

The following is a suggested outline of the procedures to follow for beginning the Teacher structured interview process.

RECORDING DEVICE IS OFF.

- 1. Introduction and Greeting:** Suggested communication is: *"Hi (candidate's name). My name is _____ and I'll be interviewing you today. My role is _____. Welcome to our district. I have read over your materials and I would like to review them with you if that's ok? You are currently _____ and previously were at _____. Is that correct? I see you attended _____ University. Right? Your GPA was _____ and I see you coached/sponsored _____. Anything else you want to add?"*

The introduction and greeting are important first steps. This sets the tone for the whole interview. It is important to be natural and friendly. The goal is for candidates to feel this is their time and the interviewer is going to give them their undivided attention. Pausing at each asterisk (*) will allow candidates time to respond. This is a time to "put the interview hat on" and really focus on the candidates. Remember some of these candidates will be offered positions and this initial contact may determine whether or not the candidates accept.

- 2. Structured Interview Information:** Suggested communication is: *"This interview (...is part of my training to learn more about selecting teachers) OR (...is part of the process used in the selection and development of our staff). You will find the interview questions to be open ended."*

"I will ask you a series of questions just as they are written. I will mostly listen to what you say. Please feel free to ask me to repeat a question, add to previous questions or skip and return to previous questions if you desire. What is important is for you to share with me the essence of your attitudes, behaviors, thoughts, feelings, and actions. Therefore, do not feel as though you must go into great detail on each question."

"Our goals are three fold:

- *Have this be a positive and meaningful experience for you.*
- *Get to know you better as an individual and as a professional.*
- *Collect information in considering your employment in _____."*

"Some questions have two parts and the first part of the question may require only a short answer. Therefore, you will find me asking the second part of the question right away. For instance, the first part of a question may ask 'How important something is...?' and after you respond, I'll ask the second part of the question right away. This will help your candidacy because your responses will be directed more toward the specific questions. Also, the second part of some questions may seek multiple answers."

"We do record the interview and it may be used for training purposes provided we have your permission. Do we have your permission and did you sign the consent form?"

RECORDING DEVICE IS ON.

3. General Information:

- Introduction - *"Today I am interviewing _____ (if unusual name, please ask candidate to spell name so transcriber spells it accurately) to consider for a _____ position. The date is _____, my name is _____, and it is (not) ok to use your interview for training purposes."*
- Application - *"Is the information in your application current and up to date?"*
- Degrees - *"What degrees do you hold or are in the process of earning?"*
- Certificates - *"What certificates and/or endorsements do you hold and (if appropriate) in what states?"*
- Experience - *"Describe for me your experiences in working with children, including grade/subject areas."*
- Current - *"Please describe your current position."*
- Transition - *"Ready to begin the interview? Ok, let's get started."*

Candidate Interview (DT 1:1)

0	?	
Focuses on the school ...Helps student fit in to class	Focuses on the class i.e. rules, procedures ...To understand student academically	1
Disagrees with teacher ...No clear way to treat students fairly	Depends on situation OR vague ...Describes one specific way to treat students fairly	2
Rejects parent's point of view	Teacher provides information to support teacher viewpoint OR tries to help parent understand teacher viewpoint	3
Tells colleague things happen in life OR time will heal situation OR advises colleague to get help from others OR gives advice	Qualifies response OR helps colleague at cognitive level only OR shares own personal experience	4
Allows student to experience the negative consequences of his/her behavior OR directs student to change	Lacks clarifying issue OR vague on personalized approach to student OR sends student to other professional	5
Teaches lesson with teacher focus OR lacks clear plan OR lacks checking for understanding	Plan vague OR lacks frequent checking for understanding OR checks at end of lesson	6
Not top priority ...Focuses on teacher lesson OR covering content	Vague on agreeing, depends ...Lacks clear focus on student learning OR another student benefit	7
Chooses not to participate in conversation OR believes only factual information to be important	Response vague OR believes facts OR applied learning to be more important	8
Disagrees about high energy level ...Energy level varies OR needs to go with the flow	Depends, qualifies response ...Lacks specific instructional strategies to elicit high energy levels OR needs to maintain even keel	9
Not interested ...Willing to partner with parents but unclear if for student learning	Somewhat favorably OR depends on situation OR qualifies response ...One way OR vague on ways to partner with parents to enhance student learning	10
No strategy to increase learning of culturally diverse students OR resists along with other colleagues	Vague OR unclear on strategy to increase learning of culturally diverse students	11
Open	Open	

Candidate Interview (DT 1:1)

QUESTIONS	DIMENSIONS	+
1. You are meeting with a new student, what is (would be) your most important priority?* Why is this your most important priority?*	Beneficial Relationships	<i>Create atmosphere of acceptance/welcome/care ... Begins to build two-way personable relationship</i>
2. A teacher says to you he/she always treats students fairly. How would you respond?* (If confirms) How do (would) you ensure you are treating students fairly?*	Fairness	<i>Confirms/agrees ... Clearly indicates ways of treating students fairly</i>
3. A parent accuses you of not understanding his/her point of view regarding his/her child. How do (would) you respond to this parent?*	Communication	<i>Listens to parent, shares view AND strives toward accommodations or consensus</i>
4. One of your colleagues tells you his/her closest friend is gravely ill. How would you respond?*	Empathy	<i>Listens, talks with colleague AND tactfully helps colleague in a caring manner to process situation</i>
5. A student is not achieving in your class. You believe this student has a lot of talent. What actions would you take to bring about a change in this student's performance?*	Student Learning	<i>Strives to clarify issue AND collaboratively works with student to enhance performance</i>
6. When you design and then write out a lesson plan in detail for an activity or a unit, what are three components you must include in your plan?*	Feedback	<i>Identifies specific steps in the process including frequent checking for understanding</i>
7. As a teacher how important is your classroom learning environment?* (If important) When you are organizing the environment what would you be sure to accentuate?*	Learning Environment	<i>Very important ... Includes clear focus on student learning AND at least one other student benefit</i>
8. Your team of teachers is weighing the importance of teaching specific factual information to students as compared to applied learning. What would be your contribution to the discussion?*	Relevant Learning	<i>Participates in conversation AND believes both are important</i>
9. Some teachers become increasingly energized as they work with students. What affect would that have on student learning?* (If affirmative) What do (would) you do so you are highly energized when working with students?*	Motivation	<i>Positively ... Identifies specific instructional strategies to elicit high energy levels</i>
10. Your principal asks you to partner with a parent of a student in your classroom. How would you respond?* (If favorably) How do (would) you partner with parents to enhance student learning?*	School-Community Partnerships	<i>Favorably ... Describes teacher-initiated way to build two-way partnership for learning</i>
11. Your principal expects your team to meet the unique learning needs of culturally diverse students. Your team is balking at this idea. How would you move your team to meet the expectations of your principal?*	Worldly Connections	<i>Includes strategy to move colleagues toward increasing learning of culturally diverse students</i>
Open		Open

Candidate Interview (DT 1:1)

0	?	
Clear rules OR forceful OR strict ... Just way it is OR no focus on relationships OR learning	Vague on liking AND/OR relating to students ... Vague on relationships OR learning	12
Rejects student's viewpoint ... Only supports teacher viewpoint	Listens to student OR vague about effort for mutual understanding ... Seeks closure to student concern	13
Ignores situation	Tells students behavior is inappropriate	14
Yields to pressure from apathetic teachers OR does nothing	Identifies with/acknowledges excitement OR responds to apathetic teachers	15
Does not consider student teacher's idea as viable option	Responds favorably to idea OR willing to explore idea OR expresses concern about covering content	16
Agrees with principal OR backs off students being responsible for own behavior	Shares connection about responsible behavior OR discusses with principal OR justifies practice	17
Agrees with colleague about being too student-centered	Rejects OR justifies importance of student focus OR strives towards middle ground	18
Agrees with principal to focus more on standards OR vague on what to do	Mostly affirms principal about standards OR focuses on importance of applied learning	19
No ... Has no strategies OR does not tap into student interests OR strengths	Yes OR maybe ... Identifies one strategy to tap into student interests OR strengths	20
Denies partnering ... No instructional strategies to connect partnership to student learning	Depends on lesson, vague ... Qualifies answer OR vague on instructional strategies OR unclear in connecting partnering to student learning	21
Strives to have student adapt to ways of the classroom	Lacks specific ways OR wants to learn more about student heritage without focus on student learning	22
Open	Open	

(12.5)

Candidate Interview (DT 1:1)

QUESTIONS	DIMENSIONS	+
12. How do (would) you most want students to describe you to their parents?* Why do you want your students to describe you that way?*	Beneficial Relationships	<i>Includes teacher liking AND/OR relating to students ...Builds relationship OR promotes learning</i>
13. A student believes you were not fair in grading his/her last exam. What would you do?* Why did (would) you respond in this manner?*	Fairness	<i>Listens AND seeks mutual understanding ...Builds positive relationships OR aids learning</i>
14. Two students engaged in a conversation respond disrespectfully to each other. You overhear the conversation. What actions would you take?*	Communication	<i>Positively responds to students to understand issue and guide resolution</i>
15. One of your colleagues is excited about winning a national teacher award. Many teachers want to have a celebration, while some are apathetic. What actions would you take in this situation?*	Empathy	<i>Identifies with/acknowledges excitement AND addresses teachers' apathy</i>
16. A student teacher is teaching your class and has a wonderful idea to make the class more interesting. You are concerned the idea will affect the amount of content to be covered. How would you handle this situation?*	Student Learning	<i>Responds favorably to idea AND willing to explore options with student teacher</i>
17. You have a practice of allowing students to determine their own punishment for unproductive behavior. Your principal is asking why you believe so strongly in this practice. How would you respond to your principal?*	Feedback	<i>Includes students taking responsibility for their own behaviors</i>
18. A colleague tells you your teaching style is too student-centered. What would you say to your colleague?*	Learning Environment	<i>Rejects AND reaffirms importance of focus on students</i>
19. Your principal tells you to spend more time with students focusing upon the standards and less time on applied learning. What would you say?*	Relevant Learning	<i>Affirms importance of standards AND supports applied learning</i>
20. One of your colleagues believes all students in his/her classroom can become motivated to learn. Is this realistic?* (If affirmative) How do (would) you get all students to learn?*	Motivation	<i>Yes ...Describes specific strategies to tap into student interests OR strengths</i>
21. Your principal asks you to partner on a project with a business person in the community. How would you respond?* (If favorably) How would you connect this partnering to student learning?*	School-Community Partnerships	<i>Affirms partnering ...Identifies specific instructional strategies to connect partnering to student learning</i>
22. A student in your class with a different cultural heritage is having a difficult time learning. How would you help this student learn?*	Worldly Connections	<i>Describes specific strategies to help student learn</i>
Open		<i>Open</i>
This concludes the questions we have for you, is there anything else you want to tell us about yourself?		

CANDIDATE CODING SHEET (DT 1:1)

Name: _____ Position: _____ Date: _____ 13+ HP
 Interviewer: _____ Organization: _____ 6-12 MP
 0-5 LP

Grand Total +s →

Subtotals

	Dimensions Subtotal		12	1
RELATING + <input type="checkbox"/> Students feel accepted, welcomed <input type="checkbox"/> Builds personal relationship, promote student learning <input type="checkbox"/> Sees fairness as important <input type="checkbox"/> Works with differences <input type="checkbox"/> Focuses on relationships/learning <input type="checkbox"/> Encourages two-way conversations <input type="checkbox"/> Positively responds to both students <input type="checkbox"/> Identifies with emotions of others <input type="checkbox"/> Works in a caring manner	?/0 <input type="checkbox"/> Rules, focuses on academics ↑ <input type="checkbox"/> Refrains from building personal relationships, vague on learning <input type="checkbox"/> Vague on importance of fairness <input type="checkbox"/> Treats all students as equal <input type="checkbox"/> Vague on relationships/learning <input type="checkbox"/> Mostly one-way conversation <input type="checkbox"/> Mostly tells both students <input type="checkbox"/> Denies emotions of others <input type="checkbox"/> Focuses on cognitive level	Beneficial Relationships	/	/
		Fairness	/	/
		Communication	/	/
		Empathy	/	/
LEARNING <input type="checkbox"/> Cooperatively works with student to enhance learning <input type="checkbox"/> Open to curriculum options <input type="checkbox"/> Clear on seeking feedback <input type="checkbox"/> Promotes self correction	Dimensions Subtotal <input type="checkbox"/> Sends student to other professionals ↑ <input type="checkbox"/> Follows prescribed curriculum <input type="checkbox"/> Vague on seeking feedback <input type="checkbox"/> Promotes teacher correction	Student Learning	/	/
		Feedback	/	/
MANAGING <input type="checkbox"/> Environment promotes learning <input type="checkbox"/> Student-centered focus <input type="checkbox"/> Both specific information and applied learning important <input type="checkbox"/> Standards and applicable learning important <input type="checkbox"/> Energized by learning <input type="checkbox"/> Taps into interests or strengths	Dimensions Subtotal <input type="checkbox"/> Vague on environment promoting learning ↑ <input type="checkbox"/> Teacher-centered focus <input type="checkbox"/> Favors specific information or applied learning <input type="checkbox"/> Standards or applicable learning important <input type="checkbox"/> Energy level varies <input type="checkbox"/> Vague on interests or strengths	Learning Environment	/	/
		Relevant Learning	/	/
		Motivation	/	/
REACHING OUT <input type="checkbox"/> Engages parent in student learning <input type="checkbox"/> Connects community partnering to learning <input type="checkbox"/> Talks with colleagues to increase learning of diverse students <input type="checkbox"/> Clear on strategies to help diverse students learn	Dimensions Subtotal <input type="checkbox"/> Vague on involving parents in student learning ↑ <input type="checkbox"/> Outreach vague or not connected to student learning <input type="checkbox"/> Vague on increasing learning of diverse students <input type="checkbox"/> Vague on strategies to help diverse students learn	School-Community Partnerships	/	/
		Worldly Connections	/	/
Open	Open	Open		

CHS Teacher Interview Questions

General:

Tell us a bit about your experiences at the schools that you have taught.

Philosophy of teaching and learning

1) Do you have a passion for your subject matter? If so, how would I know if I observed your class? Which Science area do you favor?

2) If you could create the perfect space for students to learn, what would it look like? What skills and knowledge would teachers need?

3) What is the number one factor that contributes to student learning?

Technology Integration

1) What experience do you have with 1:1 initiatives?

3) When planning for technology integration, which comes first, the curriculum or the technology?

Grading

1) Do you agree with this statement? Giving a student a zero teaches responsibility. If so, explain why? If you disagree with this statement, explain why?

Assessment

1) List three ways you provide specific feedback to students during the time of the learning.

2) How do you use formative assessment?

Differentiated Instruction

1) When you know students have reached the learning target, how do you offer support or intervention.

Instructional Effectiveness

1) What was the best question you asked your students during your last lesson taught?

2) Think about a recent lesson. When you were moving around the room, what did you hear your student's say or do that demonstrated understanding of the learning goal?

Classroom Management

1) A student begins being somewhat disruptive and interfering with other students' ability to learn during your instructional delivery. How do you respond?

Part B) Three minutes later, the same student begins disrupting again. How do you respond?

Part C) Five minutes later, the same student begins disrupting again. How do you respond? *(By painting a picture of real classroom challenges, the interviewee can learn how many effective strategies a teacher possesses regarding classroom management.)*

2) Describe the last five minutes of your class?

Teacher-Student Relationships

1) "Kid's Can't Learn From Teachers They Don't Like" – Rita Pierson Explain why you agree or disagree with this quote.

2) If I were to ask your most challenging student to describe you in three words, how would they respond?

Teacher Collaboration

1) Effective teacher collaboration goes beyond friendly cooperation and the informal exchange of ideas and information. What must effective teacher collaboration include?

Continuous Professional Growth

1) What professional learning has had the most impact on your classroom? What is your current IPDP goal?

2) What do you use to independently develop your own professional growth?

Parent Communication

1) State three different reasons you have contacted a parent (this semester).

How do you get your students to think like a historian or scientist or mathematician or author or etc., during the process of learning? *(Relevant and authentic learning is critical to instilling a passion for learning. Only the best educators who actually incorporate this type of learning can answer such a question.)*

Questions that reveal much more than the candidate might think!

1) If a teacher could choose their class size and were paid \$3000 per student, what would your class size be? What was your reasoning? *(Many teachers choose 33 because it adds up to \$99,000. Great teachers (on average) have responded 15... because I am most effective teaching 15 students. This question reveals: Is the candidate more interested in dollars or making a difference?)*

2) Who do you believe to be most responsible for student learning? A) The student B) The teacher C) The parent? Explain your reasoning. *(I have experienced a combination of all three. However, the explanation of reasoning will many times reveal how the candidate sees their role in student learning.)*

3) How do you feel when a student does not meet a deadline? *(By asking the candidate to describe a specific emotion, the candidate will reveal much more honestly than simply asking, do you believe there is a deadline for learning? in which most candidates respond without much thought.... no.)*

CONTENT AREA SPECIFIC QUESTIONS

ELA:

Teaching Reference Phone/Email Interview:

Tammie McKenzie, Principal ~ CARROLL HIGH SCHOOL

_____ is an applicant for a teaching position here at CHS. The information that you provide will help us make important staffing decision. Thank you for your time and input.

What position did the applicant occupy? _____

Between what dates did you work with the applicant? _____

In what capacity did you work with the applicant? _____

Please Rate the applicant in the following areas:

	1 (Low)	2	3	4	5 (Highest)	Comments/Remarks
Professional Judgment						
Professional Attitude						
Cooperation						
Emotional Composure						
Time Management						
Content Knowledge						
Planning and Preparation						
Problem-Solving Skills						
Initiative and Personal Motivation						
Interpersonal Relations						

Teaching Ability						
Student Evaluation Skills						
Behavior Management Skills						
Acceptable Role Model						

On a scale of 1 to 10 (low to high), how would you compare the applicant to other employees you have supervised or worked with in similar positions? _____

How would you describe this candidate's teaching style?

Describe a time when the candidate faced a significant challenge in the classroom and how she/he worked to overcome the ch

*If the applicant were to apply/reapply for employment in your district today, would you recommend/hire/rehire? Yes OR No

*Do you know of any reason why the applicant should not be employed to work with students? Yes OR No

*Can you think of anyone else who would be important to contact before making an employment decision regarding this applicant? _____

EDUCATIONAL PHILOSOPHY

Series 100

Policy Title: Equal Educational Opportunity

Code No. 102

Pursuant to Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, and other applicable state and federal laws, the Carroll Community School District and its Board of Directors does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, or genetic information (for employment) in any of its education programs, activities, or employment opportunities. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The District has adopted a grievance procedure for processing complaints of discrimination. The District has also adopted a Title IX grievance procedure specifically for processing reports and formal complaints of sex discrimination, including sexual harassment.

Date of Adoption/Revision:

July 2003

July 2006

July 2007

July 2009

July 2009

July 2012

July 2015

March 2017

October 2018

September 2020

EDUCATIONAL PHILOSOPHY

Series 100

Policy Title: General Grievance Procedure Code No. 102R1

It is the policy of the Carroll Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, or genetic information (for employment) in its educational programs and its employment practices.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Mrs. Crystal Boes, the Equity Coordinator (cboes@carrolltigers.org), 712-792-8040, 1026 North Adams Street, Carroll, Iowa, 51401. Formal complaints and informal reports of sex discrimination, including sexual harassment, will be referred to the Title IX Coordinator and will be governed by the provisions of Code No. 102.R2.

Students, parents of students, employees, and applicants for employment in the school district have the right to file a formal complaint alleging discrimination. The district has policies and procedures in place to identify and investigate complaints alleging discrimination. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant making a complaint pursuant to this general grievance procedure may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies.

Filing a Complaint

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

Investigation

Within 15 working days, the equity coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "equity coordinator"). If

the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;
- Interviews of the Complainant, Respondent, or witnesses;
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days of completing the written report. Notification shall be by U.S. mail, first class.

Decision and Appeal

The complaint is closed after the equity coordinator has issued the report, unless within 10 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within 5 working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final.

The decision of the superintendent in no way prejudices a party from seeking redress through state or federal agencies as provided by law.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If any of the stated timeframes cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures.

Date of Adoption/Revision:

July, 2003
July 2006
July 2007
July 2009
July 2012
July 2015
March 2017
October 2018
December 2019
September 2020

EDUCATIONAL PHILOSOPHY

Series 100

Policy Title: Title IX Grievance Procedure
Code No. 102R2

I. REPORTING SEX DISCRIMINATION

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator. A report may be made whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment. A report may be made in person, by mail, by telephone, by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by contacting the District's Title IX Coordinator:

Ms. Crystal Boes
District Title IX Coordinator
Adams Elementary, 1026 N Adams St., Carroll, Iowa, 51401
712-792-8040
cboes@carrolltigers.org

The District, through its Title IX Coordinator, will respond promptly, reasonably, and equitably to all reports of sex discrimination, including sexual harassment, occurring in its educational programs or activities and against a person in the United States.

For purposes of this procedure, "complainant" is defined as an individual who is alleged to be the victim of conduct that could constitute sexual harassment, and the term "respondent" is defined as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

For purposes of this procedure, "sexual harassment" means conduct on the basis of sex that involves:

- A District employee conditioning District aid, benefits, or services on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking as defined by the statutes cited in 34 C.F.R. § 106.30.

For purposes of this procedure, "education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

In response to any report of sex discrimination, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures. Supportive measures are available with or without filing a formal complaint. The Title IX Coordinator will also consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a

formal complaint.

II. SUPPORTIVE MEASURES

The range of supportive measures available to complainants and respondents may include:

- counseling,
- extensions of deadlines or other course-related adjustments,
- modifications of work or class schedules,
- campus escort services,
- mutual restrictions on contact between the parties,
- changes in work or housing locations,
- leaves of absence,
- increased security and monitoring of certain areas of the campus,
- and other similar measures as deemed appropriate by the Title IX Coordinator after considering the wishes of complainant and the facts and circumstances of the complaint.

The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

III. SANCTIONS

Disciplinary sanctions cannot be imposed against a respondent unless a formal complaint is filed, and the grievance procedure described below is completed. Possible disciplinary sanctions that may be implemented following a determination of responsibility include but are not limited to any of the disciplinary measures described in chapter 536 of these policies, up to and including expulsion.

IV. GRIEVANCE PROCESS FOR FORMAL COMPLAINTS OF SEXUAL HARASSMENT

Title IX Grievance Process Generally

The District will apply this Title IX Grievance process whenever a formal complaint of sexual harassment is filed with the Title IX Coordinator. A “formal complaint of sexual harassment” is any document filed by a person alleging to be victim of conduct that could constitute sexual harassment (“complainant”) or signed by the Title IX Coordinator. It does not need to be filed in paper form. It also does not need to be signed by the complainant, but it must indicate that the complainant is the person filing the complaint. The grievance process is designed to restore or preserve a complainant’s and respondent’s equal access to the District’s education programs and activities. Remedies may include supportive measures for the complainant as well as disciplinary sanctions against the respondent.

In investigating and resolving formal complaints under this grievance process, the District will observe the following requirements:

- The District shall evaluate all relevant evidence—including both inculpatory and exculpatory evidence. The District will not judge a person’s credibility based on their status as a complainant, respondent, or witness. Furthermore, the district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- The Title IX Coordinator and any person designated as an investigator, initial decision-maker,

appellate decision-maker, or informal resolution facilitator will promote an impartial investigation and adjudication, will not have a conflict of interest with any party to the complaint, and will not hold a bias for or against any party to the complaint. They will not rely on sex stereotypes in performing their duties under this procedure. These persons shall also be appropriately trained regarding this grievance procedure, necessary technology, and applicable laws and regulations.

- The respondent to a formal complaint of sexual harassment is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The standard of proof for determining responsibility will be a preponderance of the evidence. This standard shall apply whether the respondent is a student or an employee.
- The District has prescribed procedural deadlines throughout the grievance process in order to ensure the reasonably prompt resolution of a complaint, including reasonably prompt resolution of any appeal and any informal resolution procedures. However, the District may permit a temporary delay of the grievance process or the limited extension of these deadlines for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. A written request for a delay or extension of such deadlines may be submitted to the Title IX Coordinator by either party prior to the lapse of the applicable deadline. Whether to grant an extension of time is a discretionary decision of the Title IX Coordinator and is not a basis for appeal.

Notice of Allegations

Within five (5) days after receiving of a formal complaint, the District will provide a written Notice of Allegations to the parties who are known. In addition to other information required by law, the Notice of Allegations will include a description of this grievance process, including any informal resolution process; the names of the parties involved in the incident; a statement of the conduct allegedly constituting sexual harassment; and the date and location of the alleged incident, if known.

Administrative Dismissal

The District will dismiss a formal complaint if, at any time following the receipt of a formal complaint, the District determines that:

- the conduct alleged would not constitute "sexual harassment" as defined by this policy even if proved,
- the conduct alleged did not occur in the district's educational program or activity,
- the conduct alleged did not occur against a person in the United States,
- the complainant notifies Title IX Coordinator in writing of desire to withdraw formal complaint,
- the respondent is no longer enrolled or employed by the District, or
- specific circumstances prevent the District from gathering evidence sufficient to reach a determination.

The District will promptly notify the parties of an administrative dismissal and the reason for the dismissal.

Informal Resolution

Some formal complaints may be resolved through an informal resolution process. If the parties agree to participate in an informal resolution process, the Title IX Coordinator work with parties to reach a mutually agreeable resolution without completing the full Title IX grievance procedure. The informal resolution process is voluntary process and may be attempted at any stage of this procedure prior to the issuance of a determination of responsibility. A party shall not be punished or disadvantaged in any way for declining to participate in an informal resolution process.

The manner of the informal resolution process will be determined on a case-by-case basis by the Title IX Coordinator, who will consider the suggestions of the parties. The informal resolution process may include but is not limited to a conference with the Title IX coordinator, or mediation facilitated by a trained third-party. Before an informal resolution process is commenced, the Title IX Coordinator will provide a written notice disclosing the manner of the informal resolution process, the effects of the process on the formal grievance procedure, and the rights of the parties to withdraw from the informal resolution process. The parties must then consent to the informal resolution process in writing.

At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Informal resolution is NOT available for formal complaints alleging an employee sexually harassed a student. Additionally, the District cannot facilitate an informal resolution between a complainant and respondent unless a formal complaint has been filed.

Investigation of the Complaint

It is the District's duty to gather evidence sufficient to make a determination of responsibility with respect to each of the allegations described in the Notice of Allegations. The Title IX Coordinator or an impartial District employee designated by the Title IX Coordinator will perform the investigation, which may include interviewing the parties and other witnesses; obtaining documents, data, or other materials; and reviewing any other evidence related to the allegations of the formal complaint. The investigator will not access or consider a party's medical or mental health records without written consent from the party or the party's parent, as required by law. The parties will be allowed an equal opportunity to provide additional evidence to the investigator or refer the investigator to additional witnesses.

The District shall not prohibit the parties from discussing the allegations of the formal complaint or gathering and presenting additional evidence to the investigator. Furthermore, either party is entitled to the presence of an advisor—who may or may not be an attorney—during any investigative interview or other grievance proceeding for which the party's attendance is invited or required. The party and their advisor will be provided written notice of the date, time, and location of any such proceeding and reasonable time to prepare to participate. However, the District may, at its discretion, limit equally for both parties the extent of the advisor's participation.

Unless additional time for a full and fair investigation is deemed necessary by the Title IX Coordinator the investigator or granted to a party upon a showing of good cause, the District will strive to complete its investigation within sixty (60) days after receiving of a formal complaint. At the conclusion of the

investigation, the District will provide both parties and any advisors a copy of all evidence gathered by the District that is directly related to the allegations in the formal complaint for inspection and review. The evidence may be provided to the parties in electronic or paper form. Both parties will be allowed ten (10) days to submit a written response to the evidence gathered. After considering any written responses, the investigator will provide the parties and their advisors with a written Investigative Report that fairly summarizes the relevant evidence.

The parties will be allowed an additional ten (10) days to submit a written response to the Investigative Report prior to any determination of responsibility. The District will also allow each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness; provide each party with the answers; and allow for additional, limited follow-up questions from each party. Questions about a complainant's sexual predisposition or prior sexual behavior are not allowed unless such questions are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Determination of Responsibility

The Title IX Coordinator will designate a decision-maker to review the Investigative Report as well as any written responses, questions, and answers submitted with regard to the Investigative Report. The decision-maker must be a different person than the Title IX Coordinator and the investigator. The Title IX Coordinator shall designate any individuals who have received appropriate training as the decision-maker for all Title IX grievances.

The decision-maker will issue a reasonably prompt written determination of responsibility regarding the allegations listed in the Notice of Allegations, which will include all information required by law. This determination will be based on the Investigative Report and any responses, questions, and answers submitted. The written determination will be provided simultaneously to both parties. The Title IX Coordinator will be responsible for effective implementation of any remedies imposed by the decision-maker.

Appeals

Either party may appeal a determination regarding responsibility or the administrative dismissal of a formal complaint by filing a written request for appeal with the Title IX Coordinator within five (5) days after receiving notice of the determination or dismissal. The request must state the basis for the appeal, which must be one of the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome of the matter.

An appeal that is not based on one of the foregoing grounds will be administratively dismissed. Likewise, an untimely appeal will be administratively dismissed unless there is good cause for the filing delay. Whether good cause exists is in the discretion of the Title IX Coordinator.

The Title IX Coordinator will notify the other party in writing that an appeal has been filed and will designate an appellate decision-maker to decide the appeal who must not be the complaint investigator, the Title IX Coordinator, or the same person who reached the determination regarding responsibility or dismissal below. The Title IX Coordinator shall designate any individuals who have received appropriate training as the appellate decision-maker for all Title IX grievances.

Both parties will be allowed ten (10) days following the notice of appeal to submit a written statement to the appellate decision-maker supporting or opposing the outcome below. The appellate decision-maker will consider these statements as well as the Investigative Report and any questions, and answers submitted to the initial decision-maker. The appellate decision-maker will then issue a written decision describing the result of the appeal and the rationale in a reasonably prompt manner. The decision will be provided to the parties simultaneously.

V. RECORDKEEPING AND CONFIDENTIALITY

For a period of seven (7) years, the District will retain the records of each sexual harassment investigation, including any written initial or appellate determination; any documentation regarding any disciplinary sanctions or remedies imposed; and any informal resolution and the result thereof. The District will also retain all materials used to train the District personnel involved in administering this grievance procedure. The District will also retain for a period of seven (7) years records of any actions, including supportive measures, taken in response to a report of sexual harassment that is not filed as a formal complaint.

The District will keep confidential the identity of any individual who has made a report or complaint of sexual harassment, any individual who has been reported for sexual harassment, any respondent, and any witness, except as necessary to carry out this grievance procedure and to satisfy the District's duties under the Family Educational Rights and Privacy Act (FERPA) or any other applicable law.

VI. RETALIATION

Intimidating, threatening, coercing, discriminating, or otherwise retaliating against any individual because they have made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing under this policy is prohibited.

Reference: 34 C.F.R. Part 106

Adopted: September 2020

EDUCATIONAL PHILOSOPHY

Series 100

Policy Title: Section 504 Notice of Nondiscrimination

Code No.: 102E1

Students, parents, employees and others doing business with or performing services for the Carroll Community School District are hereby notified that this school district does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, or genetic information (for employment) in any of its education programs, activities, or employment opportunities, pursuant to Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other applicable state and federal laws. This prohibition on discrimination applies to admission and employment.

The District has adopted grievance procedures for processing and resolving formal and informal Title IX sex discrimination and sexual harassment complaints and other discrimination complaints. Inquiries regarding sex discrimination pursuant to Title IX of the District's nondiscrimination policy may be directed to the District's Title IX Coordinator: Ms. Crystal Boes (cboes@carrolltigers.org); Adams Elementary, 1026 N Adams St., Carroll, Iowa, 51401; 712-792-8040; other grievances or complaints related to the District's nondiscrimination policy may be directed to the District's Equity Coordinator, Ms. Crystal Boes (cboes@carrolltigers.org); Adams Elementary, 1026 N Adams St., Carroll, Iowa, 51401; 712-792-8040.

Inquiries related to sex discrimination pursuant to Title IX may also be referred to U.S. Department of Education (attn. Assistant Secretary, Office for Civil Rights; 400 Maryland Avenue Southwest, Washington, DC 20202; 800-421-3481; OCR@ed.gov). Inquires related to other grievances or complaints may be directed to the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov)

Date of Adoption/Revision

July 2007

July 2009

July 2012

July 2015

March 2017

October 2018

December 2019

September 2020

**Policy Title: Grievance Form for Complaints of Discrimination (Non-Title-IX)
Code No.: 102E2**

I, _____, am filing this grievance because

(Attach additional sheets if necessary)
Describe incident or occurrence as accurately as possible:

(Attach additional sheets if necessary)
Signature

Address

Phone Number

If student, name

Grade Level

Attendance center

(Note: This form may but need not be used to file a formal complaint of sexual harassment with the Title IX Coordinator.)

Date of Adoption/Revision:

July 2007

July 2009 July 2012 July 2015

March 2017

October 2018

December 2019

September 2020

Code No. 102E3

GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance
Name

Grievance Date

State the nature of the complaint and the remedy requested.

Indicate Principal's or Supervisor's response or action to above complaint.

Signature of Principal or Supervisor

(Note: This form may but need not be used to file a formal complaint of sexual harassment with the Title IX Coordinator.)

Date of Adoption/Revision:

July 2007

July 2009

July 2012

July 2015

March 2017

October 2018

December 2019

September 2020

BOARD OF DIRECTORS

Series 200

Policy Title: Board of Directors' Conflict of Interest Code No. 210

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 an agent for a school textbooks or school supplies 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 to purchase goods or services which benefits a board member, or to compensate for part-time or temporary employment which benefits a board member, if the benefit to the board member if 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 awarded by 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 of 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, determining the facts or law in a contested case or rulemaking proceeding, taking affirmative action to influence any vote, 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/Revision:

July 2003

July 2006

July 2009

July 2012

July 2015

September 2019

ADMINISTRATION

Series 300

Policy Title: Role of School District Administration
Code No: 301

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

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

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

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

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

Date of Adoption/Revision:

July 2006

July 2009

July 2012

July 2015

October 2018

STAFF PERSONNEL

Series 400

**Policy Title: Equal Employment Opportunity and Affirmative Action
Code No. 401**

The Carroll Community School District shall provide equal opportunity to all employees and applicants for employment in accordance with all applicable equal employment opportunity laws, directives and regulations of federal, state and local governing bodies and agencies. The district shall take affirmative action in recruitment, appointment, assignment and advancement of women, minorities and the disabled. Employees shall be given notice of this policy annually.

Individuals who file an application with the district will be given consideration for employment if they meet or exceed the qualifications set by the district's administration, the district's board of directors and the Department of Education for the position for which they apply. In employing school district personnel, the board of directors shall consider the qualifications, credentials, and records of the applicants without regard race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, genetic information, and any other equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. In keeping with the law, the board of directors shall consider the veteran status of applicants.

Employees or applicants for employment having inquiries regarding compliance with equal employment opportunity and affirmative action are directed to contact:

Name	Ms. Crystal Boes
Title	Affirmative Action Coordinator
Location	Adams Elementary, 1026 N Adams St. Carroll, IA 51401
Telephone Number	712-792-8040

Inquiries may also be directed, in writing, to the Iowa Civil Rights Department or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri. Such inquiry or complaint to the state or federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

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

Equal Employment Opportunity and Affirmative Action Compliance Program

The Community School District is an Equal Opportunity Employer without regard to race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, genetic information, and any other equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies.

All employment decisions will be made in accordance with these principles. All employment related programs will be administered in a manner consistent with these principles. No employee or applicant shall suffer any form of discrimination because of race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, genetic information.

To ensure awareness by all levels of the administration, all employees, all students, educational agencies, vendors with which the district works and the community, the district will disseminate information as detailed below.

A. Dissemination of Policy

1. Employees will be reminded annually of the district's Equal Employment Opportunity Policy ("EEO Policy") by:
 - a. Description of the EEO Policy by publication or reference in all issuances or re-issuances of personnel handbooks.
 - b. Where applicable, detailed discussions of the EEO Policy at administrative conferences and staff meetings.
 - c. Posting of the EEO Policy on the district's website.
2. Employees will also be reminded of the district's Title IX policy per its Title IX policy and the law.
3. Employment advertisements and application forms will contain assurance of equal employment opportunity.
4. Employment sources and recruiting sources where jobs are posted and/or listed by the district will be reminded of the district's EEO Policy, both verbally and in writing.
5. Notices informing employees and applicants of their rights under federal and state civil rights laws will be posted on bulletin boards and in

locations where applicants are interviewed.

B. Responsibility for Implementing the Affirmative Action Plan and Program

1. The affirmative action coordinator/designee is responsible for implementing the Affirmative Action Plan and Program and will render full assistance and support for those seeking help and assistance in taking affirmative action. Formal complaints and informal reports regarding sex discrimination, including sexual harassment, will be subject to the Title IX grievance process (see the Title IX Grievance Procedure regulation).

C. Recruiting

1. Additional emphasis will be given to seeking and encouraging applicants from minority groups, women's groups and the disabled where such applicants with the necessary qualifications or potentials are available.

D. Training

1. All training and in-service programs supported or sponsored by the district will continue to be equally open to all employees on the basis of qualifications.

E. Hiring, Placement, Transfer, Layoff and Recall

1. The district recognizes that to accomplish the long-range objectives of its Equal Employment Opportunity policy, continued affirmative action must be taken to ensure that job opportunities of all kinds are called to the specific attention of members of minority groups, women and the disabled, and that qualified members of such groups should be offered positions on the same basis as all other applicants or employees. To assure achievement of the objectives, the district will periodically review its practices of hiring job applicants.
2. Prior to a final offer of employment for any position the school district will perform criminal, child abuse, and sexual abuse background checks. The district may determine on a case-by-case basis that, based on the duties, some positions within the district will require more thorough background checks. Based upon the results of background checks, the school district will determine whether a contract will be offered.

F. Compensation

1. All employees will receive compensation in accordance with the same

standards. Opportunities for performing overtime work or otherwise earning increased compensation will be afforded to all qualified employees without discrimination based on race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, genetic information.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator, Ms. Crystal Boes, Adams Elementary, 1026 N Adams St. Carroll, IA 51401, 712-792-8040, and will be subject to the general grievance procedures (see the General Grievance Procedure regulation). Formal complaints and informal reports regarding sex discrimination, including sexual harassment, will be subject to the Title IX grievance process (see the Title IX Grievance Procedure regulation).

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, Wisconsin, 53203-2292, (414) 291-1111 or the Iowa Civil Rights Commission, 211 E. Maple, Des Moines, Iowa, 50309, (515) 281-4121. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

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

Date of Adoption/Revision:
September 2020

STAFF PERSONNEL

Series 400

Policy Title: LIMITATIONS TO EMPLOYMENT REFERENCES Code No. 402

The district believes in taking appropriate measures to promote the health and welfare of all students. Any school employee, contractor, or agent shall not assist another school employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

This limitation does not apply if the matter has been properly reported to law enforcement and any other regulatory authorities required by law, and either:

- the matter has been officially closed by the law enforcement agency;
- the individual is acquitted or otherwise exonerated of the alleged misconduct; or
- more than four years has passed since the case was opened, and no charges or indictment have been filed.

Date of Adoption/Revision:

November 2019

STAFF PERSONNEL

Series 400

Policy Title: Employee Records

Code No.: 416

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

The records shall include, but not be limited to, records necessary for the daily administration of the school district, salary records, evaluations, application for employment, references, and other items needed to carry out board policy. Employee personnel files are school district records and are considered confidential records and therefore are not open to public inspection or accessibility. Only in certain limited instances, when the employee has given a signed consent, will employee personnel records be accessible to individuals other than the employee or authorized school officials.

Employees may have access to their personnel files at a time mutually agreed upon between the superintendent and/or designee and the employee. However, employees will not be allowed access to the employment references written on behalf of the employee. Board members will only have access to an employee's file when it is necessary because of an employee related matter before the board.

It shall be the responsibility of the superintendent and/or designee to keep employees' personnel files current. The board secretary shall be the custodian of employee records.

It shall be the responsibility of the superintendent and/or designee to develop administrative regulations for the implementation of this policy.

Date of Adoption/Revision:

June 2001

June 2004

July 2007

August 2013

October 2016

STAFF PERSONNEL

Series 400

Policy Title: Employee Personnel Records Content

Code No.: 416 R1

1. Employee personnel records may contain the following information:
 - Personal information including, but not limited to, name, address, telephone number, emergency numbers, birth date and spouse
 - Individual employment contract
 - Evaluations
 - Application, resume and references
 - Salary information
 - Copy of employee's license or certificate, if needed for the position
 - Educational transcripts
 - Assignment
 - Records of disciplinary matters

2. Employee health and medical records shall be kept in a file separate from the employee's personnel records. Health and medical records may contain, but are not limited to:
 - Medical professional signed physical form
 - Sick or long-term disability leave days
 - Worker's compensation claims
 - Reasonable accommodation made by the school district to accommodate the employee's disability
 - Employee's medical history
 - Employee emergency names and numbers

Record Access

Only authorized school officials shall have access to an employee's records without the written consent of the employee. Authorized school officials may include, but not be limited to, the superintendent and/or designee, building principal, or board secretary. In the case of a medical emergency, the school nurse or other first aid or safety personnel may have access to the employee's health or medical file without the consent of the employee. Board members will

only have access to an employee's personnel file without the consent of the employee when necessary for the conducting of board business.

Employee Record Retention

All employee records, except payroll and salary records shall be maintained for a minimum of seven years after termination of employment with the district. Applicant records shall be maintained for a minimum of seven years after the position was filled. Payroll and salary records shall be maintained for a minimum of three years after payment.

Applicant File Records Content

Records on applicants for positions with the school district shall be maintained in the central administration office. The records shall include, but not be limited to:

- Application for employment
- Resume
- References
- Evidence of appropriate license or certificate, if necessary for the position for which the individual applied
- Affirmative action form, if submitted

Date of Adoption/Revision

June 2001

June 2004

July 2007

August 2013

October 2016

STAFF PERSONNEL

Series 400

Policy Title: Classified Employee – Qualifications, Recruitment, and Selection

Code No.: 461

Recruitment and selection of classified personnel shall be the responsibility of the administration. Persons interested in a classified employee position will have an opportunity to apply and qualify for classified employee positions in the school district without regard to age, race, marital status, socioeconomic status, creed, color, gender, national origin, religion, sexual orientation, gender identity or disability. Job applicants for classified employee positions will be considered on the basis of the following:

- Training, experience, and skill;
- Demonstrated ability to maintain effective working relationships with peers, students, and, supervisors/subordinates;
- High degree of self-motivation, innovation, and persistence;
- Demonstrated ability to solve problems and remove roadblocks by working with all levels in the organization;
- Nature of the occupation;
- Demonstrated competence; and;
- Possession of, or ability to obtain, state or other license or certificate if required for the position.

Announcement of the position will be through means the superintendent believes will inform potential applicants about the position. Applications for employment may be obtained from and completed applications will be returned to the central administration office. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who directly supervises and oversees the position. Names and salaries to be paid shall be presented at the next meeting of the board for approval by the board (temporary summer and vacation help excluded.)

Employees are required to sign release and authorization forms allowing the district to perform background checks/re-checks and/or fingerprint checks/re-checks on employees. Employees' signatures on release and authorization forms for background checks/re-checks required by law is a condition of continued employment. Refusal to sign the release and authorization forms may be grounds for termination.

Approved /Revised:

July 2007

September 2012

July 2013

September 2014

October 2016

STAFF PERSONNEL

Series 400

Policy Title: Classified Employee Employment

Code No.: 462

Classified employees, with the exception of bus drivers, shall be employed on an “at will” basis and will receive a letter of assignment. Bus drivers who are employed on a regular basis will be employed pursuant to written contracts. A classified employee’s letter of assignment or contract will state the terms of employment.

Contracts issued to bus drivers shall include a fourteen-day cancellation clause. Either the employee or the board must give notice of the intent to cancel the contract at the end of fourteen days. This notice will not be required when the employee is terminated during a probationary period or for cause.

It is the responsibility of the superintendent and/or designee to draw up and process the classified employee terms of employment and present them to the board for approval. The contracts issued to bus drivers, after being signed by the superintendent and/or designee, shall be filed with the board secretary.

The superintendent and/or designee may employ substitute and temporary classified employees.

Date of Adoption/Revision:

August 23, 1982

August 1992

August 1995

June 1998

June 2001

June 2004

July 2007

August 2013

October 2016

STAFF PERSONNEL

Series 400

Policy Title: Resignation -Licensed Personnel

Code No.: 490

Resignations shall be in writing signed by the resigning party, directed to the superintendent and/or designee of schools; the superintendent and/or designee will submit it to the board with recommendations, as provided by law.

All resignations for the following school year submitted within twenty-one (21) days of the annual issuance of the contract modifications form shall be accepted by the board.

All other resignations must be filed at least thirty (30) days prior to the requested release from contract. Except as otherwise provided, no licensed employee will be released until a suitable replacement has been found. Any licensed employee requesting a release from a contract after the regular May board meeting will be required, unless specifically waived by the board, to reimburse the district actual expenses up to a maximum of \$1,500 for expenses incurred to hire the replacement.

The board recognizes that special circumstances exist for licensed employees who have a shared contract with another district. The board will waive reimbursement in those cases. Such expenses shall be payable to the district by the resigning employee as a condition for the board to accept the resignation. Failure to provide reimbursement may result in a petition being filed in small claims court. This paragraph does not apply to resignations resulting from medical disability.

Any licensed employee who has a separate contract for summer employment would be subject to the regular August board meeting deadline with respect to this policy.

If an employee leaves without proper release, the superintendent/designee is directed to file a complaint with the Board of Educational Examiners.

Adoption/Revision:

July 1979

August 1986

August 1992

August 1994

August 1995

June 1998

June 2001

June 2004

July 2007

August 2013

September 2018

Audio/Video Taping Acknowledgement

I understand this taped interview will be used to select teachers for employment and may be used for administrative training purposes provided that we have your permission. I give my consent for such purpose.

Signature

Date

Audio/Video Taping Acknowledgement

I understand this taped interview will be used to select teachers for employment and may be used for administrative training purposes provided that we have your permission. I give my consent for such purpose.

Signature

Date