public hearings, citizens of the district who register at the door will be allowed to speak on the issue for which the public hearing is being held. Others may be allowed to speak at the board's discretion. Speakers are asked to keep their remarks as brief as possible. Prior to the beginning of the hearing, speakers and spectators will be apprised of the rules of order to be followed regarding time limitations, questions, remarks and rebuttals. In no event will a speaker be allowed to take the time of another speaker.

The board will conduct public hearings in an orderly fashion. At the beginning of the hearing, statements, background materials and public hearing rules and procedures will be presented by the board president. The board president will recognize the speakers. A board member may ask questions of the speakers after receiving permission from the board president. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the board or the proceedings will be asked to leave.

Date of Adoption: June 8, 2015

Date of Review: August 9, 2021
June 8, 2026

Policy Title:

Development of Policy

Code No. 205.1

The board has jurisdiction to legislate policy for the school district with the force and effect of law. Board policy provides the general direction as to what the board wishes to accomplish while allowing the superintendent to implement board policy.

The written policy statements contained in this manual provide guidelines and goals to the citizens, administration, employees and students in the school district community. The policy statements are the basis for the formulation of regulations by the administration. The board will determine the effectiveness of the policy statements by evaluating periodic reports from the administration.

Policy statements may be proposed by a board member, administrator, employee, student or member of the school district community. Proposed policy statements or ideas will be submitted to the superintendent's office for possible placement on the board agenda. It is the responsibility of the superintendent to bring these proposals to the attention of the board.

Date of Adoption: January 22, 2007

Date of Revision: November 14, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title:

Review and Revision of Policy

Code No. 205.2

The board shall, at least once every five years, review board policy. Once the policy has been reviewed, even if no changes were made, a notation of the date of review is made on the face of the policy statement.

It is the responsibility of the superintendent, or designee, to keep the board informed as to legal changes at both the federal and state levels. The superintendent, or designee, will also be responsible for bringing proposed policy statement revisions to the board's attention.

If a policy is revised because of a legal change over which the board has no control or a change which is minor, the policy may be approved at one meeting at the discretion of the board. All other policy revisions will be placed on the agenda of two board meetings.

Date of Adoption: January 22, 2007

Date of Revision: November 14, 2011
August 9, 2021

Date of Review: May 11, 2015
June 8, 2026

Policy Title:

Adoption of Policy

Code No. 205.3

The Board will give notice of the adoption of new policies by placing the item on the agenda of two board meetings. The proposed policy will be presented and public comment will be allowed at both meetings prior to final board action. This procedure will be required except for emergency situations. If the Board adopts a policy in an emergency situation, a statement regarding the emergency and the need for immediate adoption of the policy will be included in the minutes. The Board will have complete discretion to determine what constitutes an emergency situation.

The final action taken to adopt the proposed policy will be approved by a simple majority vote of the Board. The policy will be effective on the date of adoption or the date stated in the motion.

In the case of an emergency, a new policy may be adopted by a majority vote of a quorum of the Board. The emergency policy will expire at the close of the third regular meeting following the emergency action, unless the policy adoption procedure stated above is followed and the policy is reaffirmed.

Date of Adoption: January 22, 2007

Date of Revision: November 14, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title: *Administration in the Absence of Policy*

Code No. 205.4

When there is no board policy in existence to provide guidance on a matter, the superintendent, or designee, is authorized to act appropriately under the circumstances surrounding the situation keeping in mind the educational philosophy and financial condition of the school district.

It is the responsibility of the superintendent, or designee, to inform the board of the situation and the action taken and to document the action taken. If needed, the superintendent, or designee, will draft a proposed policy for the board to consider.

Date of Adoption: June 8, 2015

Date of Review: August 9, 2021
June 8, 2026

Policy Title:

Board of Directors' Legal Counsel

Code No. 206.1

It is the responsibility of the board to employ legal counsel to assist the board and the administration in carrying out their duties with respect to the numerous legal issues confronting the school district. The board may appoint legal counsel at its annual meeting.

The superintendent, or designee, and board secretary will have the authority to contact the board's legal counsel on behalf of the board when the superintendent, or designee, or board secretary believes it is necessary for the management of the school district. The board president may contact and seek advice from the school board's legal counsel. The board's legal counsel will attend both regular and special school board meetings upon the request of the board or the superintendent, or designee. Board members may contact legal counsel upon approval of a majority of the board. It is the responsibility of each board member to pay the legal fees, if any, of an attorney the board member consulted regarding matters of the school district unless the board has authorized the board member to consult an attorney on the matter.

It is the responsibility of the superintendent, or designee, to keep the board informed of matters for which legal counsel was consulted, particularly if the legal services will involve unusual expense for the school district.

Date of Adoption: June 8, 2015

Date of Review: August 9, 2021
June 8, 2026

Policy Title:

Superintendent of Schools

Code No. 301.1

Executive Officer

The superintendent shall be the executive officer of the board and have such powers and duties as may be prescribed by policies adopted by the board or by law. The superintendent may delegate responsibility for the operation of various segments of the school system but is ultimately responsible to the board for the results produced. The board relies on the superintendent for advice and information and for carrying out the official actions of the board.

The basic principle underlying the orderly operation of the school system shall be that policies are adopted by the Board of Education and executed by the superintendent of schools.

I. Functions (Superintendent of Schools as Executive Officer for the Board of Education)

The superintendent shall be the chief executive officer of the Board of Directors and the administrative head of all divisions and departments of the school system. The superintendent shall develop plans to ensure that each organizational component of the district is a logical, integral part of the whole organization having commensurate responsibility, authority and accountability for results within defined limits.

The superintendent shall define and clarify the functions, responsibilities, authority, and relationships of each administrative position. The superintendent shall plan and administer studies to determine the soundness and the adequacy of the organization plan, functions, and procedures of the school district. The superintendent shall formulate recommendations for desirable changes to better accomplish district objectives, direct preparation and publication of administrative position descriptions, and execute necessary action and controls to carry out organization plans in an effective manner.

The superintendent may delegate responsibility for the operation of various segments of the school system but shall be responsible to the Board of Directors for the results produced.

The superintendent shall be responsible for designating the specific instructional and supervisory assignments at the various levels of the school system. The superintendent shall provide opportunities for principals and teachers to discuss instructional problems with members of the central administrative staff and shall develop leadership in providing a variety of evaluative activities for the purposes of assisting teachers toward a better understanding of the needs and abilities of children.

II. Responsibilities

- A. To administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board of Directors. Be expected to take the lead in matters of educational policy and to make definite recommendations therein; to keep abreast of the best educational developments and advise the board regarding the changes in policy.
- B. To be the responsible executive head of the entire school system in charge of both educational and business administration in directing the activities of all employees of the school district.
- C. To recommend policies on organization, finance, instruction, school planning, and other functions of the school program.
- D. To recommend the number and type of positions required to provide proper personnel for the operation of the educational system.
- E. To recommend for employment, to assign, and define the duties of all teachers, building level administrators, and central office directors subject to the approval of the Board.
- F. To conduct a continuous study of developments and long range needs of the schools and to keep the public so informed.
- G. To keep the Board of Directors continually informed of the progress and conditions of the schools.
- H. To assume responsibility for such budgetary controls and transfers of funds as authorized by the Board of Directors.
- I. To exercise leadership in directing necessary studies of sites and buildings considering the population trends and the cultural needs of the district to assure timely decisions by the Board of Directors regarding construction and renovation projects.
- J. To visit the sites of proposed new school buildings, to develop concrete statement of needs to be met by new buildings, to supervise the preparation of time schedules for the preparation of plans; to obtain

- and organize the service of educational specialists for cooperative evaluation of preliminary plans developed by the architect.
- K. To serve as liaison officer between the school district and the state and federal agencies cooperating in financing facilities, equipment and programs.
 - L. To assist the directors in appraising the effectiveness and outcome of instruction.
 - M. To direct the preparation of an annual budget showing the estimated needs of the ensuing fiscal year and the annual appropriation measure, and to submit them to the board in accordance with the requirements of the law. This responsibility shall be discharged with the involvement and the cooperation of the administration team.
 - N. To assume responsibility for the development and implementation of a positive public relations program based on community-district dialogue.
 - O. To assume responsibility and authority for the development of policies related to the administration of the salary schedules and related benefits of the district.
 - P. To be the representative of the Board of Directors to the staff and a representative of the staff to the Board of Directors.
 - Q. To direct the administrative staff in developing and recommending the boundaries of school attendance areas.
 - R. To interpret system-wide instructional policies and plans to directors, principals, teachers, supervisors, and other staff members.
 - S. To keep informed of all statutory and legislative matters pertaining to the schools and to keep the board advised of legislative proposals and their effect upon the local educational program.
 - T. To attend all meetings of the board and its committees, except those concerned with the superintendent's contract status (when the board acts to exclude the superintendent), and be granted the privilege to take part in the deliberations but shall not vote.
 - U. To serve as a representative of the District before regulatory agencies.

III. Specific enumeration of the duties of the superintendent as detailed in Section II shall not act to limit the broad authority and responsibility of the office of the superintendent.

Date of Adoption: January 10, 1972
January 10, 1983

Date of Revision: January 9, 1989
October 14, 1996
October 28, 2002
January 8, 2007
December 12, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title:

Superintendent of Schools

Code No. 301.1

Executive Officer

The superintendent shall be the executive officer of the board and have such powers and duties as may be prescribed by policies adopted by the board or by law. The superintendent may delegate responsibility for the operation of various segments of the school system but is ultimately responsible to the board for the results produced. The board relies on the superintendent for advice and information and for carrying out the official actions of the board.

The basic principle underlying the orderly operation of the school system shall be that policies are adopted by the Board of Education and executed by the superintendent of schools.

I. Functions (Superintendent of Schools as Executive Officer for the Board of Education)

The superintendent shall be the chief executive officer of the Board of Directors and the administrative head of all divisions and departments of the school system. The superintendent shall develop plans to ensure that each organizational component of the district is a logical, integral part of the whole organization having commensurate responsibility, authority and accountability for results within defined limits.

The superintendent shall define and clarify the functions, responsibilities, authority, and relationships of each administrative position. The superintendent shall plan and administer studies to determine the soundness and the adequacy of the organization plan, functions, and procedures of the school district. The superintendent shall formulate recommendations for desirable changes to better accomplish district objectives, direct preparation and publication of administrative position descriptions, and execute necessary action and controls to carry out organization plans in an effective manner.

The superintendent may delegate responsibility for the operation of various segments of the school system but shall be responsible to the Board of Directors for the results produced.

The superintendent shall be responsible for designating the specific instructional and supervisory assignments at the various levels of the school system. The superintendent shall provide opportunities for principals and teachers to discuss instructional problems with members of the central administrative staff and shall develop leadership in providing a variety of evaluative activities for the purposes of assisting teachers toward a better understanding of the needs and abilities of children.

II. Responsibilities

- A. To administer the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board of Directors. Be expected to take the lead in matters of educational policy and to make definite recommendations therein; to keep abreast of the best educational developments and advise the board regarding the changes in policy.
- B. To be the responsible executive head of the entire school system in charge of both educational and business administration in directing the activities of all employees of the school district.
- C. To recommend policies on organization, finance, instruction, school planning, and other functions of the school program.
- D. To recommend the number and type of positions required to provide proper personnel for the operation of the educational system.
- E. To recommend for employment, to assign, and define the duties of all teachers, building level administrators, and central office directors subject to the approval of the Board.
- F. To conduct a continuous study of developments and long range needs of the schools and to keep the public so informed.
- G. To keep the Board of Directors continually informed of the progress and conditions of the schools.
- H. To assume responsibility for such budgetary controls and transfers of funds as authorized by the Board of Directors.
- I. To exercise leadership in directing necessary studies of sites and buildings considering the population trends and the cultural needs of the district to assure timely decisions by the Board of Directors regarding construction and renovation projects.
- J. To visit the sites of proposed new school buildings, to develop concrete statement of needs to be met by new buildings, to supervise the preparation of time schedules for the preparation of plans; to obtain

and organize the service of educational specialists for cooperative evaluation of preliminary plans developed by the architect.

- K. To serve as liaison officer between the school district and the state and federal agencies cooperating in financing facilities, equipment and programs.
- L. To assist the directors in appraising the effectiveness and outcome of instruction.
- M. To direct the preparation of an annual budget showing the estimated needs of the ensuing fiscal year and the annual appropriation measure, and to submit them to the board in accordance with the requirements of the law. This responsibility shall be discharged with the involvement and the cooperation of the administration team.
- N. To assume responsibility for the development and implementation of a positive public relations program based on community-district dialogue.
- O. To assume responsibility and authority for the development of policies related to the administration of the salary schedules and related benefits of the district.
- P. To be the representative of the Board of Directors to the staff and a representative of the staff to the Board of Directors.
- Q. To direct the administrative staff in developing and recommending the boundaries of school attendance areas.
- R. To interpret system-wide instructional policies and plans to directors, principals, teachers, supervisors, and other staff members.
- S. To keep informed of all statutory and legislative matters pertaining to the schools and to keep the board advised of legislative proposals and their effect upon the local educational program.
- T. To attend all meetings of the board and its committees, except those concerned with the superintendent's contract status (when the board acts to exclude the superintendent), and be granted the privilege to take part in the deliberations but shall not vote.
- U. To serve as a representative of the District before regulatory agencies.

III. Specific enumeration of the duties of the superintendent as detailed in Section II shall not act to limit the broad authority and responsibility of the office of the superintendent.

Date of Adoption: January 10, 1972
January 10, 1983

Date of Revision: January 9, 1989
October 14, 1996
October 28, 2002
January 8, 2007
December 12, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Policy Title:

Duties and Responsibilities of the Principal

Code No. 303.1

The principal shall, as part of the administrative team, be directly responsible to the Associate Superintendent. The principal shall meet licensure qualifications for the position.

The principal has four main areas of responsibility:

- To facilitate the improvement of instruction.
- To provide instructional leadership for staff.
- To promote the best possible teaching and learning conditions for students and staff.
- To function as an integral part of the administrative team in implementing the philosophy and goals of the Cedar Falls Community School District.

The principal's primary responsibility is to facilitate the improvement of instruction.

- I. As the educational leader of the staff, the principal shall:
 - A. Assist all instructional personnel in exploring and understanding the total educational program of the district.
 - B. Direct, supervise, and evaluate the instructional and student support programs and staff of his/her school.
 - C. Utilize effectively the services of special education personnel.
 - D. Interpret the school's program to parents and patrons of the school.
 - E. Encourage positive public relations between school and community.
 - F. Engage in continual professional growth through reading, attendance at professional meetings and seminars, and keeping abreast of current innovations in education.
- II. The principal shall promote the best possible teaching and learning conditions for students and staff. To this end, the principal shall:
 - A. Supervise the operation and maintenance of the building, grounds, and other school property assigned to his/her care.
 - B. Help the beginning teacher adjust to the school, the students, and the community of Cedar Falls.
 - C. Assist student adjustment in interpersonal relationships with adults and other students.

- III. Direct and evaluate the work of all assigned personnel under the policies set forth by the Board of Education.
 - A. Promote involvement in district-wide professional development.
 - B. Plan with staff Professional Development programs that are needed in the individual schools.
 - C. Act as supervising principal and assist in the execution of instructional policies by:
 - 1. Familiarizing himself/herself with existing courses of study and participating in the planning of new and innovative practices in curriculum studies and experiments.
 - 2. Collaborating with teachers to develop courses of study, curriculum functions, and administrative newsletters necessary to carry out their work in the classroom, and by helping teachers secure instructional materials to carry out the prescribed curriculum.
 - 3. Obtaining clearance from the appropriate director before initiating changes in courses of study, pupil reporting or curriculum innovations.
 - 4. Utilizing, when advisable, any administrative or special service personnel for the improvement of instruction.

- IV. The principal shall function as an integral part of the administrative team:
 - A. Be involved in the recruitment and employment of teachers and all other staff members.
 - B. Administer approved requirements of the business office, be held accountable for all school materials and funds under his/her control.
 - C. Direct all pupil accounting for the assigned attendance area.
 - D. Participate in the interpretation and execution of the policies of the Cedar Falls School District as determined by the Board of Directors, the superintendent of schools and Cabinet.
 - E. Work cooperatively with other administrative personnel.

- F. Coordinate activities with those of other schools in the system.
- G. Keep accurate school records and make timely statistical and other reports as required by Central Office staff.
- H. Assume such other duties and responsibilities as may be assigned by members of Cabinet or the superintendent.

Date of Adoption: November 20, 1972

Dates of Revision: January 10, 1983
April 10, 1989
October 14, 1996
October 14, 2002
January 8, 2007
December 12, 2011
August 9, 2021

Date of Review: May 11, 2015
June 8, 2026

Policy Title: *Duties & Responsibilities of the Associate Principal* Code No. 304.1

Associate principals shall perform such duties as may be assigned by the principal. In the absence of the principal, an associate principal, as determined by the appropriate director, shall assume all duties and responsibilities of the principal.

Date of Adoption: November 20, 1972

Dates of Revision: January 10, 1983
April 10, 1989
October 14, 1996
October 28, 2002
January 8, 2007
December 12, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

The school district will have, in addition to the Superintendent, the following administrative positions: Executive Director of Secondary Education, Executive Director of Elementary Education, Executive Director of Human Resources, Executive Director of Student Services, and Chief Financial Officer.

These administrators will work closely with the superintendent 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.

Date of Adoption: January 10, 1972

Dates of Revision: January 10, 1983
December 11, 1989
October 14, 1996
October 14, 2002
January 8, 2007
December 12, 2011
August 9, 2021

Date of Review: May 11, 2015
June 8, 2026

Policy Title:

Administrative Team

Code No. 310.1

The administrative team recognizes the need for cooperation, understanding, and mutual support to operate an effective program of education.

Philosophy

The efficient management of a school system must be a team effort. Joint participation by administrators in the management of a school system can only result in a more effective educational program. The degree of cooperation and the quality of input by each member are directly related to the quality of the "product."

Principles of Team Management

Team management shall be considered primarily as a procedure for achieving better management decisions.

The foundation for an effective team lies in the development of interpersonal communication skills, as well as skills in handling intragroup differences.

The superintendent of schools is recognized as the leader of the administrative team. Other team members include all building administrators and central office administrators.

In order to attain maximum efficiency and effectiveness, the administrative team must be guided by sound management principles:

1. Goals and purposes of the school district must be cooperatively determined and clearly understood by those responsible for carrying out the purposes and achieving the goals.
2. All team members should know their responsibilities and to whom they are responsible.
3. When a responsibility is delegated to a team member, that person should also be given the necessary authority to carry out the responsibilities. All team members should be held accountable for the efficient execution of the responsibilities delegated to them.
4. Each team member should make every effort to understand and respect the role of others, including the right to exercise judgment on matters for which they are responsible.

5. Organizational procedures should be developed that will ensure involvement and encourage close and cooperative relationships among team members. Team members should be allowed to function in a framework that will provide each individual with a feeling of security and that will promote feelings of mutual faith and trust.
6. Decisions to resolve issues or problems should be made as close to the source of the issues or problems as is feasible and is consistent with established district policies and procedures.
7. Team management involves varying degrees of participation and levels of decision-making, from consultation to absolute control over final decisions. Team members to be affected by decisions should be involved in the decision-making process.
8. Individual members of the administrative team should be responsible and accountable for supporting and/or implementing management decisions.
9. Human Resource policies and practices should provide for the recruitment and selection of competent team members and to provide for their professional development.
10. Maximum efficiency and effectiveness will result only if the functions, assignments, interests, and activities of the district are coordinated.

Date of Adoption: December 12, 1977

Date of Revision: January 9, 1989
October 14, 1996
October 28, 2002
February 12, 2007
December 12, 2011

Date of Review: May 11, 2015
August 9, 2021
June 8, 2026

Communication

The foundation for an effective team lies in the development of interpersonal communication skills, as communication is the process by which information is gathered, exchanged, digested and tested.

Information for planning, decision making, or evaluating is widely dispersed within the administrative team structure. No one person within the team possesses or acquires the information necessary to make most decisions or formulate most plans. Within the administrative team are individual members or groups of members who represent areas of responsibility. These special groupings include individuals, the Cabinet, Administrative Council, elementary principals, secondary principals, and task forces and committees. Certain plans and decisions are unique to each of these groups and are accomplished accordingly, and should be shared with the total administrative team as a paramount effort for maintaining successful communication.

Within the total team, it is recognized individual members make decisions that are required within their jurisdiction and for which the individual is responsible. Occasionally situations arise which might involve the jurisdiction of individual team members or extend to the total team. It is in such situations that information must be shared. Final plans, and decisions, then, may become an individual's prerogative or joint action may become imperative.

Within the total team, then, the roles of responsibility extend from the individual, to specified groups, to the total administrative team. It is imperative that good lines of communication be maintained if the team is to be effective.

Decision-Making

Decision-making is the heart of the process of administration. All other functions of administration can be interpreted in terms of the decision-making process. Real collaboration in administration is impossible without participating in the decision-making process. Administrators, at all levels, must play a part in decision-making if participative decision making is to be meaningful. However, this point of view must be accompanied by a willingness to participate fully in other administrative processes as well. All administrative processes are so interlaced with decision-making that failure of line administrators to participate in other processes can severely circumscribe their individual effectiveness and that of the team. There are a number of sequential steps inherent in the decision-making process.

The following list of possible methods of arriving at a team decision is not intended to be all inclusive, but rather to suggest some of the options available to a creative team. The administrative team may be engaged in defining the problem; a committee or task force can identify alternatives, identify consequences, and seek advice; and, then, after considering the report, the administrative team may come to a decision by majority or consensus. Obviously, then, any combination of administrator or staff participation in the several options is possible. The decision-making model to be utilized is dependent upon the nature of the overall task, the expertise and capabilities of team members, the

impact of decisions on the several administrative jurisdictions, the time and resources available and the accountability involved. As previously indicated, team management does involve varying degrees of participation and levels of decision-making, from consultation to final control over decisions.

Perhaps most fundamental to the success of a management team is a clear understanding of the decision-making process. The goal of any decision-making process should be to keep the quality of decision-making constant while varying the dimensions of time, motivation and degree of participation such that the optimal decision-making mode is being utilized.

The crux of an effective administrative team lies in adjusting the proper decision-making mode to the circumstances which surround the decision.

The several decision-making modes utilized in the Cedar Falls Community School District are:

Individual: Each member of the administrative team makes decisions within that member's sphere of responsibility and accountability in accordance with the specific job descriptions. Such decisions may be with or without consultation. In making individual decisions, the administrator should always give consideration to the impact of the decision on other administrative jurisdictions.

Cabinet: The Cabinet is comprised of the Superintendent of Schools, Chief Financial Officer, Associate Superintendent, Executive Director of Human Resources, Executive Director Student Services, and Executive Director of Enrichment and Special Programs. The Cabinet routinely meets weekly in the superintendent's office located in the Administrative Center. Minutes of said meetings are distributed to each member of the administrative team. The Cabinet may make decisions within their administrative jurisdiction with or without consultation.

Elementary Administrators: The Associate Superintendent meets monthly with elementary administrators. They may make decisions within their administrative jurisdiction with or without consultation.

Secondary Administrators: The Associate Superintendent meets monthly with secondary administrators. They may make decisions within their administrative jurisdiction with or without consultation.

Administrative Council: The Administrative Council is comprised of all administrative team members, designated directors and meets monthly. The superintendent, or a designee, is responsible for developing the agenda and chairing the meeting. Each administrative team member is encouraged to submit items to be placed on the

agenda. Agenda items may be either discussion or decision-making in nature and have either a direct or indirect system-wide impact. Decision-making may be by consensus or majority vote.

In the event a decision from the Administrative Council is to be submitted to the board for consideration and the superintendent does not support the position, he/she shall so inform the Council as to this fact. Also, any recommendation submitted to the board may contain a minority report from the Council.

Task Force: The personnel involved with several decision-making modes listed above may wish to appoint a task force to further study an identified concern. The task force shall report findings and make recommendations within the guidelines determined by the administrative unit establishing the task force. A task force does not have decision-making authority.

Coordinating

The achievement of the process of coordination is one of the basic tasks of any administrative body. Like all administrative processes, coordination is closely related to and dependent upon the other processes. Organization puts people and resources into meaningful relationships, but it is through coordination that the organization is continuously monitored to assure that the components are orchestrated to function as an integrated and harmonious whole.

Cooperation is essential to coordination, but coordination is more than cooperation. Cooperation is the determination to work together toward common goals, while coordination is the process of informing people of the planned behavior of others. Coordination may be thought of as the process of unifying the contributions of people and other resources toward the achievement of the institution's goals. Coordination must continuously monitor all activities to assure the team of an integrated and harmonious relationship.

Goal Setting

Goal setting is the first task of any endeavor. We believe that the utilization of the administrative team can help to broaden the consideration of more goals, bring deeper understanding of those goals, reduce the conflict between organizational and individual goals, assess the feasibility of achieving the goals and quicken the administrators' commitment to their utilization.

The importance placed upon the process for the development and ultimate adoption of annual goals for the Cedar Falls Community Schools cannot be overemphasized. The goals establish a course of direction for the institution. They also serve as guides in evaluating the degree of success experienced during the year in resolving identified concerns. Goals are a constant reminder in the determination of priorities and in the allocation of the available resources. They also serve as a master plan for members of the administrative team in developing individual goals that are supportive and consistent with the goals of the school district.

District Goals: Each year, a preliminary list of proposed goals and/or operational concerns will be generated by staff members. This list of issues, together with a written summary regarding levels of accomplishment of the previous year's goals, will be considered by the administrative council, the Board of Education, and the School Improvement Team annually. Proposed district goals for the following year will then be placed in final draft form for official action by the Board of Directors. Copies of the annual goals will be made available to all staff and to patrons of the school district.

Building Goals: Each building will develop annual improvement goals in support of the district's goals.

Individual Goals: It is the responsibility of each administrative team member, in cooperation with the designated supervisor, to determine individual goals for the given school year. The goals are to be consistent with the job description for the given position and the district's goals. The finalized copy of the individual goals is to be submitted to the appropriate supervisor and the superintendent of schools.

Planning

The importance of planning in all types of enterprise is widely recognized. There can be little intelligent direction of activities without planning. Team management involves varying degrees of participation and levels of decision-making, from consultation to final control over decisions. Team members who will be affected by decisions should be involved in the decision making process whenever possible.

Quality planning is essential to success in all phases of administration. Detailed planning in the development of objectives can provide the team with the following advantages: (1) an analytical and logical atmosphere within which the team will function in the future, (2) a commitment toward organizational goals through cooperative planning, (3) a basis upon which to evaluate how well the group is functioning, (4) be proactive, rather than reactive, when encountering conflict and pressure from outside groups, (5) the seeking of opportunities to more effectively utilize human resources, and (6) the fostering of cooperation.

Organizing

Organizing involves the orderly distribution of tasks, and the accompanying delegation of authority and responsibility among individuals and/or groups in order to accomplish the goals of the district. Under the organizational plan for the team, all administrators must clearly understand the parameters of their jurisdictions and the nature of their duties and responsibilities.

Individual team members should be thoroughly familiar with the job description of their position and of other administrative positions. Likewise, a good understanding of the district organizational chart and the team decision-making model will assist team members to discharge their responsibilities more effectively.

Directing

The directing function of an organization is the heart of executive action. Directing, generally, is not a function of an administrative team. Directing belongs with a single administrator in whose jurisdiction an assigned task may fall.

Ideal personal capabilities of such individuals include:

1. To delegate responsibility and exact accountability for the results of all efforts at the local jurisdiction level;
2. To motivate, persuade and inspire people to take desired actions;
3. To coordinate and relate people efforts in the most effective combination;
4. To manage differences, encourage independent thought and initiative, and resolve conflict; and
5. To manage change by stimulating positive creativity and innovation and objectives.

When a directing function is delegated to a team member, that person is also given the necessary authority to carry out that responsibility. This function is usually accomplished by an individual administrator since the process of directing is said to be indivisible.

Evaluating

Evaluation is the process of administration that yields evidence on the quality of the achievement of the institution. It is the responsibility of each of the team members to ensure that the work which has been accomplished is consistent with existing plans which have been developed. The evaluation function involves a responsibility to note the need to adapt the organization to changing events, to monitor, and to measure the success of organizational activities which are directed toward the accomplishment of district goals and objectives.

Evaluating the Administrative Team and the Individual Team Member

All administrative team members accept the premise that they should be held accountable for the efficient execution of the responsibilities delegated to them.

Evaluation of the individual administrator is closely related to the goals setting process. Each administrator sets individual goals for each year which are in addition to tasks which are considered routine.

To determine progress toward meeting the goals, a mid-year conference is held with the immediate supervisor. Principals meet with the associate superintendent, the directors with the superintendent of schools, and the superintendent meets with the Board of Education. A final evaluative conference is held in June of each year. The major thrust of this conference is an objective analysis of how well the goals were achieved and an in-depth exploration if they were not met.

The evaluation of the team performance should be viewed as team members evaluating one another as well as assessing the overall team operation. An essential ingredient in making the process work is a positive climate which allows the team (individual members and total team) to give structured and constructive feedback about their performance. This feedback requires maintenance of a two-way flow of valid information among members.

In order that the team establishes and maintains a high level of performance, it is imperative that a systematic and quantitative assessment be made of each administrative function as well as of the everyday procedures and techniques employed by the team and by individual team members. This data then must be analyzed in such a way that comparisons can be made regarding the current functioning level and different performance aspects which may be desired.

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 February 12, 2007
 December 12, 2011
 August 12, 2021

Date of Review: May 11, 2015
 June 8, 2026

Leaves of absence may be set forth in a collective bargaining agreement, handbook, or individual employment contract approved by the Board of Education. This policy delineates leaves of absence for employees not covered by a collective bargaining agreement.

To the extent a group of employees has a recognized collective bargaining unit, the provisions of the collective bargaining agreement regarding leaves of absence, if any, shall apply. If a specific leave provision within this policy is not addressed in a collective bargaining agreement, the provision of this policy shall also apply to employees within the collective bargaining unit.

Sick Leave

All regular full and part time employees, except teachers, shall be granted paid leave of absence for personal illness, injury, or associated treatment each consecutive service year in the following amounts:

- 1st full school year: 13 days
- 2nd full school year: 15 days
- Thereafter: 18 days

Teachers shall be granted 20 days of leave for personal illness, injury or associated treatment per consecutive service year.

Temporary employees shall not be granted paid sick leave.

Unused sick leave days may be accumulated to a maximum of 95 contract days, including the current year allocation. Accrued but unused sick leave is not "paid out" upon termination of employment, and shall not be reinstated if an employee later returns to the District.

Sick leave days will be prorated for employees who are not contracted for or who do not work a full contract year. Part-time employees shall be granted a pro-rata amount of sick leave based upon the ratio of the number of hours they work to 40 hours. Any individual employed on the basis of less than five days per week shall be granted a pro-rated amount of sick leave.

Up to a maximum of six **eight** days of paid sick leave may be approved under the following circumstances; such days will be deducted from the employee's personal sick leave balance:

- Leave for the parent of a new born or newly adopted child
- Illness, injury, or medical treatment for a member of the employee's immediate family.

Up to a maximum of one day of paid sick leave may be approved under the following circumstances; such days will be deducted from the employee's personal sick leave balance:

- **Routine medical, dental, or vision treatments for the employee or employee's immediate family.**

“Immediate family” is defined as: a spouse, parent (including step relationships), or child (including step, adopted, foster, and legal guardian).

(NOTE: Elective and cosmetic surgery and related procedures, including but not limited to cosmetic treatments, orthodontic consultation or treatment, lasik surgery, periodic physicals and preventative health check-ups, etc. do not qualify for paid sick leave.)

An employee making a claim for paid sick leave, either for the employee’s own illness or that of a family member, shall provide a medical report from a doctor confirming the necessity for such a leave of absence upon request of the superintendent or designee. A report may also be required to confirm fitness to return to duty.

Workers’ Compensation

An employee injured or disabled on the job may be eligible to receive a weekly benefit under the Iowa workers’ compensation law. If an employee receives workers’ compensation benefits, the employee’s accumulated sick leave will be reduced proportionate to the amount the workers’ compensation benefits are to the employee’s regular salary. At such time, the employee may also elect to have the workers’ compensation benefits supplemented from the District by using either sick leave, vacation leave, personal leave, and/or earned compensatory time. If supplemental payments are elected, leave time will be reduced by one full day for each day of absence. When all leave time is exhausted, supplemental payments will cease.

An employee who, in the course of employment, suffers a personal injury resulting from an episode of violence toward that employee for which workers’ compensation is payable, shall be entitled to have workers’ compensation benefits supplemented in order for the employee to receive full salary and benefits for the shortest of:

- (a) one year from the date of the disability; or
- (b) the period during which the employee is disabled and incapable of employment.

Supplementation in such situations shall not be charged against sick leave, vacation time, personal leave, or earned compensatory time. The District may require the employee, as a condition of receiving benefits under this section, to provide a signed statement that justifies the use of this leave and, if medical attention is required, a certificate from a licensed physician that states the nature and duration of the leave.

Extended Disability Leaves of Absence

An administrator, supervisor or classified employee, except a temporary employee, who is unable to work because of personal illness or injury, and who has exhausted all paid leave available, may be granted an unpaid leave of absence and may continue all available fringe benefits at his/her own expense, except that the District shall provide benefits in accordance with the Family and Medical Leave Act.

Family and Medical Leave Act

Federal law requires the District to grant up to 12 weeks of unpaid leave per year to employees who have been employed at least 12 months and who have worked at least 1,250 hours during the preceding 12 months for the purpose of:

- (1) the employee's personal serious health condition,
- (2) caring for the employee's newly born child,
- (3) caring for a child placed for adoption or placement of a foster child,
- (4) caring for the employee's parent, spouse, or child (under 18 years of age, or 18 years of age or older and incapable of self-care because of a physical or mental disability) with a serious health condition, and
- (5) a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is on active duty or has been notified of an impending call to active duty in the Armed Forces in a foreign country.

In addition, federal law requires the District to grant eligible employees up to 26 weeks of leave during a single twelve-month period to care for a covered service member with a serious illness or injury incurred or aggravated in the line of duty on active duty.

During FMLA the District requires an eligible employee to first utilize any earned paid sick leave, vacation time or other leave provided by policy or by a collective bargaining agreement to the extent the purpose is covered by and consistent with requirements for the paid leave time. Any FMLA leave in excess of available paid leave shall be unpaid.

At the employee's option, the District shall continue the District's contributions towards health insurance on behalf of the employee for up to 12 (or 26, if applicable) weeks as if the employee were still at work. If the employee has more than 12 (or 26, if applicable) weeks of paid leave available, the District shall continue the District's contribution until the paid leave is exhausted. The employee shall remit the employee's contribution towards health insurance by the date the District makes payment to the insurance carrier or within 30 days thereafter. Failure to make contributions when due may result in the employee losing coverage during the period of the leave. If the employer makes the employee-owed payments, the employee authorizes the District to offset such sums advanced against any sums owed to the employee. If the employee does not return to work at the end of the leave (except for reasons specified in the Act), the employee will be required to reimburse the District for all contributions made by the District while the employee was on unpaid leave.

Employees may request leave under the Family Medical and Leave Act for up to a total of 12 weeks per year (or a total of 26 weeks to care for a covered service member with a serious illness or injury incurred or aggravated in the line of duty). "Year" shall be defined as a 12-month period measured forward from the date an employee's first

FMLA leave begins. Leave to care for a newly-born, adopted or foster child must conclude within 12 months of the birth or placement of the child. Spouses, both of whom are employed by the District, may take a combined 12-week

allotment for the birth or placement of a child and/or spouses may take a combined 26-week allotment to care for a covered service member with a serious illness or injury incurred or aggravated in the line of duty. The District may require an employee to provide written certification from a health care provider when an employee requests family and medical leave for the employee's own serious health condition or to care for the employee's parent, spouse, or child with a serious health condition, or to care for a covered service member with a serious illness of injury.

Bereavement Leave

Immediate Family

Employees, except temporary employees, may be granted up to five days paid leave per occurrence in the event of the death of a member of the employee's immediate family. The "immediate family" shall include spouse, child (including step, adopted, foster or legal guardian relationship), parent, step-parent, brother, sister, step brother or step sister of the employee. The five days shall be taken within 30 calendar days of the death.

Extended Family or Close Friend

Employees, except temporary employees, may be granted up to three days paid leave per contract year in the event of the death of a member of the employee's extended family. "Extended family" for a death is defined as in-law relations (i.e. father, mother, sister, brother, son, daughter), grandparent and grandchild, or close friend. The three days shall be taken within 30 calendar days of the death.

Extended Family or Close Friend: Illness or Injury

Employees, except temporary employees, shall be granted up to a total of three days of paid leave per contract year in the event of illness or injury in the extended family or of a close friend.

"Extended family" for purposes of illness or injury is defined as sister, brother, step sister or brother, grandparent, grandchild, in-law relations (i.e. father, mother, sister, brother, son, daughter) or close friend.

Death of a Student or Employee

In the event of death of a student or employee of the Cedar Falls Community School District, the principal of the building or supervisor of the effected department may, after consultation with Director of Human Resources, grant to an appropriate number of designated employees sufficient time to attend the funeral as representatives of the

District; such time shall not be debited from employee leave balances. Other colleagues who wish to attend the funeral shall request applicable leave.

Personal Leave

Employees, except administrators and temporary employees are allowed up to two days of paid leave per year for personal leave. Personal leave may be granted for routine doctor or dental appointments including physicals, dental visits, well-baby appointments, preventive health checkups; visits with financial or legal advisors; or such other purposes as the employee may determine. Personal leave days may be accumulated up to four days, including the current year allotment.

Personal leave shall be taken by Classified Employees (except para educators, food service and bus drivers in one hour, one-half day, or full day increments. Para educators, food service, bus drivers and teachers may take personal leave in one-half day or full day increments. Personal leave days may be accumulated up to four days, including the current year allotment.

Personal leave may be requested for use at a time that extends a vacation or holiday. Personal leave shall not be granted for teachers on days scheduled for state mandatory testing; days scheduled for end of semester or end of year exams; days scheduled for building or district-wide parent/guardian conferences; or during the first five or last two service days of the school year. Generally teachers should avoid requesting personal leave on a day scheduled for district-wide or building level professional development

Unused personal leave days, which exceed the maximum accrual, shall roll into a separate leave category to be used for "disruptive life events" after other applicable sick leave, extended family or close friend illness or injury leave, bereavement leave or personal leave has been exhausted. Disruptive life events are specified as: threat to personal property from fire, flood, wind, and/or recovery from such events; personal illness or injury; illness, injury or death in the immediate or extended family or close friend; closure of a day care or adult care facility in compliance with county, state or federal regulations. Any days accrued for disruptive life events are not available to be used as personal leave days and shall not be paid out upon termination from employment.

Military Leave

Leaves for military service will be granted in accordance with applicable law which provides that employees (other than employees employed temporarily for six months or less) who are members of the national guard, organized reserves or any component part of the military, naval, or air force or nurse corps of Iowa or of the United States, or who may be otherwise inducted into the military service shall, when ordered by proper authority to service, be entitled to a leave of absence for the period of such service, and without loss of pay for the first 30 calendar days of such leave of absence.

Jury Duty and Subpoena Leave

Employees called for jury service, or subpoenaed in a civil or criminal court proceeding on a matter related to their employment with the District, shall be permitted to be absent from duties. Pay received for jury or witness service, except travel expense, shall be remitted to the District. In order to receive payment, the employee must give at least two days' prior notice of the summons for service or subpoena, and must furnish satisfactory evidence that such service was performed on the days for which payment is claimed. An employee not required to perform duty all day shall return to work.

Conference Leave

An employee appointed by the appropriate director to represent an area of service or instruction or the District, will be granted leave with pay to attend educational conferences or conventions. All approved costs will be borne by the District.

An employee approved by the appropriate director to attend an educational conference or convention directly or closely related to the employee's area of service shall be eligible for leave with pay. In such instances, the District shall provide a substitute, if necessary, and may partially or wholly reimburse the employee for approved expenses (depending upon factors which include, but are not limited to, the nature of the conference, the number of persons attending, and the costs related to the attendance).

An employee who is an officer or participant of a curriculum specialty event, conference, or convention may attend with pay if approved by the appropriate director. In such instances, the District shall pay for the cost of any required substitute, but will not reimburse the employee for any conference/convention-related expenses.

Requests for approval for leaves described in paragraphs two and three of this section must be made to the appropriate director at least two weeks before the beginning of the leave.

Public Office Leave

Leaves of absence for service in an elected municipal, county, state or federal office shall be granted in accordance with applicable law. The leave of absence shall be without pay or benefits and shall not exceed six years. The employee may continue all fringe benefits in effect for the duration of the leave at his/her own expense. In addition, an employee who becomes a candidate for elective public office shall be granted a leave commencing within 30 days prior to a contested primary, special, or general election and continuing until the day after the election. The employee shall first use any earned compensatory time, then vacation and personal leave time and then unpaid leave. An employee who is a candidate for any elective public office shall not campaign while on duty as an employee.

Other Absences

Leaves of absence for reasons other than those listed above, or in excess of the number of days allowed, may be granted by the superintendent or designee. The employee shall have deducted from his/her salary an amount equal

to one day's pay for each day of absence. The District shall not continue fringe benefits, but the employee may continue the fringe benefits for the duration of the leave at his/her own expense, except that the District shall provide benefits in accordance with the Family and Medical Leave Act.

Waiting Period

Upon initial employment, new employees will be subject to a 30-day waiting period before paid leave may be used, excluding vacation accrual, where applicable, which shall begin accruing upon the first day of employment. Leave will become available on the first payroll date following completion of the 30-day waiting period. This waiting period does not apply to legally mandated leaves, including but not limited to leave required under the Family and Medical Leave Act or Iowa Workers' Compensation law.

The superintendent or designee may grant a deviation from the 30-day waiting period under appropriate circumstances.

Discipline

Absences for reasons other than those provided for in this policy or in a negotiated agreement, or failure on the part of the employee to follow procedures for requesting leave of absence, failure of the employee to provide reasonable evidence confirming the necessity for the leave of absence following request by the District, failure of an employee to return to work on the specified date following the leave of absence, failure to communicate in a timely manner an inability to return to work on the specified date following the leave of absence, or failure to provide a legitimate reason for failing to return on the specified date following the leave of absence, or submitting a false or misleading explanation for the leave may be grounds for disciplinary action, including dismissal.

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November 26, 1973
June 9, 1975
July 11, 1977

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September 10, 1979
May 8, 1989
November 25, 2002
November 25, 2005
August 8, 2005
October 24, 2005
July 16, 2007
September 22, 2008
June 10, 2013
August 8, 2016
September 11, 2017
August 13, 2018
August 8, 2022
August 14, 2023

A. District Notice

1. The District will post a notice regarding family and medical leave.
2. Information on the Family and Medical Leave Act and on the Board of Education policy on family and medical leave, including leave provisions and employee obligations, will be provided annually.
3. When an employee requests family and medical leave, the District will provide the employee with information listing the employee's obligations and requirements. Such information will include:
 - a. a statement clarifying whether the leave qualifies as family and medical leave and will, therefore, be credited to the employee's annual 12-week (or 26 week) entitlement;
 - b. a reminder that an employee requesting family and medical leave for his/her serious health condition or for that of an immediate family member or for that of a covered service member must furnish medical certification of the serious health condition and notice of the consequences for failing to do so;
 - c. an explanation of the employee's right and obligation to substitute paid leave for family and medical leave, including a description of when the District requires substitution of paid leave and the conditions related to the substitution; and
 - d. a statement notifying the employee that the employee must pay, and must make arrangements for paying, any premium or other payment to maintain health or other benefits, as applicable.

B. Eligible Employees

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

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

1. The District has more than 50 employees on the payroll at the time leave is requested;
2. The employee has worked for the District for at least 12 months or 52 weeks (the months and weeks need not be consecutive); and
3. The employee has worked at least 1,250 hours within the previous year. Full-time professional employees who are exempt from the wage and hour law may be presumed to have worked the minimum hour requirement.

Employee Requesting Leave -- Two Types of Leave.

1. *Foreseeable family and medical leave.*
 - a. Definition - leave is foreseeable for the birth or placement of an adopted or foster child with the employee or for planned medical treatment.
 - b. The employee must give at least 30 days' notice for foreseeable leave. Failure to give the notice may result in the leave beginning 30 days after notice is received.
 - c. Employees must consult with the District prior to scheduling planned medical treatment leave to minimize disruption to the District. The scheduling is subject to the approval of the health care provider.
2. *Unforeseeable family and medical leave.*
 - a. Definition - leave is unforeseeable in such situations as emergency medical treatment or premature birth.
 - b. The employee must give notice as soon as possible but no later than one to two work days after learning that leave will be necessary.
 - c. A spouse or family member may give the notice if the employee is unable to personally give notice.

D. Eligible Family and Medical Leave Determination

The District may require the employee to provide reasonable documentation or a statement of family relationship.

1. *Six purposes.*
 - a. The birth of a son or daughter of the employee and in order to care for that son or daughter prior to the first anniversary of the child's birth;
 - b. The placement of a son or daughter with the employee for adoption or foster care and in order to care for that son or daughter prior to the first anniversary of the child's placement;
 - c. To care for the spouse, son, daughter or parent of the employee if the spouse, son, daughter or parent has a serious health condition; the child must be under 18, or, if over 18, incapable of self-care because of a mental or physical disability;
 - d. Employee's serious health condition that makes the employee unable to perform the essential functions of the employee's position;

- e. Any qualifying exigency arising out of the fact that the employee's spouse, child or parent is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation;
- f. To care for the employee's spouse, child, parent, or a person to whom the employee is next of kin who is a member of the Armed Forces or who is undergoing medical treatment, recuperation, or therapy, is otherwise in out-patient status, or on the temporary disability retired list for a serious injury or illness sustained in the line of duty or on active duty.

2. *Medical certification*

- a. When required:
 - (1) Employees shall be required to present medical certification of the employee's serious health condition and inability to perform the essential functions of the job.
 - (2) Employees shall be required to present medical certification of the family member's serious health condition and that it is medically necessary for the employee to take leave to care for the family member.
 - (3) Employee shall be required to present medical certification of the spouse, child, parent or next of kin who is a covered service member.
- b. Employee's medical certification responsibilities:
 - (1) The employee must obtain the certification from the health care provider who is treating the individual with the serious health condition.
 - (2) The District may require the employee to obtain a second certification by a health care provider chosen by and paid for by the District if the District has reason to doubt the validity of the certification an employee submits. The second health care provider cannot, however, be employed by the District on a regular basis.
 - (3) If the second health care provider disagrees with the first health care provider, then the District may require a third health care provider to certify the serious health condition. This health care provider must be mutually agreed upon by the employee and the District and paid for by the District. This certification or lack of certification is binding upon both the employee and the District.
- c. Medical certification will be required 15 calendar days after family and medical leave begins unless it is impracticable to do so. The District may request recertification every 30 calendar days or as otherwise provided by law. Recertification must be submitted within 15 calendar days of the District's request.

- d. The employee must provide certification of fitness to return to duties from the health care provider who was treating the employee with a serious health condition prior to the employee returning to work.

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

E. Entitlement

1. Employees are entitled to 12 weeks family and medical leave per year (12-month period), except that employees are entitled to 26 weeks family and medical leave during a single 12-month period to care for a covered service member.
2. The 12-month period is measured forward from the date an employee's first FMLA leave begins.
3. If insufficient leave is available, the District may:
 - a. Deny the leave if entitlement is exhausted; or
 - b. Award additional leave.

F. Type of Leave Requested

1. Continuous - employee will not report to work for set number of days or weeks.
2. Intermittent - employee requests family and medical leave for separate periods of time.
 - a. Intermittent leave is available for:
 - (1) Birth, adoption or foster care placement of child only with the District's agreement.
 - (2) Serious health condition of the employee, spouse, parent, or child or of a serious illness or injury of covered service member when medically necessary without the District's agreement.
 - (3) A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation without the District's agreement.
 - b. In the case of foreseeable intermittent leave, the employee must schedule the leave to minimize disruption to the District's operation.

- c. During the period of foreseeable intermittent leave, the District may move the employee to an alternative position with equivalent pay and benefits. *[For instructional employees, see G below.]*
3. Reduced work schedule - employee requests a reduction in the employee's regular work schedule.
- a. Reduced work schedule family and medical leave is available for:
 - (1) Birth, adoption or foster care placement of child only with the District's agreement.
 - (2) Serious health condition of the employee, spouse, parent, or child or of a serious illness or injury of a covered service member when medically necessary without the District's agreement.
 - (3) A qualifying exigency arising out of the fact that the spouse, child or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a contingency operation without the District's agreement.
 - b. In the case of foreseeable reduced work schedule leave, the employee must schedule the leave to minimize disruption to the District's operation.
 - c. During the period of foreseeable reduced work schedule leave, the District may move the employee to an alternative position with equivalent pay and benefits. *[For instructional employees, see G below.]*

G. Special Rules for Instructional Employees

- 1. Definition - an instructional employee is one whose principal function is to teach and instruct students in a class, a small group or in an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors and special education assistants.
- 2. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule family and medical leave greater than twenty percent of the work days in the leave period may be required to:
 - a. Take leave for the entire period or periods of the planned medical treatment; or
 - b. Move to an available alternative position, with equivalent pay and benefits, but not necessarily equivalent duties, for which the employee is qualified.
- 3. Instructional employees who request continuous family and medical leave near the end of a semester may be required to extend the family and medical leave through the end of

the semester. The number of weeks remaining before the end of a semester do not include scheduled school breaks, such as summer, winter or spring break.

- a. If an instructional employee begins family and medical leave for any purpose more than five weeks before the end of a semester, the District may require that the leave be continued until the end of the semester if the leave will last at least three weeks and the employee would return to work during the last three weeks of the semester if the leave was not continued.
 - b. If the employee begins family and medical leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the District may require that the leave be continued until the end of the semester if the leave will last more than two weeks and the employee would return to work during the last two weeks of the semester.
 - c. If the employee begins family and medical leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the District may require the employee to continue taking leave until the end of the semester.
4. The entire period of leave taken under the special rules is credited as family and medical leave. The District will continue to fulfill the District's family and medical leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's family and medical leave entitlement ends before the involuntary leave period expires.

H. Employee Responsibilities While on Family and Medical Leave

1. The employee must continue to pay health care benefit contributions or other benefit contributions regularly paid by the employee unless the employee elects not to continue the benefits.
2. The employee contribution payments will be deducted from any money owed to the employee, or the employee shall reimburse the District at a time set by the superintendent or designee.
3. An employee who fails to make the health care contribution payments within 30 calendar days after they are due will be notified that his/her coverage may be canceled if payment is not received within an additional 15 calendar days.
4. An employee may be required to re-certify the medical necessity of family and medical leave for the serious medical condition of an employee or family member or of a serious injury or illness of a covered service member once every 30 calendar days or as otherwise provided by law and to return the certification within 15 calendar days of the request.
5. The employee must notify the District of the employee's intent to return to work at least once each month during leave and at least two weeks prior to the conclusion of the family and medical leave.

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

I. Use of Paid Leave for Family and Medical Leave

An employee shall substitute unpaid family and medical leave with any paid leave available to the employee, which is applicable to the reason for family and medical leave, under Board of Education policy or a collective bargaining agreement. Paid leave includes sick leave, family illness leave, emergency leave, paid vacation, and/or personal leave. When the District determines that paid leave is being taken for a FMLA reason, the District will notify the employee within two business days (if feasible) that the paid leave will be counted as FMLA leave.

J. Definitions

The following definitions shall apply to the District's policy and regulations on family and medical leave:

1. *Common Law Marriage* - according to Iowa law, common law marriages exist when there is a present intent by the two parties to be married, continuous cohabitation, and a public declaration that the parties are husband and wife. There is no time factor that needs to be met in order for there to be a common law marriage.
2. *Contingency Operation* - means a military operation that: (1) is designated by the U.S. Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force; or (2) results in the call or order to, or retention on, active duty of members of the uniformed services under applicable law during a war or during a national emergency declared by the U.S. President or Congress.
3. *Continuing Treatment* - a serious health condition involving continuing treatment by a health care provider includes one or more of the following:
 - a. A period of incapacity (i.e., inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment for or recovery from) of more than three consecutive calendar days and any subsequent treatment or period of incapacity relating to the same condition that also involves:
 - treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or in referral by, a health care provider; or
 - treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of a health care provider.
 - b. Any period of incapacity due to pregnancy or for prenatal care.

- c. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:
 - requires periodic visits for treatment by a health care provider or by a nurse or physician's assistant under direct supervision of a health care provider;
 - continues over an extended period of time (including recurring episodes of a single underlying condition); and
 - may cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).
 - d. Any period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke or the terminal stages of a disease.
 - e. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).
4. *Covered Service Member* – a member of the Armed forces, including a member of the National Guard or reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in out-patient status, or is otherwise on the disability retired list, for a serious injury or illness.
 5. *Eligible Employee* - an employee of the District which has more than 50 employees on the payroll at the time leave is requested. The employee has worked for the District for at least twelve months and has worked at least 1,250 hours within the previous year.
 6. *Essential Functions of the Job* - those functions which are fundamental to the performance of the job. It does not include marginal functions.
 7. *Employment Benefits* - all benefits provided or made available to employees by an employer, including group life insurance, health insurance, disability insurance, sick leave, annual leave, educational benefits, and pensions, regardless of whether such benefits are provided by a practice or written policy of an employer or through an "employee benefit plan."

8. *Family Member* - individuals who meet the definition of son, daughter, spouse or parent.
9. *Group Health Plan* - any plan of, or contributed to by, an employer (including a self-insured plan) to provide health care (directly or otherwise) to the employer's employees, former employees, or the families of such employees or former employees.
10. *Health Care Provider* -
 - a. A doctor of medicine or osteopathy who is authorized to practice medicine or surgery by the state in which the doctor practices; or
 - b. Podiatrists, dentists, clinical psychologists, optometrists, and chiropractors (limited to treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by X-ray to exist) authorized to practice in the state and performing within the scope of their practice as defined under state law; or
 - c. Nurse practitioners and nurse-midwives who are authorized to practice under state law and who are performing within the scope of their practice as defined under state law; or
 - d. Christian Science practitioners listed with the First Church of Christ Scientist in Boston, Massachusetts; or
 - e. Any health care provider from whom an employer or a group health plan's benefits manager will accept certification of the existence of a serious health condition to substantiate a claim for benefits; or
 - f. A health care provider as defined above who practices in a country other than the United States who is licensed to practice in accordance with the laws and regulations of that country.
11. *In Loco Parentis* - individuals who had or have day-to-day responsibilities for the care and financial support of a child not their biological child or who had the responsibility for an employee when the employee was a child.
12. *Incapable of Self-care* - that the individual requires active assistance or supervision to provide daily self-care in several of the "activities of daily living" or "ADLs." Activities of daily living include adaptive activities such as caring appropriately for one's grooming and hygiene, bathing, dressing, eating, cooking, cleaning, shopping, taking public transportation, paying bills, maintaining a residence, using telephones and directories, using a post office, etc.
13. *Instructional Employee* - an employee employed principally in an instructional capacity by an educational agency or school whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily noninstructional employees.

14. *Intermittent Leave* - leave taken in separate periods of time due to a single illness or injury, rather than for one continuous period of time, and may include leave or periods from an hour or more to several weeks.
15. *Medically Necessary* - certification for medical necessity is the same as certification for serious health condition.
16. *Needed to Care For* - the medical certification that an employee is "needed to care for" a family member encompasses both physical and psychological care. For example, where, because of a serious health condition, the family member is unable to care for his or her own basic medical, hygienic or nutritional needs or safety or is unable to transport himself or herself to medical treatment. It also includes situations where the employee may be needed to fill in for others who are caring for the family member or to make arrangements for changes in care.
17. *Next of Kin* - the nearest blood relative of that individual.
18. *Out-patient Status* - with respect to a covered service member, means the status of a member of the Armed Forces assigned to a medically necessary treatment facility as an out-patient or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as out-patients.
19. *Parent* - a biological parent or an individual who stands *in loco parentis* to a child or stood *in loco parentis* to an employee when the employee was a child. Parent does not include parent-in-law.
20. *Physical or mental disability* - a physical or mental impairment that substantially limits one or more of the major life activities of an individual.
21. *Reduced leave schedule* - a leave schedule that reduces the usual number of hours per workweek, or hours per workday, of an employee.
22. *Serious health condition* - an illness, injury, impairment, or physical or mental condition that involves:
 - a. Inpatient care (i.e. an overnight stay) in a hospital, hospice or residential medical care facility including any period of incapacity (for purposes of this section, defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment for or recovery therefrom), or any subsequent treatment in connection with such inpatient care; or
 - b. Continuing treatment by a health care provider. A serious health condition involving continuing treatment by a health care provider includes:

- A period of incapacity (i.e., inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment for or recovery therefrom) of more than three consecutive calendar days, including any subsequent treatment or period of incapacity relating to the same condition, that also involves:
 - * Treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or
 - * Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.
- c. Any period of incapacity due to pregnancy or for prenatal care.
- d. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:
 - Requires periodic visits for treatment by a health care provider or by a nurse or physician's assistant under direct supervision of a health care provider;
 - Continues over an extended period of time (including recurring episodes of a single underlying condition); and
 - May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).
- e. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke or the terminal stages of a disease.
- f. Any period of absence to receive multiple treatments (including any period of recovery from) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).
 - Treatment for purposes of this definition includes, but is not limited to, examinations to determine if a serious health condition exists and evaluation of the condition. Treatment does not include routine physical examinations, eye examinations or dental examinations. Under this definition, a regimen of

continuing treatment includes, for example, a course of prescription medication (e.g., an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition (e.g., oxygen). A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed rest, drinking fluids, exercise and other similar activities that can be initiated without a visit to a health care provider, is not, by itself, sufficient to constitute a regime of continuing treatment for purposes of FMLA leave.

- Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not “serious health conditions” unless inpatient hospital care is required or unless complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this regulation are met. Mental illness resulting from stress or allergies may be serious health conditions, but only if all the conditions of this section are met.
 - Substance abuse may be a serious health condition if the conditions of this section are met. However, FMLA leave may only be taken for treatment for substance abuse by a health care provider or by a provider of health care on a referral by a health care provider. On the other hand, absence because of the employee’s use of the substance, rather than for treatment, does not qualify for FMLA leave.
 - Absences attributable to incapacity under this definition qualify for FMLA leave even though the employee or the immediate family member does not receive treatment from a health care provider during the absence, and even if the absence does not last more than three days. For example, an employee with asthma may be unable to report for work due to the onset of an asthma attack or because the employee’s health care provider has advised the employee to stay home when the pollen count exceeds a certain level. An employee who is pregnant may be unable to report to work because of severe morning sickness.
23. *Serious Injury or Illness* – in the case of a member of the Armed Forces, means an injury or illness incurred in the line of duty or on active duty that may render the member medically unfit to perform the duties of the member’s office, grade, rank or rating.
24. *Son or daughter* - a biological child, adopted child, foster child, stepchild, legal ward, or a child of a person standing in loco parentis. The child must be under age 18 or, if over 18, incapable of self-care because of a mental or physical disability.
25. *Spouse* - a husband or wife recognized by Iowa law including common law marriages.

Wages and Salaries

The Board of Education shall establish salary schedules and rates of pay for the several positions in the District not covered by a collective bargaining agreement. Wages and salaries shall be negotiated with properly certified bargaining representatives for employees who are covered by a collective bargaining agreement.

Changes to Wage Rates and Salaries for Individual Employees

Changes to wage rates and salaries for employees covered by a collective bargaining agreement shall be in accordance with that agreement. Individual changes to the salary schedule and rates of pay set by the Board for individual employees not covered by a collective bargaining agreement may be determined by the Superintendent in consultation with the Executive Director of Human Resources and the Chief Financial Officer. Wages and salaries will be reviewed at least annually and may be increased, frozen or decreased if there is a valid and legal basis to do so.

Overtime

Non-exempt employees shall be compensated on an hourly basis, which is at least the minimum wage set by federal or state law, whichever is higher. Over-time work must have the prior approval of the employee's supervisor. Failure to obtain approval shall result in disciplinary action. Non-exempt employees shall be compensated at one and one-half times their regular hourly wage rate for work over 40 hours in a work week, or shall be granted compensatory time at one and one-half time for work over 40 hours a work week. The District may require that the employee take compensatory time rather than over-time pay provided the employee is notified of this requirement prior to working the over-time hours. A work week shall run from Sunday at 12:01 a.m. to the following Sunday at 12:00 a.m. Holidays, paid vacations and paid leaves of absence shall not count towards the 40 hours for purposes of computing overtime, unless a collective bargaining agreement provides otherwise. Non-exempt employees shall complete daily time records showing actual time worked, or shall be required to use a time-clock. All time actually worked shall be paid. The time records shall be signed if requested. Failure of the employee to maintain such records or falsification of such records will be grounds for disciplinary action.

Salary Basis

The Fair Labor Standards Act (FLSA) is a federal law which requires that most employees in the United States be paid at least the federal minimum wage for all hours worked and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek.

However, the FLSA provides an exemption from both minimum wage and overtime pay for employees employed as bona fide executive, administrative, professional and outside sales employees. The FLSA also exempts certain computer employees. To qualify for exemption, employees generally must meet certain tests regarding their job duties and be paid on a salary basis at not less than the amount set by the U.S. Department of Labor. Job titles do not determine exempt status. In order for an exemption to apply, an employee's specific job duties and salary must meet all the requirements of the Department's regulations.

Salary Basis Requirement

To qualify for exemption, employees generally must be paid at not less than the amount set by the U.S. Department of Labor on a salary basis. These salary requirements do not apply to teachers, counselors, librarians, academic administrators i.e., those whose primary duty is performing administrative functions directly related to academic instruction or training, or employees whose primary duty is teaching, tutoring, instructing, or academic functions directly related to academic instruction or training, and exercise independent judgment. Exempt computer employees may be paid at least the amount set by the U.S. Department of Labor on a salary basis or on an hourly basis at a rate not less than the amount set by the U.S. Department of Labor.

Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each pay period on a weekly or less frequent basis. The predetermined amount cannot be reduced because of variations in the quality or quantity of the employee's work. Subject to exceptions listed below, an exempt employee must receive the full salary for any work week in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees do not need to be paid for any work week in which they perform no work. If the employer makes deductions from an employee's predetermined salary, i.e., because of the operating requirements of the business, that employee is not paid on a "salary basis." If the employee is ready, willing and able to work, deductions may not be made for time when work is not available.

Circumstances in Which the Employer May Make Deductions from Pay

Deductions from pay are permissible when an exempt employee is absent from work for one or more full days for personal reasons other than sickness or disability; for absences of one or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness; to offset amounts employees receive as jury or witness fees, or for military pay; or for unpaid disciplinary suspensions of one or more full days imposed in good faith for workplace conduct rule infractions. Also, an employer is not required to pay the full

salary in the initial or terminal week of employment, for penalties imposed in good faith for infractions of safety rules of major significance, or for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act. In these circumstances, either partial day or full day deductions may be made to the extent permitted by law.

Pay Deductions for Leaves of Absence

The District provides a variety of leaves of absence to allow ~~non-exempt~~ **employees** to be absent from work. As a public employer, the District is expected to record and monitor the work that employees perform and to conform to principles of public accountability in its compensation practices. Therefore, it is the policy of the District that when **an non-exempt** employee is absent from work for less than one work day, the employee's pay will be reduced or the employee will be placed on leave without pay if:

- the employee has not sought permission to use paid leave for this partial-day absence;
- the employee has sought permission to use paid leave for this partial-day absence and permission has been denied;
- the employee's accrued paid leave has been exhausted. ~~or~~
- ~~the employee chooses to use leave without pay.~~

In each case in which a non-exempt employee is absent from work for part of a work day, a deduction from compensation will be made or the employee will be placed on leave without pay for a period of time which is equal to the employee's absence from the employee's regularly scheduled hours of work on that day.

In no event shall the total number of days subject to pay deduction under this policy exceed three (3) days per school year without prior approval from the superintendent or designee.

Compliance

It is District policy to comply with all applicable laws with respect to payments of wages, salaries, and benefits to employees, including the Fair Labor Standards Act, including specifically the salary basis requirements of the FLSA, and the Iowa Wage Payment Collection Act. Therefore, all administrators and supervisors are prohibited from making any improper deductions from the salaries of employees. Employees are to be aware of this policy and that the District does not allow deductions that violate federal or state law.

If an employee believes that an improper deduction has been made to the employee's salary, or that proper payment has not been made, the employee should immediately report this information in writing to the Chief Financial Officer. Reports of improper deductions or payments will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made. This procedure is in addition to any other complaint process that may also be available to employees.

Date of Adoption: September 22, 2008

Date of Revision: May 13, 2013
August 8, 2016
August 8, 2022

The Board recognizes that some students may need prescription and non-prescription medication to participate in their educational program. It is the responsibility of the parent or legal guardian to ensure that the school receives properly authorized medication. Medication shall be administered and accessed only by the school nurse, health assistant, or, in the absence of health office staff, by a person who has successfully completed the Iowa School Medication Management course. A medication administration course and periodic update shall be overseen by a registered nurse, and a record of course completion shall be kept on file by the district.

Medication shall not be administered without authorization from the parent or legal guardian. Authorization shall include the student's name, date of request, medication name, administration instructions, and authorizing signature. The medication must be in the original labeled container either as dispensed by the pharmacist or as sold by the manufacturer. Dosing directions must be within the Manufacturer's Direction for Use on the product label. All medications provided by the parent shall be in an unopened container within the expiration date for use.

- The District will **may** provide Acetaminophen 325mg-650mg for oral dosing every four to six hours as needed during instructional hours to secondary students (grades 7-12) with authorization from the parent or legal guardian.
- **The District may provide 1-2 tabs of Calcium Carbonate per day as needed during instructional hours to secondary students (grades 7-12) with authorization from the parent or legal guardian.**
 - **The District will provide up to 5 doses of each medication (Acetaminophen and Calcium Carbonate) per school year. If students need more frequent doses, parents will be contacted and asked to provide a supply to be kept in the health office.**
- The District will not provide Acetaminophen **or Calcium Carbonate** for elementary students (grades PK-6).

A record of the administration of medication shall be kept for each student receiving medication and shall include:

- Date
- Student's name
- Medication
- Medication dosage
- Administration time
- Administration method
- Signature and title of person administering medication
- Any unusual circumstances, actions or omissions

By law, the school district shall permit students with asthma or other airway constricting disease or students with risk of anaphylaxis to self-administer their medication or use an epinephrine auto-injector, as the case may be, upon authorization of their parent or guardian and prescribing licensed health care professional in writing. Students may

self-administer prescription medications with written authorization of the student's parent or legal guardian and physician upon a showing of competency in accordance with law. These authorizations will be on file in the health office and will be renewed annually for continuation by the school nurse. Pursuant to state law, the school district and its employees are to incur no liability, except for gross negligence, as a result of an injury arising from self-administration of medication or use of an epinephrine auto-injector by the student. The parent or legal guardian of the student shall sign a statement acknowledging that the school district is to incur no liability, except for gross negligence, as a result of self-administration of medication or use of an epinephrine auto-injector by the student as established by Iowa Code Section 280.16. The school district and its employees acting reasonably and in good faith shall incur no liability for any improper use of medication or for supervising, monitoring, or interfering with a student's self-administration of medication.

Cedar Falls Schools Health staff will follow the Iowa Nurse Practice Act standards. FDA approved non-medication treatments will ONLY be administered at school with written orders from a physician as defined in the State of Iowa.

Medication shall be stored in a secured area unless alternate provision is documented. The parent or legal guardian is responsible for providing safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment at the end of the school year or whenever it is no longer needed at school. Emergency protocols for medication-related reactions and uncommon medication administration situations shall be posted in the area where medications are administered. Medication information shall be confidential information not subject to disclosure except as provided by law.

The superintendent or designee shall be responsible, in conjunction with the school nurse, for developing rules and regulations governing the administration of medication, prescription and non-prescription, to students. Annually, each student shall be provided with the requirements for administration of medication at school. The parent/guardian must notify school officials immediately if any changes occur in the administration of medication during the school year.

Date of Adoption: April 10, 1995

Date of Revision: December 9, 1996
February 11, 2002
January 13, 2003
October 25, 2004
June 8, 2009
September 28, 2009
April 8, 2013
June 12, 2017
August 9, 2021
August 14, 2023

Policy Title: *Administration of Stock Prescription Medication*

Code No. 506.1.2

The Cedar Falls Community School District seeks to provide a safe environment for students, staff, and visitors who are at risk of potentially life-threatening incidents including opioid overdose and severe allergic reactions (anaphylaxis). Therefore, it is the policy of the district to annually obtain a prescription for an opioid antagonist and an ~~epinephrine auto-injector~~ **Epinephrine delivery system** (epi-pen) from a licensed healthcare professional, in the name of the school district, for administration by a school nurse or personnel trained and authorized to administer to a student or individual who may be experiencing an acute opioid overdose or anaphylaxis during the day. **These prescription medications will be available pending supply availability.**

Procurement and maintenance of supply: The district shall stock a minimum of the following for each attendance center:

- One dose of opioid antagonist;
- One pediatric dose and one adult dose of epinephrine auto-injector.

The ability to obtain an annual prescription will depend upon local medical provider's policies and willingness to collaborate with the district. The ability to replace expired medications will depend on supply availability.

The supply of such medication shall be maintained in a secure, dark, temperature-controlled location in each school building.

A school nurse or health assistant shall routinely check the stock of medication and document in a log monthly:

- The expiration date;
- Any visualized particles; or
- Color change.

Training: A school nurse or personnel trained and authorized may provide or administer any of the medication listed in this policy from a school supply to a student or individual if the authorized personnel or school nurse reasonably and in good faith believes the student or individual is having an opioid overdose or anaphylaxis. Training to obtain a signed certificate to become personnel authorized to administer an opioid antagonist and/or epinephrine injector shall consist of the requirements established by law.

Authorized personnel will be required to provide a procedural skills demonstration to the school nurse demonstrating competency in the administration of these medications to retain authorization to administer these medications.

Reporting: The district will contact emergency medical services (911) immediately after a ~~stock epinephrine auto-injector~~ **Epinephrine delivery system** or opioid antagonist is administered to a student or individual. The school nurse or authorized personnel will remain with the student or individual until emergency medical services arrive.

Within 48 hours, the district will report to the Iowa Department of Education:

- The administration of stock epinephrine or an opioid antagonist.
- Each medication incident with the administration of stock epinephrine or opioid antagonist;
- Each medication error with the administration of stock epinephrine or opioid antagonist;
 - Medication Errors include: Failure to administer medication to a student or individual by proper route, failure to administer the correct dosage, or failure to administer medication according to generally accepted standards of practice.

Within 30 days, the district will report any naloxone administration to the Iowa Department of Health and Human Services:

- Reported administration should be sent to the State Opioid Response (SOR 2) helpdesk at sor@idph.iowa.gov as an email
- The email should only include the date of administration and the outcome (was the individual able to be revived).

As provided by law, the district, board, authorized personnel or school nurse, and the prescriber shall not be liable for any injury arising from the provision, administration, failure to administer, or assistance in the administration of an opioid antagonist or stock epinephrine provided they acted reasonably and in good faith.

The superintendent or designee may develop an administrative process to implement this policy.

Date of Adoption: December 12, 2022

Date of Revision: August 14, 2023
March 19, 2024

The Cedar Falls Board of Education is committed to the optimal development of every student. The Board believes for students to have the opportunity to achieve personal, academic, developmental, and social success, there needs to be a positive, safe, and health-promoting learning environment at every level, in every setting.

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

The District will identify at least one goal in each of the following areas:

- **Nutrition Education and Promotion:** Schools will provide nutrition education and engage in nutrition promotion that helps students develop lifelong healthy eating behaviors.
- **Physical Activity:** Schools will provide students with age and grade-appropriate opportunities to engage in physical activity that meet the *Iowa Healthy Kids Act*.
- **Other School-Based Activities that Promote Wellness:** As appropriate, schools will support students, staff, and parents' efforts to maintain a healthy lifestyle.

The following nutritional guidelines for food available on school campuses will be adhered to:

- Meals served through the National School Lunch and School Breakfast Program will be appealing and meet, at a minimum, nutrition requirements established by state and federal law;
- Schools providing access to healthy foods outside the reimbursable meal programs before school, during school and thirty minutes after school shall meet the United States Department of Agriculture ("USDA") Smart Snacks in Schools nutrition standards, at a minimum. This includes such items as those sold through a la carte lines, vending machines, student-run stores, and fundraising activities;
- Snacks provided to students during the school day without charge (e.g., class parties) will meet standards set by the district in accordance with the law. The District will provide parents a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations; and
- Schools will only allow marketing and advertising of foods and beverages that meet the Smart Snacks in School nutrition standards on campus during the school day.

The superintendent, or designee, shall implement and ensure compliance with the policy by:

- Reviewing the policy at least every three years and recommending updates as appropriate for board approval;
- Implementing a process for permitting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, administrators and the public to participate in the development, implementation, and periodic review and update of the policy;

- Making the policy and updated assessment of the implementation available to the public (e.g., posting on the website, newsletters, etc). This information shall include the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of the policy; and
- Developing administrative regulations, which shall include specific wellness goals and indicators for measurement of progress consistent with law and district policy.

WELLNESS REGULATION

To implement the Wellness Policy, the following District specific goals have been established:

Goal 1 – Nutrition Education and Promotion: Schools will provide nutrition education and engage in nutrition promotions that help students develop lifelong healthy eating behaviors. The goal(s) for addressing nutrition education and nutrition promotion include the following.

- Students will be provided with nutrition education that is designed to provide students with the knowledge and skills necessary to promote and protect their health.
- Students will have the opportunity to enjoy developmentally appropriate, culturally relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, and taste testing.
- Nutrition education will extend across all aspects of living and across all education settings where it is appropriate.
- Staff will emphasize a healthy balance between food intake and caloric intake.
- Staff is discouraged from using food or withholding food from a student as a form of punishment or as a way to modify or manipulate behavior.
- Staff will engage in promoting nutrition that:
 - Includes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices; and links with other meal programs and nutrition-related community services.

Goal 2 – Physical Activity: Schools will provide students and staff with age and grade appropriate opportunities to engage in physical activity that meet federal and state guidelines, including the *Iowa Healthy Kids Act*. The goal(s) for addressing physical activity include the following:

- Engage students in moderate to vigorous physical activity for at least fifty percent of Physical Education classes and exercise groups unless medically authorized special needs are verified
- Provide opportunities outside of the school day and other structured exercise groups for students to get exercise and physical activity.

- Include students with disabilities, special health care needs, and provide other alternatives if deemed medically necessary
- Encourage classroom teachers, as well as direct care staff, to provide opportunities for physical activity throughout the day, as appropriate
- Staff is not to use physical activity (e.g. running laps, push-ups) or withhold opportunities for physical activity (e.g. recess, physical education) as punishment.

Goal 3 – Other School-Based Activities that Promote Student Wellness: Schools will support student, staff, and parents’ efforts to maintain a healthy lifestyle, as appropriate. The goal(s) for addressing other school-based activities that promote student wellness include the following.

Cedar Falls Schools will develop a wellness team that will be comprised of members from direct care staff, program supervisors, client families, donors, nursing staff, teachers, food service workers, community members, and clients who are passionate about health and wellbeing of the students.

- The purpose of the wellness team is to form a group supporting, encouraging, and promoting good nutrition, physical activity, and overall wellbeing for students.
- The wellness team will establish goals for enhancing and promoting nutrition education, encouraging physical activity, and other school and milieu activities to continuously promote client wellness.
- The goals established by the wellness team will be integral to our client’s health and lifelong wellbeing.

The Cedar Falls Board of Education’s designee shall implement and ensure compliance with the policy by:

- Reviewing the policy at least every three years and recommending updates as appropriate for board approval.
- Implementing a process for permitting direct care staff, program supervisors, student families, donors, nursing staff, teachers, food service workers, community members and clients to participate in the development, implementation, and periodic review and update of the policy.
- Make the policy and updated assessment of the implementation available to the public. This information shall include the extent to which Cedar Falls Schools is in compliance with policy and a description of the progress being made in attaining the goals for the policy.
- The Wellness Policy is reviewed every three years and is updated as needed by the members of the School Wellness Committee.

Date of Adoption: May 8, 2006

Date of Review: July 10, 2023

Date of Revision: September 27, 2010 June 8, 2026
April 8, 2013
June 9, 2014
June 12, 2017
July 8, 2019
November 8, 2021

Policy Title:

School Nutrition Program Purchasing Procedures

Code No: 705.3

It shall be the responsibility of the superintendent or designee to approve purchases, except those authorized by, approved by or requiring direct board action. The superintendent may coordinate and combine purchases with other governmental bodies to take advantage of volume price breaks. Joint purchases with other political subdivisions will be considered when in the opinion of the superintendent it is prudent to do so.

Federal laws and regulations require state agencies and school authorities to comply with a host of requirements and rules specifically addressing procurement of goods, products, and services for School Nutrition Programs. The School Food Authority (SFA) determines the type of goods or services needed, the quantity for goods or frequency (for services) needed, the quality needed, any special requirements for any of the items, the date by which delivery is needed, the location(s) to which delivery will occur, and the legality of the procurement process.

Procurement Methods

Micro-purchase threshold not to exceed USDA Threshold (~~\$3,500 for FY17~~ **\$15,000)**

Micro-purchases do not require obtaining quotes. Staff must keep a log or file to document purchased item, price and vendor, must distribute micro-purchases equitably among qualified suppliers and may be awarded without soliciting competitive quotations if the SFA considers the price to be reasonable.

Informal, small purchase threshold between Micro-purchase threshold and ~~\$50,000~~ **<\$250,000**

The superintendent or designee shall follow District non-construction purchasing procedure policy as amended.

Formal, large purchase threshold greater than ~~\$50,000~~ **>\$350,000**

The superintendent or designee shall follow District non-construction purchasing procedure policy as amended.

Non-competitive proposal

This is a procurement method used when competition is deemed inadequate or impossible due to public exigency or emergency. Negotiations must include both price and terms using the same procedures that would be followed for competitive proposals. Procurement by non-competitive proposals may be used only when the award of a contract is infeasible under small purchase procedures, sealed solicitation, or competitive proposals and one of the following applies:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The awarding agency authorizes non-competitive proposals.
- After solicitation of a number of sources, competition is determined inadequate.
- All non-competitive proposals must be approved by the Bureau of Nutrition and Health Services, Iowa Department of Education prior to requesting proposal.

Bidding guidelines and requirements shall follow the Cedar Falls Community School District's non-construction purchasing procedure policy as amended or Federal guidelines, whichever is most restrictive

Buy American

Cedar Falls Community School District supports the Buy American provision requiring schools to purchase, to the maximum extent practical, domestic commodities and products. A domestic commodity or product means an agricultural commodity that is processed in the United States, and/or a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. Purchases made in accordance with Buy American provision must still follow applicable procurement rules calling for free and open competition.

Ethics

Ethical behaviors are practices that promote free and open competition. Accurate documentation is important to demonstrate compliance with the contractual terms and the district policies. Ethical violations in the workplace are a serious matter and may result in employee disciplinary action, as per board policy, as well as potential loss of funding for the nutrition program.

Date of Adoption: August 8, 2016

Date of Review: July 14, 2025

Date of Revision: August 13, 2018

