

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:

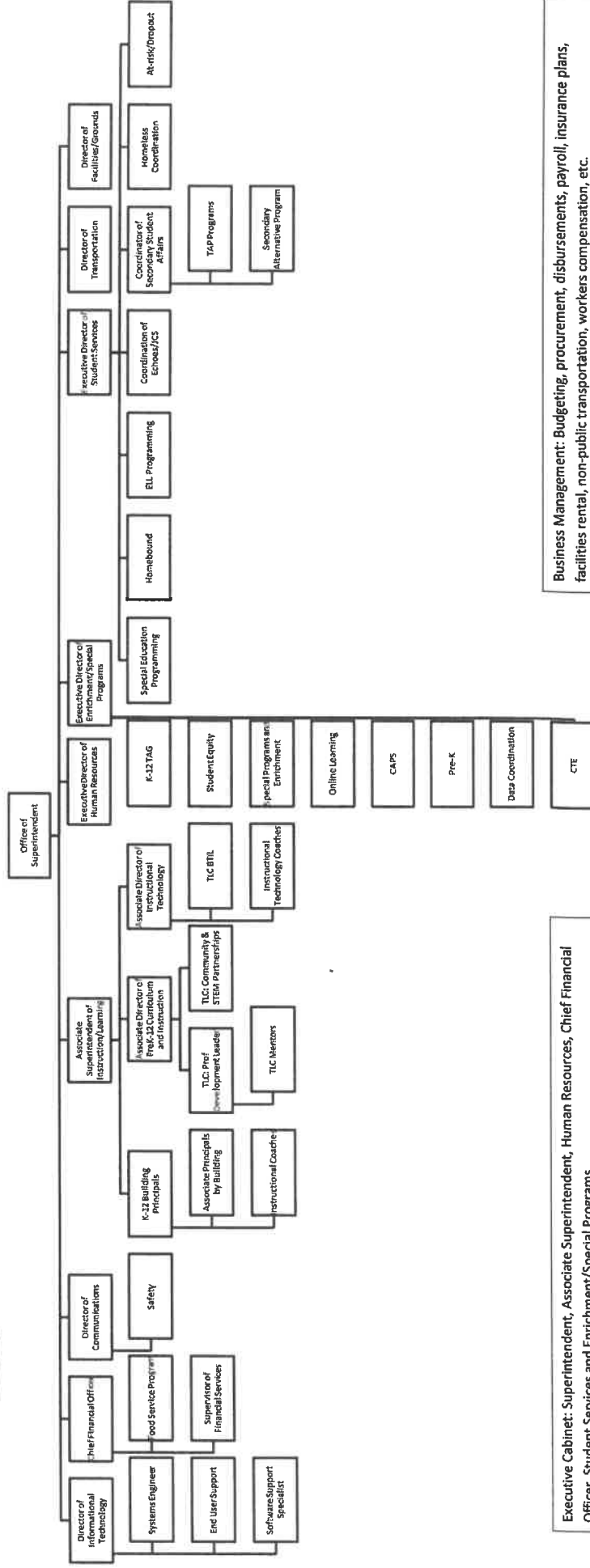
- Competent in essential skills;
- Complex thinkers;
- Effective communicators;
- Skilled utilizers of technology;
- Contributing citizens;
- Lifelong learners; and
- Collaborative workers.

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 Revision: January 9, 1989
September 16, 1996
September 23, 2002
November 13, 2006
November 28, 2011
May 11, 2015



Executive Cabinet: Superintendent, Associate Superintendent, Human Resources, Chief Financial Officer, Student Services and Enrichment/Special Programs

District Leadership Team: Executive Cabinet, Informational Technology, Facilities/Grounds, Communications and Transportation

Business Management: Budgeting, procurement, disbursements, payroll, insurance plans, facilities rental, non-public transportation, workers compensation, etc.

Facilities/Grounds: Custodial, grounds, maintenance, etc.

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

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

Date of Review: May 11, 2015

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

Policy Title:

***Membership of Board
Board of Directors' Elections***

Code No. 201.2

~~The Board of Directors of the Cedar Falls Community School District, Black Hawk County, in the State of Iowa, shall consist of seven members elected at large by the qualified electors of the district. This is pursuant to the Code of Iowa, Section 277.23, which specifies that in any district including all or part of any city of 15,000 or more population, the board shall consist of seven members.~~

~~All members represent the district as a whole and each member shall reside at the time of election in the district as provided by law. A member relinquishes his/her position on the board upon changing residence to another district. Each member shall be elected for a term of four years at the regular election held on the second Tuesday in September of odd numbered years. A vacancy occurs when a board member resigns, forfeits or otherwise leaves the office. A vacancy also includes, but is not limited to, the following: failure to be properly elected, failure to qualify within the time fixed by law, failure to reside in the school district, a court order declaring the seat vacant, conviction of a felony, three violations of the open meetings law, or conviction of a public offense in violation of the oath of office.~~

~~If a vacancy occurs prior to the expiration of a term of office, the vacancy will be filled by board appointment within 30 days of the vacancy. The newly appointed board member will hold the position until the next scheduled school election.~~

~~If the board is unable to fill a vacancy by appointment within 30 days after the vacancy occurs, the board secretary will call a special election to be held no sooner than 60 days and not later than 70 days after the vacancy occurred. A board member elected at the special election will serve the remaining portion of the unexpired term.~~

~~Any person who shall, at the time of election, be an eligible elector of the district may become a candidate for the place on the Board of Directors by filing nomination papers with the secretary of the board not later than 65 days nor less than 40 days prior to the election. Nomination petitions shall be filed not later than 5:00 P.M. on the last day of filing. Each candidate shall be nominated by petition signed by not less than 50 eligible electors of the district. To each such petition shall be attached the affidavit of an eligible elector of the District that all of the signers thereof are electors of the district and that the signatures thereto are genuine.~~

~~At a regular or special meeting of the board held prior to or on August 15, the board shall appoint a secretary and a treasurer. These officers shall be appointed from outside the membership of the board for terms of one year beginning with the date of appointment, and that their appointment and qualification shall be entered of record in the minutes of the secretary. They shall qualify within ten days following appointment by taking the oath of office in the manner required by Section 277.28 of the Code of Iowa and filing a bond as required by Section 291.2 of the Code of Iowa and shall hold office until their successors are appointed and qualified.~~

~~The board will employ a superintendent of schools, who shall be the executive officer of the board and shall have such powers and duties as may be prescribed by policies adopted by the board or by law.~~

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.

Date of Adoption: July 11, 1977

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

Date of Review: May 11, 2015

Policy Title:

Annual and Organizational Meeting

Code No. 201.3

~~Each year after August 31st~~ 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
September 23, 2002
November 13, 2006
September 28, 2009
September 13, 2010
November 14, 2011

Date of Review: May 11, 2015

~~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 \$6,000 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.~~

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 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 a fiscal agent for a school textbooks or school supply companies, including sports apparel or equipment, in any transaction with a director, officer, or other staff member of the school district 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 of 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 \$6,000 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 awarded by competitive 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 money 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 or activity. If the activity or 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, determining the facts or law in a contested case or rulemaking proceeding, conducting any inspection, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

When procurement is supported by Federal Child Nutrition funds, board members will not participate in the selection, award, or administration of a contract if there is a real or apparent conflict of interest in the contract. Contract, for purposes of this paragraph, includes a contract where the board member, board member's immediate family, partner, or a non-school district employer of these individuals is a party to the contract.

It is the responsibility of each board member to be aware of and take the action necessary to eliminate a potential conflict of interest should it arise.

Date of Adoption: November 27, 2006

Date of Revision: November 14, 2011
September 28, 2020

Date of Review: May 11, 2015

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 prior to or on August 15, the board shall meet, examine the books of and settle with the secretary and treasurer for the year ending on the thirtieth day of June preceding. At such settlement, the treasurer shall furnish the board with a sworn statement from each depository showing the balance then on deposit in such depository. The treasurer shall also make an annual report to the board which shall show the amount of the general fund and schoolhouse fund held over, received, paid out, and on hand, the several funds to be separately stated.~~

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.

Date of Adoption: July 11, 1977

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

Date of Review: May 11, 2015

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

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 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.

The Board of Education will annually appoint a School Improvement Advisory Committee. The purpose of the committee is to:

- a) gain stake-holder input at key stages of the Comprehensive School Improvement Process,
- b) improve communication between the Cedar Falls Community School District and the broader Cedar Falls community,
- c) to meet the requirements of Iowa Code § 281-IA12.8(1)(a)(2).

The charge of the School Improvement Advisory Committee 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 will include parents, students, teachers, administrators, and community members.

It shall be the responsibility of the superintendent 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.

Date of Adoption: May 8, 1989

Date of Revision: September 16, 1996
April 10, 2000
September 23, 2002
November 13, 2006
November 28, 2011

Date of Review: May 11, 2015

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.

Date of Adoption: July 11, 1977

Dates of Revision: January 8, 1979
January 9, 1989
September 16, 1996
September 23, 2002
November 27, 2006
November 14, 2011

Date of Review: May 11, 2015

Policy Title:

Meetings of the Board

Code No. 204.1

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 ~~in the Board of Education Office at 1002 West First Street~~ on the second and fourth Mondays of each month, commencing at ~~7:00 P.M.~~ **5:30 P.M.** If the regular meeting is still in session at ~~11:00~~ **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.

Date of Adoption: July 11, 1977

Dates of Revision: January 8, 1979
January 9, 1989
September 16, 1996
September 23, 2002
November 13, 2006
November 28, 2011

Date of Review: May 11, 2015

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.

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

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.

Date of Adoption: November 27, 2006

Date of Revision: November 14, 2011

Date of Review: May 11, 2015

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

Date of Review: May 11, 2015

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 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

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

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

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

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

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

Date of Review: May 11, 2015

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

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

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

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

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 ~~either the director of secondary education or the director of elementary education.~~ 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 ~~bulletins~~ **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**. ~~directors of elementary and secondary education.~~
- 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**. ~~the director of elementary education, the director of secondary education or the business office.~~
- H. Assume such other duties and responsibilities as may be assigned by **members of Cabinet** ~~the director of elementary education, the director of secondary education 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

Date of Review: May 11, 2015

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

*Administrative Positions***General Responsibilities**

~~The director of elementary education will report directly to the superintendent with the specific assignment and responsibility of planning, organizing, and evaluating and executing the elementary education program.~~

Specific Responsibilities

- ~~1. Provide leadership and coordination of the activities of elementary school principals and all other personnel whose efforts primarily and directly affect the elementary pupil services and instructional programs of the district.~~
- ~~2. Develop and coordinate all assigned state and federal programs involving the elementary education program.~~
- ~~3. Organize and assist staff committees in the development and revision of curriculum, direct and assist elementary staff personnel in the appraisal of and recommendation for the study and adoption of elementary textbooks and other instructional materials and for the development of instructional guides and handbooks.~~
- ~~4. Evaluate elementary school principals and assist in the evaluation of elementary teachers and special personnel at the elementary school level. Reading consultants, elementary coordinators, department chairs or supervisors of media, art, music, PE, guidance, talented and gifted coordinator, and district technology coordinator are responsible to the director of elementary education when these personnel are functioning at the elementary school level.~~
- ~~5. Organize and direct staff activities concerned with research and development of the elementary school program.~~
- ~~6. Coordinate and supervise all elementary pupil services and other programs to ensure that these programs and services will become an integral part of the total program.~~
- ~~7. Coordinate and assist in the development of plans and the execution of plans for the continuous evaluation of the effectiveness of the total elementary education program.~~
- ~~8. Serve as central office administrative contact on all questions concerning the administration and supervision of the elementary education program.~~

- ~~9. Provide leadership and assistance in the development of all policy affecting the administration and/or supervision of the elementary schools.~~
- ~~10. Work with the director of human resources in the recruitment and screening of new staff members. The director of elementary education will approve the selection and assignment of all elementary instructional and support personnel, administrative personnel and paraeducators directly involved with the instructional program.~~
- ~~11. Develop and supervise staff development programs for the improvement of elementary instructional services.~~
- ~~12. Plan, direct and delegate responsibility for the elementary summer school program.~~
- ~~13. Make recommendations to the superintendent concerning elementary school programs, teaching positions, teacher loads, number and size of class sections, changes in instructional organizations and attendance areas.~~
- ~~14. Plan with principals and staff members, including teachers, all aspects of elementary school building and remodeling projects.~~
- ~~15. Develop and control the instructional, capital outlay and building maintenance portions of the budget which are related to the elementary school program.~~
- ~~16. Approve all requisitions originating in and for elementary buildings, including work orders which require expenditures which have not been budgeted.~~
- ~~17. Be responsible for compliance with State standards as they are applicable to the elementary schools.~~
- ~~18. Maintain membership and active participation in various civic and professional associations and committees.~~
- ~~19. Assist in a positive public relations program pertinent to the creation and continuation of a good public image.~~
- ~~20. Maintain liaison and active participation with educational leaders in elementary education at state, regional and national levels.~~

- ~~21. Work with the director of secondary education in the coordination and articulation of the K-12 curriculum programs.~~
- ~~22. Serve as a Level I investigator to investigate complaints regarding abuse of elementary students by school employees and volunteers.~~
- ~~23. Maintain responsibility for directing all elementary special education programs.~~
- ~~24. Coordinate district health services.~~
- ~~25. Supervise and coordinate the District Preschool Program in conjunction with community preschool providers.~~
- ~~26. To perform such other duties as may be assigned by the Superintendent of Schools.~~

The school district will have, in addition to the superintendent, the following administrative positions: Associate Superintendent, Executive Director of Human Resources, Executive Director of Student Services, Executive Director of Special Programs, 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

Date of Review: May 11, 2015

Policy Title:

Director of Secondary Education
(NOT IN USE)

Code No. 306.2

~~The director of secondary education will report directly to the superintendent with the specific assignment and responsibility of planning, organizing, and executing the secondary education program.~~

~~Specific Responsibilities~~

- ~~1. Supervises, coordinates, and evaluates the school system's program of secondary education.~~
- ~~2. Provides leadership and assistance in the development of all policy affecting the administration and/or supervision of the secondary schools.~~
- ~~3. Provides leadership to and coordinates the activities of secondary school principals and all other personnel whose efforts primarily and directly affect the secondary instruction program of the district.~~
- ~~4. Serve as central office administrative contact on all questions concerning the administration and supervision of the secondary education program.~~
- ~~5. Organize and direct staff committees in the development and revision of curriculum, direct and assist secondary staff personnel in the appraisal of and recommendation for the study and adoption of secondary textbooks and other instructional materials and for the development of instructional guides and handbooks.~~
- ~~6. Assesses the certified and other staff needs of the secondary schools and makes recommendations to the superintendent of schools.~~
- ~~7. Works with the human resource director in the recruitment, selection and assignment of secondary school personnel. The director will also assist in the evaluation of secondary personnel.~~
- ~~8. Develops and coordinates all assigned state and federal programs involving the secondary education program.~~
- ~~9. Organizes and directs staff activities concerned with research and development of the secondary school program.~~
- ~~10. Is responsible in the development, coordination and control of the sections of the budget that pertain to secondary education.~~

- ~~11. Assesses the educational needs of each secondary school and makes recommendations accordingly.~~
- ~~12. Recommends selection and assignment of secondary administrative personnel.~~
- ~~13. Evaluates and reviews the performance of secondary school administrative personnel.~~
- ~~14. Makes recommendations to the superintendent concerning individual secondary school schedules, number of teaching positions, teacher load, number and size of class sections, and changes in instructional organization.~~
- ~~15. Shares responsibility with principals for employment of paraeducators and work study persons involved in instruction.~~
- ~~16. Encourages the use of promising innovations in the secondary school program.~~
- ~~17. Responsible for meetings of secondary principals and building curriculum chairpersons.~~
- ~~18. Responsible for the professional development of secondary principals and building curriculum department chairpersons.~~
- ~~19. Assists in the development of educational specifications for remodeling projects or new secondary school construction and reviews plans with the superintendent and architect.~~
- ~~20. Coordinates and supervises all secondary guidance activities, special services, and programs.~~
- ~~21. Assist in the planning, supervision, and implementation of professional development for the improvement of secondary instructional services.~~
- ~~22. Approves all requisitions originating in and for secondary buildings. This includes work orders which require expenditures which have not been budgeted.~~
- ~~23. Assist in the planning and direction of the secondary after school and summer program.~~
- ~~24. Be responsible for the compliance with State standards as they are applicable to the secondary schools.~~
- ~~25. Maintain membership and active participation in various civic and professional associations and committees.~~

- ~~26. Assist in a positive public relations program pertinent to the creation and continuation of a good public image.~~
- ~~27. Maintain liaison and active participation with educational leaders in secondary education at state, regional, and national levels.~~
- ~~28. Direct the secondary school district Activities Council.~~
- ~~29. Work with the director of elementary education in the coordination and articulation of the K-12 curricular programs.~~
- ~~30. Maintain responsibility for the district's equity education plan and advisory council.~~
- ~~31. Serve as the district's truancy officer, and homeless liaison.~~
- ~~32. Direct the secondary special education programs.~~
- ~~33. Serve as a Level I investigator to investigate complaints regarding abuse of secondary students by school employees and volunteers.~~
- ~~34. Supervise and coordinate the district's alternative education programs.~~
- ~~35. Supervise and evaluate the District Technology Coordinator in cooperation with the Director of Elementary Education.~~
- ~~36. To perform such other duties as may be assigned by the Superintendent of Schools.~~

Date of Approval: ~~January 10, 1972~~

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

Date of Review: ~~May 11, 2015~~

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.

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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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 October 14, 2002
 February 12, 2007
 December 12, 2011

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~~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 ~~nurse's~~ 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 ~~at~~ by the ~~district agency~~.

Medication shall not be administered without written authorization from the parent or legal guardian. Written 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 provide Acetaminophen 325mg-650mg for oral dosing every four to six hours as needed during instructional hours to secondary students (grades 7-12) with a completed and signed medication permission form.~~
- ~~The District will not provide any medications 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 ~~other~~ ~~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 ~~nurse's~~ ~~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. Non-medication treatments will ONLY be administered at school with written orders from a physician as defined in the State of Iowa. Some of these treatments include but are not limited to:

- Oil-based treatments such as essential oils
- CBD oils or supplements
- All other supplements

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.

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