



Burlington Community School District

Certified Staff Handbook

June 2025 Revisions

Board Approved: June 30, 2025

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Summary of Changes

The following is a summary of changes since the last adoption of the Certified Staff Handbook. Minor changes (e.g. grammar fixes, annual updates, minor clarifications in language, formatting, and other non-substantive changes) may not be listed.

- Revised language in the Handbook Notification.
- Revisions to the Abuse Reporting Procedures based on changes to Iowa law.
- New Section on Badge, Keys, and Technology
- Updated Teacher Leadership and YouthNet section to reflect current positions, responsibilities, and programs.
- Revision of the Curriculum, Academics, and Student Supports sections to reflect current programs and changes to State requirements/guidance.
- Supplemental Salary Schedule: Summer Weight Training and Middle School Cheer Positions

Superintendent Welcome

This is an exciting time to be a Burlington Grayhound.

We remain one of the top schools for opportunity both in and outside of the classroom, with a steadfast commitment to expanding our course offerings and extracurricular activities to meet evolving student interests and community needs.

The \$43 million renovation of Burlington High School is complete, making it one of the best high schools in the state of Iowa, and in two short years, we will be celebrating the completion of the Grayhound Performing Arts Center, which will serve our students and community for years to come.

I want to thank all of our staff for their continued efforts to provide the highest quality education for our students. Every time I walk into a building, I am struck by the level of kindness, tremendous effort and commitment that these dedicated individuals have for our Grayhounds as they prepare students for life outside of our classroom walls.

I continue to hear from administrators, teachers, support staff, students, parents, and community members about what makes our schools great and what we can do to make them even better. These conversations drive meaningful changes that will have a profoundly positive impact on each student's adult quality of life.

I also want to thank all of the parents, friends and community members for their continued support. There's nothing quite like a packed stadium at a football game or a sold-out musical to encourage and inspire our students. I look forward to your ongoing partnership with Burlington schools.

Go, Grayhounds!

Sincerely,

Robert Scott
Superintendent
Burlington Community School District

Vision, Mission and Goals

MISSION

Inspiring and challenging students through diverse opportunities

VISION

The Burlington Community School District strives to have a profoundly positive impact on each student's adult quality of life brought about by the students' individual and collective educational experiences.

CORE VALUES, BOARD GOALS AND ACTION STEPS

CORE VALUES

QUALITY CORE INSTRUCTION

Preparing all students to be successful citizens in their chosen profession and in the community.

- Implementation of aligned, evidence-based curriculum and instruction so that all students can achieve at high levels.
- Provide professional development and instructional supports to ensure the use of high leverage instructional practices.
- Expand and modernize course offerings to provide a breadth of opportunities for all students and support workforce readiness.

CULTURE OF MUTUAL RESPECT AND LEARNING

Strengthen our learning working environments, ensuring all students and staff feel safe and supported.

- Implementation of evidence-based programs and practices to support student and staff well-being and promote attendance.
- Increasing and improving student connections by promoting active engagement of all students in extra-curricular opportunities.
- Implement strategies to actively engage the community (parents, business partners, etc.) in the educational success of our students.

EFFECTIVE AND EFFICIENT OPERATIONS

Flexible and effective allocation of resources to support the District's programming for all students.

- Align financial and human resources to enhance educational opportunities while ensuring fiscal stability.
- Prioritize renovation and construction projects to enhance the student experience.
- Engage in long- and short-term goal setting around the use of technology.

COLLABORATION

Continue to foster collaboration and communication between all stakeholders to enhance and diversify opportunities for all students.

- Reinforce high expectations for all students and staff by enhancing the Professional Learning Communities framework.
- Use data and collaborative frameworks to monitor goals and engage in continuous improvement efforts.
- Establish structures and processes to provide all stakeholders with opportunities to engage in two-way communication.

ACTION STEPS

Handbook Notification

The Employee Handbook will be maintained by the District. The Board of Directors of the Burlington Community School District and/or the District's administration has the ability to interpret and imply provisions of the Employee Handbook. The Employee Handbook will be effective upon being approved by the Board of Directors of the Burlington Community School District. It will be in effect for the duration of the work year in which it was approved, unless it is modified using appropriate procedures, including providing notice to all employees covered by the Employee Handbook and providing opportunity for employees to discuss and provide input regarding and proposed modifications.

Employees are expected to be familiar with this Handbook, the Master Contract Agreement, and Board Policies that are relevant to their position. Questions or concerns regarding the Handbook can be addressed to the Director of Human Resources, the Director of Curriculum, or through the Burlington Education Association by use of the Labor Management Committee process.

Open Door Policy

Burlington Community School District maintains an open-door policy. Any employee may approach any of the administrative staff on an as-needed basis to address questions, concerns, problems, or other matters. Our expectation is that employees will use good judgment and communicate in a professional manner. In most cases, it would be appropriate for employees first to address questions or concerns with their direct supervisor and then follow up with higher management as needed, taking concerns up to the most senior level of management if necessary. Employees are also encouraged to discuss problems with a Human Resources representative at any time.

The full Policy and Procedures related to Employee Complaints can be found in Board Policy 400.4.

Notice of Nondiscrimination

It is the policy of the Burlington Community School District not to discriminate or exclude on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential and that no student shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination in the District's programs based on these factors.

It is the policy of the District to provide a free appropriate public education to each disabled student regardless of the nature or severity of the disability. It is the intent of the District to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act or who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act are identified, evaluated, and provided with appropriate educational services. Due process rights of disabled students and their parents will be enforced.

Inclusion of minority and disabled students shall occur throughout the District's programs. In order to monitor compliance and progress, District, attendance center and course enrollment data shall be collected on the basis of race, national origin, gender and disability.

Inquiries regarding compliance with equal educational opportunities shall be directed to the Director of Curriculum or the Director of Human Resources who shall be the District's compliance officers. Inquiries regarding compliance with equal education opportunities for disabled students shall be directed to the Director of Curriculum. Inquiries regarding compliance with equal employment opportunities shall be directed to the Director of Human Resources.

For Educational Programs:

Cory Johnson, Director of Curriculum

Cory.Johnson@bcsds.org

(319) 753-6791 x1412

For Employment:

Laci Johnson, Director of Human Resources

Laci.Johnson@bcsds.org

(319) 753-6791 x1404

Reporting Abuse of a Student

It is the policy of the Burlington Community School District that school employees not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any school employee who commits such acts is subject to disciplinary sanctions up to and including discharge.

It is the policy of the Burlington Community School District to respond promptly to allegations of abuse of students by school employees. All employees are required to assist in the investigation when requested to provide information, and to maintain the confidentiality of the reporting and investigating process.

The full policy and procedures can be found in Board Policy 507.9.

Reports of suspected abuse by a school employee should be made to the Director of Human Resources or directly to the Iowa Department of Health and Human Services.

Reports of suspected abuse of a student, child, or dependent adult by someone other than a District employee should be made directly to the Iowa Department of Health and Human Services.

Iowa HHS Child Abuse Hotline
1-800-362-2178

Laci Johnson, Director of Human Resources
319-753-6791
laci.johnson@bcsds.org

If you believe the child is in imminent danger, CALL 911 immediately.

Anti-Bullying/Anti-Harassment Policy

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

The full Policy and Procedures can be found in Board Policy 400.3.

Iowa Ombudsman's Notice

The Iowa Ombudsman's Office has the authority to investigate complaints regarding administrative actions of any government Agency in Iowa under Chapter 2C of Iowa Code. The Office of the Ombudsman can be reached at (888) 426-6283. Additional information is available at <https://ombudsman.iowa.gov/>

Tobacco-Free Environment

No smoking or use of smokeless tobacco products will be permitted in District buildings, at Bracewell Stadium, on District grounds or in District vehicles at any time. Notices to this effect will be displayed in buildings and vehicles.

It shall be the responsibility of all school personnel to abide by this policy and to enforce the policy. If, after being asked to abide by this policy, a visitor fails to comply, the visitor will be asked to leave District property. District personnel failing to abide by the policy shall be subject to disciplinary actions.

The full Policy and Procedures can be found in Board Policy 800.1.

Employee Assistance Program

The District participates with an employee assistance program (EAP) through our association with National Insurance Services. They provide counseling and other services related to Depression, Stress Management, Anxiety, Marital Difficulties, Relationship Problems, Family Conflict, Alcohol or Drug Addictions, Financial or Legal Concerns, Parenting Concerns, Problem Gambling, Eating Disorders, Eldercare, and Childcare. The EAP also offers a virtual fitness platform with unlimited access to fitness journeys that can be customized to your current fitness goals.

These services are provided at no cost to the employee and are confidential. If you have further questions please contact the Director of Business Services or the District Benefits Coordinator.

**EAP services are available to
you two ways:**

Phone: 866.451.5465

Online: www.niseap.com

If staff members are concerned about a colleague, they are encouraged to address it with the colleague first. If a more urgent concern arises, it should be reported immediately to an administrator and/or District Mental Health Professional.

Student Handbooks and Discipline

The Burlington Community School District annually reviews and the Board approves Student Handbooks that outline expectations for students as well as related disciplinary frameworks. Teachers should be familiar with the Handbook(s) for the grade levels that they teach. In addition, routines and procedures are established, taught, and reinforced by principals, teachers, and other staff in the building. Teachers are expected to establish and maintain classroom management routines and structures within their classroom and to follow the procedures established within the building and district.

Iowa House File 604 (2023 session) requires that the District provide each teacher with a copy of Iowa Code 280.21 (Corporal Punishment). A copy of this was included with your contract. This Law also requires classroom teachers to report threats or incidents of violence resulting in injury, property damage, or assault by students to the Principal within 24 hours.

Badge, Keys, and Technology

Staff members are responsible for their badge, keys and fob to enter the building, and any mobile technology devices assigned. If any of these items are lost or stolen they are to report that to their building principal or supervisor immediately.

School Calendar

The District Calendar is posted and available on the District website, www.bcsds.org. During most school years, weather or other unforeseen circumstances cause a need for late starts, early outs, and/or school cancellations.

In the event of a late start, it should be assumed that Certified Staff start times are delayed by the same amount of time as the student start time. As an example, if you typically report to work at 7:30, you should plan to report at 9:30 during a two hour late start. During an early out for inclement weather, Certified Staff are allowed to leave the building as soon as they are no longer needed to assist with the supervision of students.

If school is cancelled, it should be assumed that a make-up day will be scheduled and added to the school calendar. When making personal plans for late May and early June, the likelihood of make-up days being added to the end of the school year should be assumed.

Teacher Leadership

Burlington Community School District is excited about the opportunities teacher leadership affords our teachers and our students. Teachers are empowered to cultivate effective practices throughout the district with support from teacher leaders. Teacher leadership also allows teachers to improve practice and support student learning in a timely, systematic process. Through the student-centered coaching model, the focus is on the students and the learning—specifically using data to determine levels of mastery.

BCSD TLC Goals: (aligned with district and State goals)

1. Improve student achievement by strengthening instruction.
2. Attract able new teachers by offering competitive starting salaries and offering PD & leadership opportunities.
3. Retain effective teachers by providing enhanced career opportunities.
4. Promote collaboration by developing and supporting opportunities for teachers in schools & school districts to learn from each other.
5. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
6. Increase productive partnerships with family & community.

TL Committee

The Teacher Leadership Committee is a team of teachers and administrators that review the work of the TL grant, analyze data and bring questions or concerns. They make recommendations for changes and provide input for moving the TL program forward.

TL Positions

Teacher Leadership and Mentoring Coordinator: The Teacher Leader Coach Coordinator will work collaboratively with the Burlington Community School District Teacher Leaders, District Administration, and teaching staff to support teachers and facilitate the implementation of the District Goals of: Improving student achievement by strengthening instruction, Developing and supporting teacher Networking, and Increasing productive partnerships with family and the community by ensuring effective and efficient implementation of the District's Teacher Leadership & Compensation and Mentoring & Induction frameworks.

Instructional Coaches: The Coach is assigned to a specific building to provide instructional support for building teachers; encouraging, demonstrating, observing and providing feedback to help teachers become more effective at integrating various instructional practices into the classroom setting. The teacher will be fully released from normal classroom duties.

Mentor: Mentors are paired with beginning teachers and join them for regularly scheduled structured meetings, providing both in-classroom and one-on-one conference support. They use these reflective conferences to build the teacher's capacity to make effective decisions. The mentor guides the beginning teacher in the use of classroom and student data to formulate

strategies, solutions, and next steps, and works collaboratively with other mentors to plan meaningful professional development for beginning teachers.

Curriculum Lead: The Curriculum Lead provides support to their grade-level/department colleagues. The Lead assists with developing, implementing, and maintaining a guaranteed and viable curriculum through the coordination and archiving of Power Standards, common instructional units, and common assessments. The lead also supports the identification of professional development, material, and other resource needs for their assigned grade level/department.

Non-TL Instructional Support Positions:

In addition to the positions funded through TLC, the Burlington Community School District employees professional services staff members who support both students and staff in order to promote improved educational outcomes for students.

Behavior Intervention Specialists: The Behavior Intervention Specialists works collaboratively with other educators to identify the learning and behavior management needs for students with challenging behaviors, develop appropriate behavior intervention plans and specialized program curriculum, and ensure that evidence based practices are implemented with fidelity. The Specialist works to ensure that individuals with disabilities who are exhibiting challenging behaviors are provided with appropriate educational programming.

MTSS/Intervention Facilitator: The MTSS Facilitator works with teachers and administrators to improve student achievement by supporting the implementation of an effective MTSS framework and other school improvement initiatives. The Facilitator is responsible for developing and supporting the effective use of processes and protocols, enabling building level MTSS teams and interventionists to effectively use data to identify student learning needs, target appropriate interventions, and evaluate the effectiveness of the District's intervention system. The Facilitator also provides services to principals, teachers and teams at identified buildings to support other school improvement initiatives.

Special Education Coordinators: The Special Education Coordinators provide expert leadership, consultation, oversight, and professional development to assist principals and educators, ensuring compliance and implementation of best practices. The Coordinators use a variety of strategies including coaching, consultation, collaboration, monitoring, facilitation, and the delivery of formal professional development to achieve the job goals. The Coordinators provide assistance with data analysis, collaborative teaming, resource alignment, observation/feedback, co-planning/co-teaching, classroom/behavior management, and compliance with state and federal guidelines. They collaborate and consult with teachers and other members of the IEP Team on the development of quality IEPs, as well as the implementation and evaluation of SDI/intervention strategies to support students using the Iowa SDI Framework.

YouthNet

Burlington Community School District's YouthNet Collaborative is a family, school, and community partnership to help our students and parents thrive through the joint efforts of community collaborations. The foundation of the YouthNet Collaborative is the Search Institute's Developmental Asset and Developmental Relationships framework. Based on decades of research in youth resilience, the Search Institute has identified 40 positive experiences and qualities that youth need to become confident, caring, and contributing members of our society as an adult. The greater number of assets that a youth has in his/her life, the better able the adolescent is to overcome adversity and thrive.

The 40 Developmental Assets are not a program, but rather a guide to the external and internal areas a youth needs based on the eight areas of human development. The Developmental Assets are divided into eight asset types; four external types and four internal types. The External Assets include the categories of Support, Empowerment, Boundaries & Expectations, and Constructive Use of Time. The Internal Assets include the categories of Commitment to Learning, Positive Values, Social Competencies, and Positive Identify. A youth's school, home, community, and neighborhood each impact the asset development of a BCSD student and in working together we aim to contribute to the Burlington area youth and families.

Together, the YouthNet Collaborative have five main goals:

1. Increase collaboration, communication, and resource sharing between BCSD, parents, and community providers.
2. Create and support programs throughout the District that positively impact the student's adult quality of life including out-of-school time programming and activities.
3. Create and support PiECES after school program for students and families in grades K-6 offering academic enrichments. In addition, opportunities for students and families to participate in community programs such as 4-H, Scouting America, Girl Scouts, Art Center of Burlington, the Burlington Public Library, and many other partners.
4. Establish and support the Club M youth mentoring program for students in grades K-4 to have a caring, consistent high school mentor throughout the school year.
5. Support and collaborate within BCSD and community partners to ensure that all students are fully participating in school and after school programming including students facing housing insecurity eligible for McKinney-Vento Act homeless or unaccompanied youth.

The Burlington Community School District employees the following full-time staff members to provide and coordinate YouthNet services for students and families.



Coordinator of Grants and Community Outreach: The Coordinator will work collaboratively with the BCSD Administration, supervise the YouthNet staff, and is responsible for achieving the goals of the YouthNet Collaborative. The Coordinator will collaborate with community service providers, organizations, businesses, and youth serving agencies to ensure a sharing of resources and collaboration between the District and our community. The Coordinator serves as the McKinney-Vento Homeless Liaison for the District, coordinating with building staff to support students and families who are experiencing homelessness. The Coordinator also writes and manages grants for the District that supports students, families, and District needs, ensuring that all awarded grants will be adhered to, financial responsibilities and budgeting, and objectives with evaluations met with the state, federal, and local funders. This includes working with the Iowa Afterschool Alliance, National Afterschool Alliance, Department of Education, Iowa Mentoring Partnership, national Mentor, and state-wide youth-serving or focused agencies.

PiECES Site Coordinator: The PiECES Site Coordinator is responsible for the daily management, staffing, and activities of the afterschool program. PiECES stands for Partners In Education, Community Educating Students. The PiECES Site Coordinator will work collaboratively with BCSD Administration, school day staff, Department Heads, and the YouthNet Supervisor to ensure the goals of the 21st Century Community Learning Center Grant, which funds the program, are met. The PiECES Site Coordinator will also collaborate with the Iowa Afterschool Alliance to ensure a quality, best practices program is delivered for the benefit of BCSD students.

Club M Coordinator: The Club M Coordinator is responsible for the daily management of the peer youth mentoring program. The Club M Coordinator recruits high school student mentors to serve in the program. The Club M Coordinator will screen, train, monitor and support volunteer mentors throughout the length of time they serve in the program. The Club M Coordinator will work collaboratively throughout the District to recruit students who would benefit from a mentor.

Curriculum, Academics, and Student Supports

Iowa Academic Standards

The Iowa Academic Standards (<https://educate.iowa.gov/pk-12/standards/academics>) serve as the foundation for the educational program of the Burlington Community School District. It is expected that course expectations and instruction be developed and delivered in a manner that ensures alignment with the student learning expectations of the Iowa Academic Standards. Our responsibility as educators is to provide each student with the instruction and intervention progress towards mastery of these standards.

The Iowa Academic Standards are intended to provide “clear and rigorous learning standards educators use to ensure all students are college, career, and future ready.” These Standards set of common expectations for school districts across the state. It is not a curriculum, so decisions about how to help students meet learning goals remain in the hands of local schools and teachers.

Universal Constructs

- Critical Thinking
- Complex Communication
- Creativity
- Collaboration
- Flexibility and Adaptability
- Productivity and Accountability

Content Area Standards

- Literacy
- Mathematics
- Science
- Social Studies
- 21st Century Skills/CTE
- Computer Science
- Fine Arts
- Physical Education and Health

To operationalize these standards, educators in the Burlington Community School District follow the Professional Learning Communities model to engage in a continuous collaborative process to prioritize standards, define essential outcomes, design learning progressions with aligned assessments, and develop and deliver instructional units.

MTSS Process and Intervention Systems

Multi-Tiered System of Supports (MTSS) in Iowa addresses the needs of every student to improve outcomes using data driven decisions and evidence-based practices in instruction. The MTSS framework identifies instructional needs and monitors the impact of instruction for all learners. This work starts with high-quality universal instruction and the screening of all learners with intervention provided, either remedial or accelerative, as warranted. Ongoing and regular progress monitoring helps determine instructional effectiveness and guides subsequent decision-making. (Iowa Department of Education)

The Burlington Community School District has established guidance and procedures to support school teams in following the MTSS process for evaluating instructional, identifying student needs, and implementing appropriate interventions. This process is used to support decision making and planning across multiple domains including academics, behavior/ mental health, and attendance.

Multi-Tiered Systems of Support (MTSS)

Tier 3 Intensive Interventions

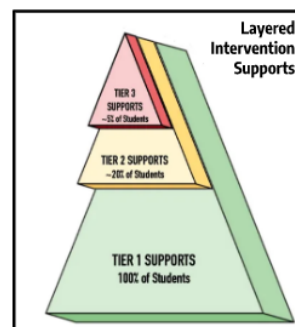
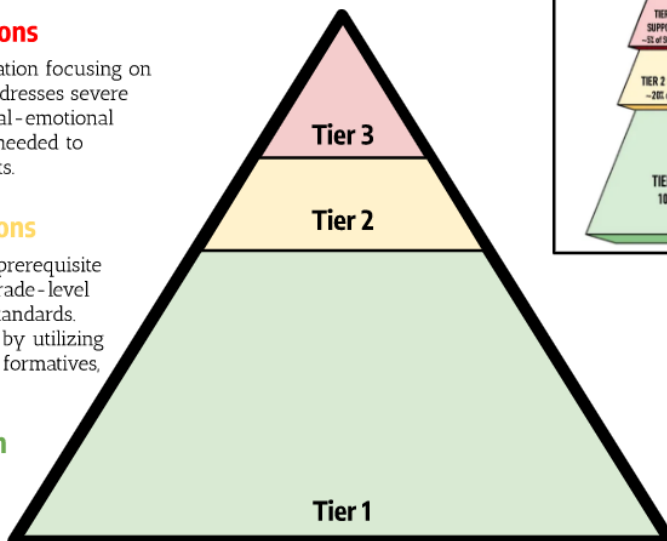
Individualized, intensive remediation focusing on skills far below grade-level. Addresses severe and persistent academic or social-emotional needs. Additional data may be needed to diagnose gaps in essential targets.

Tier 2 Targeted Interventions

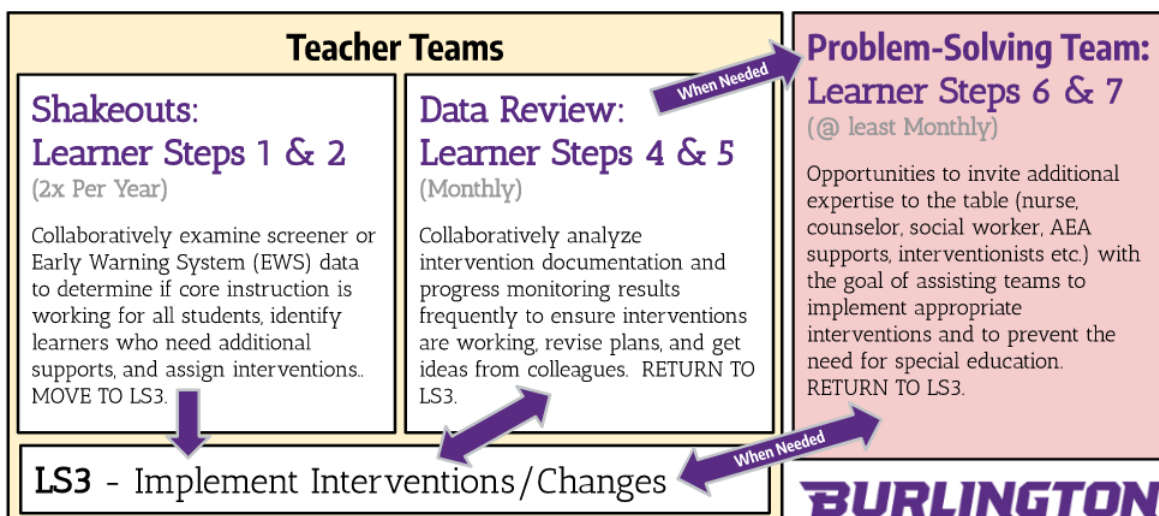
Additional support focusing on prerequisite skills students need to master grade-level academic or social-emotional standards. Needs can usually be identified by utilizing existing assessments (screeners, formatives, etc.).

Tier 1 Universal Instruction

Access to essential grade-level academic and social-emotional standards for ALL STUDENTS.



Data-Based Decision-Making Processes @ BCSD



Culture of Mutual Respect and Learning

The Burlington Community School District is committed to ensuring that all students and staff feel safe and supported. To accomplish this, the District supports the implementation of evidence based practices and school-wide programs and interventions alongside our family and community outreach efforts.

Every member of the school community plays a role in establishing and maintaining a strong culture and positive environment for learning and working. In addition, there are dedicated professionals who are available to students, families, and staff including School Counselors, Social Services Specialists, and Student Success Advocates. See the Teacher Leadership and YouthNet sections of this Handbook for district-wide support professionals.

Leader In Me

Rooted in the timeless principles of The 7 Habits of Highly Effective People® and The 4 Disciplines of Execution®, Leader in Me transforms classrooms by fostering a culture of school-wide leadership. These habits are designed to help individuals develop leadership skills, build stronger relationships, and achieve greater success in all areas of their lives.

The 7 Habits of Highly Effective People, a core principle of the Leader in Me program, equips individuals with the skills for personal and interpersonal effectiveness. These habits, which are taught in schools and families, are designed to cultivate leadership, responsibility, and other essential life skills.

The 7 Habits are:

1. Be Proactive: Taking responsibility for one's own life and actions, rather than blaming external factors.
2. Begin with the End in Mind: Defining a clear purpose and direction for one's life and goals.
3. Put First Things First: Prioritizing tasks and activities based on importance and value.
4. Think Win-Win: Seeking mutually beneficial solutions in all interactions.
5. Seek First to Understand, Then to Be Understood: Practicing active listening and understanding others' perspectives before expressing one's own.
6. Synergize: Working collaboratively with others to achieve greater results than one could alone.
7. Sharpen the Saw: Regularly renewing one's physical, mental, and spiritual well-being.



Positive Behavior Intervention and Supports (PBIS)

Our PBIS expectations for our students in all learning areas are:

1. Be Respectful
2. Be Responsible
3. Be Safe

Trauma and Adversity

Educators in the Burlington Community School District understand the role that trauma and adversity plays in childhood development and a student's ability to engage in academic learning. The Burlington Community School District has been purposeful in professional learning related to trauma and adversity as well as developing support programs that are designed to meet the needs of students who are at-risk.

Assessment for Student Learning

Educators in the Burlington Community School District understand that student assessment is critical to student learning. The District follows the Classroom Assessment Model proposed by Chappuis and Stiggins (2012, 2020) which outlines 5 Keys to Quality Classroom Assessment

1. Clear Purpose
2. Clear Learning Targets
3. Sound Design
4. Formative Usefulness and Feedback
5. Effective Communication of Results

Teachers are expected to follow the procedures outlined in Student Handbooks, Course Catalogs, and other established building procedures related to student work completion, credit recovery, test retakes, and other issues related to the awarding of grades and credits.

The District also adheres to a purposefully designed regiment of District-Wide Assessments which are intended to provide results for universal screening, program evaluation, and state reporting.

Assessment Tool	Grade Levels	Purpose	Administration
Teaching Strategies Goldfinch	PK	Academic/Developmental Screener	Fall, Winter, Spring
Teaching Strategies Gold	PK	Summative/Benchmarking	Continuous
Formative Assessment System for Teachers (FAST)	K-8	Reading Screening	Fall, Winter, Spring
i-Ready	K-8	Math Screening and Curriculum Embedded Assessment	Fall, Winter, Spring
Iowa Statewide Assessment of Student Progress	3-11	Reading, Math, and Science State Accountability	Spring
Naglieri General Ability Tests	2	Screening for ELP/TAG Services	Spring

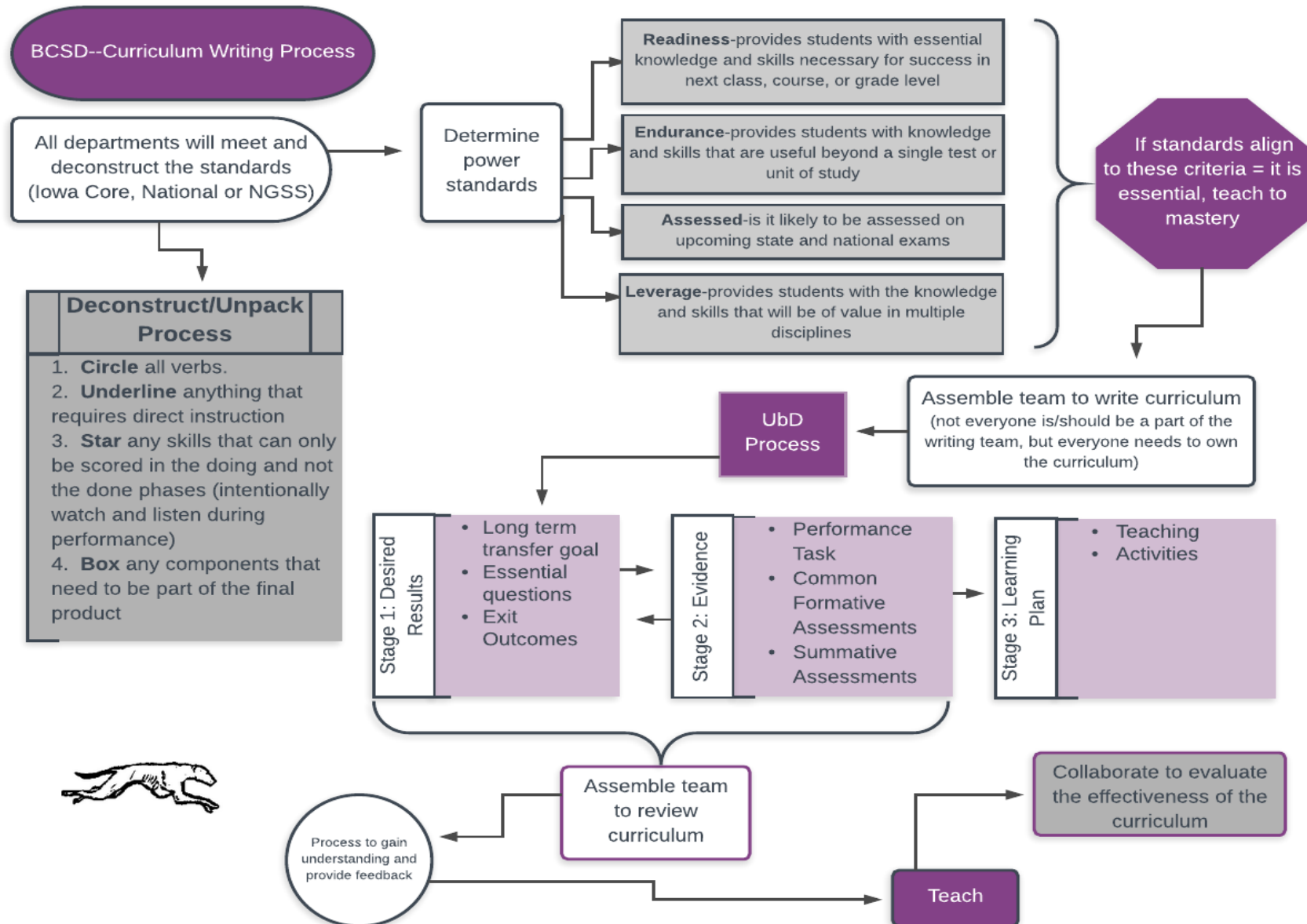
Instructional Materials, Programs, and Practices

The Burlington Community School District selects and develops materials and practices that are research based, aligned to the Iowa Core, and meet locally identified needs and priorities. The following list is not exhaustive, but provides an overview of the primary instructional materials, programs, and practices that teachers are expected to utilize as part of Tier I/core instruction.

Locally developed units are expected to be collaboratively designed following the Understanding by Design framework. These units should be banked using the EduPlanet21 Unit Planner.

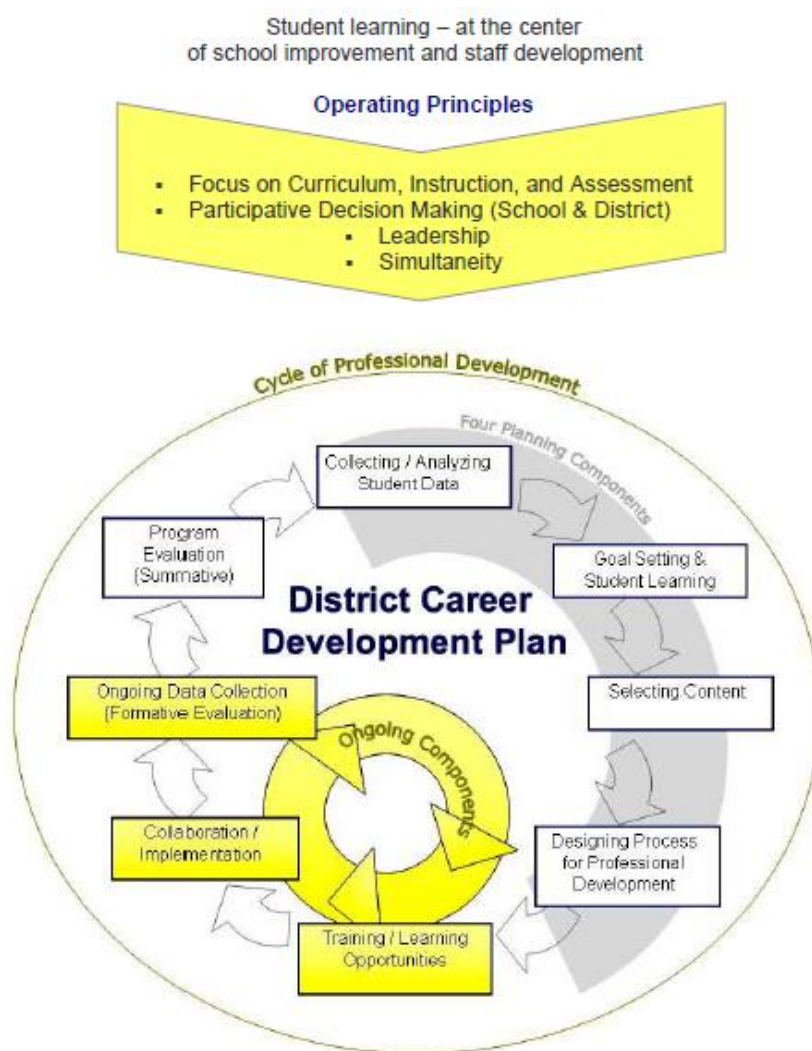
	K-4	Intermediate School	Middle School	High School
English-Language Arts	Into Reading (HMH) Really Great Reading Foundational Skills and Handwriting (PK-1) Handwriting without Tears (2 nd)	Into Reading (HMH)	StudySync (McGraw Hill)	myPerspectives (Savvas)
Mathematics	Ready and i-Ready (Curriculum Associates)	Ready and i-Ready (Curriculum Associates)	Reveal Mathematics (McGraw Hill)	Illustrative Mathematics Locally Developed Units
Science	FOSS	OpenSciEd	OpenSciEd	Locally Developed Units OpenSciEd
Social Studies	Locally Developed Units	Locally Developed Units Junior Achievement	Locally Developed Units Savvas US History Junior Achievement	Locally Developed Units Savvas US History
Social Emotional/ Leadership	Leader In Me	Leader in Me	Leader in Me i-JAG	i-JAG
Computer Science		Ellipses	Ellipses	Project Lead the Way
Other Content Areas	Locally Developed Units	Locally Developed Units	Locally Developed Units	Locally Developed Units

Burlington Community School District Curriculum Writing Process



Iowa Professional Development Model

The Iowa Professional Development Model is a statewide framework used by schools to help guide decisions making. More information can be found at <https://educateiowa.gov/pk-12/educator-quality/teacher-quality/iowa-professional-development-model-ipdm>



Professional Development activities in the Burlington Community School District are designed and delivered as described in Iowa Code, Chapter 284.

284.1 Student achievement and teacher quality program. A student achievement and teacher quality program is established to promote high student achievement. The program shall consist of the following major elements:

1. Career paths with compensation levels that strengthen Iowa's ability to recruit and retain teachers.
2. Professional development designed to directly support best teaching practices.
3. Evaluation of teachers against the Iowa teaching standards.

Professional Development Days

Professional Development is critical to the success of our staff and, in turn, the success of our students. PD days are considered full work days for certified staff members. Following the Iowa Professional Development Model, a variety of professional development activities, focused work time, and collaboration may be scheduled during these days.

Teachers may also be given time to complete online learning modules, collaboration, or other professional activities outside of the regularly scheduled PD day. In these cases, teachers will be given the flexibility to arrive late or leave early for a portion of the PD day in order to make-up the time. This is intended to provide greater flexibility for the staff members and to support more timely collaboration and spacing of professional learning. Efforts will be made to notify the staff no less than five calendar days in advance regarding their scheduled time commitments for PD days.

Collaboration

“The greatest asset in any knowledge-based organization is the expertise of its professionals... The most important challenge faced by any such organization is bringing that collective expertise to bear on problems that, increasingly, are so complicated and so sophisticated that no single expert, no matter how smart or hardworking, is in a position to solve them” (p. 1). “Collaboration is a means towards achieving the goal of solving complex, interesting problems” (p. 3).

Gardner, H. (2016). *Smart Collaboration*

The Burlington Community School District is engaged in the Professional Learning Communities process. Teacher collaboration should be focused on improving teaching and learning by helping teachers answer the questions

1. What do we expect all students to know and be able to do?
2. How will we know when they’ve learned it?
3. What will we do if they haven’t learned it?
4. What will we do when they have learned it?

The work of collaborative teams in the Burlington Community School District should be focused on identifying priority standards and common essential questions, developing common assessments that measure those agreed upon learning outcomes, developing common instructional units using best practices in teaching and instructional design, and reviewing evidence of student learning to reflect on and plan instruction and intervention.

Iowa Code 284.6(8) requires 36 hours of teacher collaboration per year. The Burlington Community School District ensures teachers have adequate time for collaboration by providing time on Professional Development Days as well as embedded time within the regular contract day for common meeting times.

Collaborative teams should be formed, in most cases, around common grade levels at the elementary and departments at the secondary, though there may be instances where exceptions are reasonable. In short, you should share content and/or kids.

Mandatory Training and Licensure

All certified staff members are responsible for maintaining their licensure with the Iowa Board of Educational Examiners (boee.iowa.gov) and ensuring that they have completed trainings and certifications that are required by the Iowa Board of Educational Examiners. Currently, these include but are not limited to

AEA PD Online <https://training.aealearningonline.org>

- Bloodborne Pathogens (Annually)
- Suicide Prevention and Postvention (Annually)
- Adverse Childhood Experience Identification and Strategies to Mitigate Toxic Stress Response (Annually)
- Bullying and Harassment Prevention and Intervention (Every 3 years)

Iowa Department of Public Health <https://dhs.iowa.gov/child-welfare/mandatoryreporter>

- Mandatory Reporter (Every 3 Years)

Certified Staff Evaluation Procedures

Purpose

An employee shall be observed (both formally and informally) by the building principal or appropriate licensed evaluator for the purpose of evaluation, which includes the improvement of instruction. Procedures for evaluations will follow the Iowa Teaching Standards and the Professional Growth Model.

Notification

Prior to October 1 of each year, each employee to be evaluated shall be notified in writing. The evaluator will discuss the evaluation procedures and instruments and will provide copies of evaluation instruments. No subsequent steps of this evaluation procedure will take place until this orientation has occurred.

Formal Evaluation Procedures

1. During an initial licensed employee's first two years of employment, the employee shall be formally evaluated at least three (3) times annually.
2. During a standard licensed employee's first year of employment, the employee shall be formally evaluated at least two (2) times. If district standards are not met in year one, a second year of employment may be offered and include at least two (2) additional formal evaluations.
3. After successful completion of their first year(s) in the district (number 1 or 2 above), each employee will be formally evaluated once every three (3) years or as is necessary to best serve the instructional process. An evaluation, conducted by the building principal or appropriately licensed evaluator, shall consist of
 - a. At least one (1) formal observation including a pre-observation, written feedback, and post-observation.
 - b. A formal, written document providing evidence of continuing to meet the Iowa Teaching Standards and Criteria.
 - c. The development of and annual conferencing related to the Individual Professional Development Plan.
 - d. The evaluation will use the tools and instruments designed by the district.
 - e. Information resulting from formal and/or informal evaluations will be utilized in completing the employee's evaluation.
4. Any complaint or concern against the teacher that might be used in the evaluation process will be brought to the attention of the teacher involved in a timely manner, generally within five (5) days.

Individual Professional Development Plan

All teachers who have successfully completed their probationary period shall develop and maintain an Individual Professional Development Plan. Teachers and evaluators are encouraged to refer to the Iowa Model Educator Evaluation System, available at <https://educateiowa.gov/sites/files/ed/documents/IaMEES.pdf>.

An individual professional development plan needs to emphasize a continuous appraisal of the career teacher's performance. The plan and process needs to be flexible, creative, and stimulating. At a minimum, a teacher's plan should reflect the needs of the teacher, integrate the Iowa Teaching Standards and Criteria, and support the student learning goals of the attendance center. A teacher shares responsibility in developing and implementing the individual professional development plan with the evaluator and works collaboratively with colleagues in regularly monitoring and adjusting the plan. If summative and formative components of the teacher's evaluation indicate the teacher needs additional training and supports, the individual professional development plan should articulate the same skills and/or practices that are being studied collectively with other educational professionals. A team of

teachers (e.g., grade-level, multi-grade, content specific, etc.) may collaboratively create, implement, monitor, and adjust a professional development plan if it suffices the same criteria as an individual professional development plan.

An evaluator needs to be satisfied that the plan addresses the building and/or district student learning goals and supports the Iowa Teaching Standards and Criteria. Individual or team professional development plan is reviewed, refined, and finalized annually and according to local board policy and performance review requirements for teachers outlined in IAC 284.8(1). (Iowa Model Educator Evaluation System, p. 29)

Conference and Copy

Most documentation for evaluation processes, including the individual growth plan, is completed and maintained within the evaluation system. Many of our forms are modeled after the Iowa Model Educator Evaluation System, available at <https://educateiowa.gov/sites/files/ed/documents/IaMEES.pdf>.

The employee will have a conference with the evaluator within seven (7) school days of each observation. This timeline may be extended through mutual agreement. A copy signed by both parties shall be given to the employee upon completion of the conference. The employee's signature indicates awareness of the content of the evaluation.

Response

If the employee feels his/her evaluation is unfair or inaccurate, he/she may submit a written response to his/her evaluator. The response shall be attached to any file copy of the employee's evaluation and shall be signed and dated by both parties to indicate awareness of content.

The District shall not be obligated to process any evaluation appeal after service of a notice and recommendation to terminate the employee's contract pursuant to Chapter 279 of the Code of Iowa.

Intensive Assistance

If the District determines that a non-probationary employee should be placed on an Intensive Assistance Program, the District will comply with the intensive assistance program procedures contained in the Iowa Model Educator Evaluation System, available at <https://educateiowa.gov/sites/files/ed/documents/IaMEES.pdf>.

Personnel Files

Access to employee's personnel files will be granted in accordance with Iowa Code.

Work Assignments

Work Assignments

Work assignments and schedules are determined by the building Principal or direct supervisor. Work assignments and schedules shall be consistent with the employee's area of licensure, employment classification (see Appendix) and job description, and the parameters outlined in the Master Contract Agreement.

REDUCTION IN FORCE PROCEDURES

In the event the District determines that a reduction in force is necessary, the following procedures will be followed:

1. Employees in the affected employment classification (district-wide) will be considered based on qualifications and seniority for possible reduction.
2. If an employee to be reduced is certified, endorsed, and or approved in more than one employment classification, and has more district-wide seniority than the least senior employee in any one of those employment classifications, the employee will be reassigned to the area of certification/classification that has the least senior employee.
3. The employees to be reduced will be notified by the Superintendent or his/her designee in accordance with the Code of Iowa (i.e. April 30).

Recall

Before new employees are hired to fill vacant positions, properly certified, endorsed, and/or approved reduced employees will be recalled in order of district-wide seniority held at the time of reduction, most senior recalled first.

1. Reduced employees will advise the Superintendent or his/her designee of their current addresses and phone numbers.
2. Reduced employees to be recalled will be contacted by telephone, followed by a written notice by personal delivery or by certified letter, return receipt requested. The employee must indicate in writing by personal delivery or by certified mail, return receipt requested of his/her desire and availability to return to work within ten (10) days from receipt of initial notice (phone contact or letter) of recall.
3. An employee who is recalled to a position after having been reduced shall be placed on the step of the Salary/Career Increment Schedule (Schedule A) which he/she would have held the year following the one in which reduction occurred and will maintain those benefits accumulated prior to reduction. Employees do not lose or gain seniority during the period of reduction.
4. An employee with recall rights may continue insurance benefits by timely paying premiums in accordance with continuation rights of the carrier.

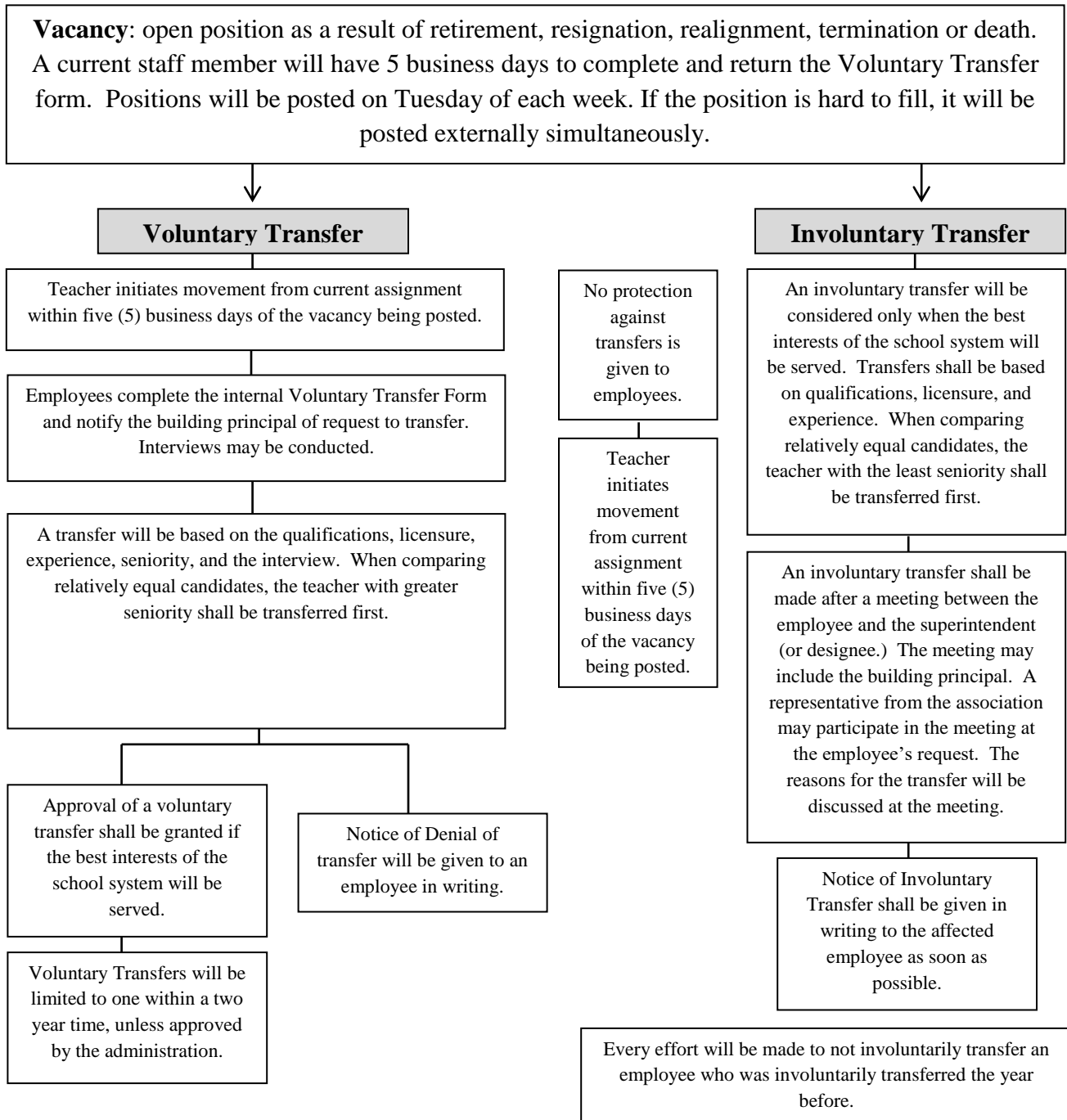
5. An employee with recall rights shall have the right to secure other employment during the period of reduction.
6. The District shall annually provide the Association with a current list of those who have retained recall rights.
7. Reduced employees will advise the Superintendent or his/her designee of their current addresses and phone numbers.
8. Reduced employees to be recalled will be contacted by telephone, followed by a written notice by personal delivery or by certified letter, return receipt requested. The employee must indicate in writing by personal delivery or by certified mail, return receipt requested of his/her desire and availability to return to work within ten (10) days from receipt of initial notice (phone contact or letter) of recall.
9. An employee who is recalled to a position after having been reduced shall be placed on the step of the Salary/Career Increment Schedule (Schedule A) which he/she would have held the year following the one in which reduction occurred and will maintain those benefits accumulated prior to reduction. Employees do not lose or gain seniority during the period of reduction.
10. An employee with recall rights may continue insurance benefits by timely paying premiums in accordance with continuation rights of the carrier.
11. An employee with recall rights shall have the right to secure other employment during the period of reduction.

Recall rights terminate if:

- a. twelve (12) months, measured from the first day of the next regular work year which follows the reduction, have elapsed.
 - b. the employee fails to notify the Superintendent or his/her designee of a change of address and/or phone number until this information is updated.
 - c. the employee waives in writing his/her right to priority for recall until further notification from the employee.
 - d. the employee's certification or license lapses until certification or license is restored.
12. The District shall annually provide the Association with a current list of those who have retained recall rights.

VACANCIES

All vacancies will be posted internally for five (5) business days. Internal applicants will have until the 5th business day to complete and submit the Voluntary Transfer Application. Positions that are hard to fill will be immediately posted both internally and externally. Internal applications will be considered based on qualifications, job performance and seniority. Transfers within the district will be granted at the discretion of the administration. Typically, teachers in their probationary period or on a Tier III Plan are not considered for a voluntary transfer.



Compensation

INSURANCE

The District makes group health benefits available to eligible employees and their family members. Eligible members are full time or part time employees who are contracted thirty (30) hours or more per week. Health benefits are paid in part by the district. The remainder of the cost is the employee's responsibility. The District also provides other employer paid and voluntary benefits. Employees can receive details about benefits provided, contribution rates and eligibility from the Insurance Coordinator, ext. 1408.

WORKERS COMPENSATION

The District utilizes a Designated Physician Program through Great River Business Health for all workers compensation related matters. Any work related injuries need to be reported to your supervisor or a district nurse within 24 hours of the injury. If medical treatment is required, the district will schedule an appointment with the designated physician.

MENTORING

Employees serving as mentors under the teacher compensation law shall be paid as funded from the state. In the event a new mentor is assigned to a mentee, the remainder of the compensation will be divided according to contract days (served) by the former and new mentor.

Family Medical Leave Act

In Accordance with the Family Medical Leave Act (FMLA), eligible employees may take up to twelve (12) work weeks of unpaid, job-protected, leave in any rolling 12-month period for certain medical and/or family medical related reasons. The twelve (12) month period is defined as the twelve months beginning the first date that the Family and Medical Leave is taken. Employees are eligible if they have been employed for at least twelve months and have worked a minimum of 1,250 hours over the last twelve (12) months. Contact the Human Resources Department if you have questions regarding FMLA.

Classroom Care

1. Please do not slide things like desks, etc. across the floor and scratch or damage it. Ask Custodians for assistance.
2. Refrigerators and microwaves and ANY type of plug-in air freshener device are not allowed. Exceptions may be allowed for PreK, Kindergarten, and Special Education classrooms, and for documented medical needs. Coffee makers are allowed.
3. Teachers are not allowed to remove items from their walls or create nail holes, etc. Examples for removal would be a TV, tack strips, white boards, or bulletin boards. Please contact Maintenance for this question. Please use something like command strips for hanging extra things so we do not damage walls and create a lot of extra wall repair and painting.
4. If you want to bring residential type furniture into your room you must first get the permission of the building Principal, then the district's Supervisor of Buildings and Grounds BEFORE you bring it in.
5. Please remember your storage restrictions to the ceiling. If your building has a Fire Sprinkler System, your storage must be 18 inches below your ceiling level. If your building does not have a Sprinkler System you must remain 24 inches below the ceiling. Please feel free to ask the Supervisor of Buildings and Grounds if you're not sure.
6. Power strips are allowed but must be UL rated and must have a circuit breaker. They must be plugged directly into the wall. You CANNOT toe nail or plug power strips into each other. A coffee maker MUST be plugged into an outlet directly. You cannot use a power strip for appliances. You are also not allowed to alter outlets to accept more plugs.
7. Extension cords are allowed but only for temporary use. A zip cord is not allowed in the buildings at all. A zip cord is a cheap usually brown or white cord that is the size of a standard cord that you can usually plug 3 things into. These are dangerous as they are not made to handle much amperage and will short out easily. Please ask the Supervisor of Buildings and Grounds for assistance if you're not sure.
8. Please limit combustible materials in your room. This also would include things hanging on the walls and cabinets.
9. Please keep open fire egress and ADA accessibility to your classrooms.
10. Wood or plastic door wedges are not allowed. There are some foam door wedges that have been approved by the fire marshal. You cannot leave your room unoccupied with the door wedged open. Any questions, please contact the Supervisor of Buildings and Grounds office.
11. If you feel your classroom or any room is not adequately clean, please contact your Principal.

If you have questions about any of these items or other classroom care concerns, please contact the Supervisor of Buildings and Grounds.

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COMPENSATION DOCUMENTS

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Appendix B: Supplemental Pay

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EVALUATION DOCUMENTS

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Appendix E: Code of Professional Conduct and Ethics

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Appendix F: Board Policy Excerpts

Appendix G: Travel Reimbursement

Appendix H: Workplace Expectations

Appendix I: Annual AHERA Notice

APPENDIX A - EMPLOYMENT CLASSIFICATIONS

1. Classroom teachers, grades PreK-6.
2. Elementary special area teachers, grades PreK-6:
 - a. Special Education
 - b. Vocal Music
 - c. Instrumental Music
 - d. Physical Education
 - e. Art
 - f. Counselors
 - g. Media Specialists
 - h. English As a Second Language (English Language Learner)
 - i. Gifted and Talented (Extended Learning Program)
 - j. TLC Coach
 - k. Interventionist
3. Teachers in grades 7 through 12 within the curricular or subject areas hereinafter provided:
 - a. Language Arts / Literature/Reading
 - b. Social Studies
 - c. Mathematics
 - d. Science
 - e. Foreign Language
 - f. Family and Consumer Science
 - g. Industrial Technology
 - h. TLC Coach
 - i. Business Education
 - j. Art
 - k. Vocal Music
 - l. Instrumental Music
 - m. Physical Education / Health
 - n. Counselors
 - o. Media Specialists
 - p. Special Education
 - q. Alternative High School
 - r. Computers (middle school) / Math Lab (middle school)
 - s. English As a Second Language (English Language Learner)
 - t. Gifted and Talented (Extended Learning Program)
 - u. At-Risk
4. School Nurses

APPENDIX B - SUPPLEMENTAL PAY

APPENDIX B - SUPPLEMENTAL PAY

It is not implied nor is it inferred by this schedule of extra-duty pay that the positions listed herein are mandated, nor is it implied or inferred that the Board is required to employ the services of a person for each position hereby listed in the schedule.

High School	% of Supplemental Generator Base
Art Club Sponsor	2.0
Cheerleader Sponsor (Fall)	7.0
Cheerleader Sponsor (Winter)	7.0
Class Sponsor (Junior)	2.0
Class Sponsor (Senior)	4.0
Concert Band	10.0
DECA Club	4.0
Head Musical Director	4.0
Assistant Musical Director	3.0
Head Play Director	4.0
Assistant Play Director	3.0
Musical Tech Director	3.0
Play Tech Director	3.0
Flag Corps	2.5
Speech and Debate Coach	10.0
Family, Career and Community Leaders of America	2.0
Health Occupations Student Association (HOSA)	2.0
Marching Band	4.0
Minority Scholars Sponsor	2.0
National Honor Society Sponsor	2.0
Orchestra	10.0
Pathfinder Sponsor	6.0
Science Club Sponsor	2.0
Skills USA	2.0
Student Council Sponsor	6.0
Leo Club	2.0
TSA Sponsor	2.0
Varsity Club Sponsor	5.0
Vocal Music	10.0
GSA	2.0
Department Head	3.0

High School Athletic Position	% Supplemental Generator Base
Football (Head)	20.0
Football (Assistant)	12.0
Football (Head Soph)	12.0
Football (Assistant Soph)	12.0
Football (Head Frosh)	12.0
Football (Assistant Frosh)	12.0
Basketball (Head)	20.0
Basketball (Assistant)	12.0
Basketball (Soph)	12.0
Basketball (Frosh)	12.0
Trainer	17.0
Wrestling (Head)	20.0
Wrestling (Assistant)	12.0

Track (Head)	15.0
Track (Assistant)	10.0
Swimming (Head)	15.0
Swimming (Assistant)	10.0
Softball (Head)	15.0
Softball (Assistant)	10.0
Baseball (Head)	15.0
Baseball (Assistant)	10.0
Tennis (Head)	15.0
Tennis (Assistant)	10.0
Volleyball (Head)	20.0
Volleyball (Assistant)	12.0
Golf	10.0
Cross Country	10.0
Soccer (Head)	15.0
Soccer (Assistant)	10.0
Bowling	6.0
Dance	7.0
Winter E-Sports	6.0
Spring E-Sports	6.0

Middle School Athletic Position

% Supplemental Generator Base

Cross Country Combined (Head)	8.0
Football (Head)	8.0
Football (Asst.)	7.0
Basketball (8th)	8.0
Basketball (8th Asst)	7.0
Basketball (7th)	8.0
Basketball (7th Asst)	7.0
Track (Head)	8.0
Track (Assistant)	7.0
Wrestling (8th)	8.0
Wrestling (7th)	8.0
Volleyball (Head)	8.0
Volleyball (Asst.)	7.0
Soccer (Head)	8.0
Soccer (Asst)	7.0
Special Olympics	8.0

Middle School

TSA Sponsor	2.0
Instrumental Music	4.0
Newspaper Sponsor	4.0
Vocal Music	4.0
MS Cheer Sponsor	3.5
Assistant MS Cheer Sponsor	2.5

Strength Training

High School Summer Program	5.0
High School Fall/Winter/Spring	2.0
Middle School Summer Program	2.0

In the event an activity is discontinued by the Board for lack of participants, unavailability of certified coaches, or loss of facilities, the employee assigned by the activity will be paid for services rendered in the activity, while the activity was actually in progress, on a prorated basis.

Appendix C: IOWA TEACHING STANDARDS AND CRITERIA

The formal evaluation, or Performance Review, shall be based on the following Iowa Standards and Criteria. One (1) or more of the criteria shall be used as goals when developing the Individual Career Development Plan. The goals shall be mutually agreed upon whenever possible. It is not contemplated that each criteria shall be rated, nor evidence for each required.

STANDARD 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

The Teacher:

- a) Provides evidence of student learning to students, families and staff.
- b) Implements strategies supporting student, building, and district goals.
- c) Uses student performance data as a guide for decision making.
- d) Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e) Creates an environment of mutual respect, rapport, and fairness.
- f) Participates in and contributes to a school culture that focuses on improved student learning.
- g) Communicates with students, families, colleagues, and communities effectively and accurately.

STANDARD 2: Demonstrates competence in content knowledge appropriate to the teaching position.

The Teacher:

- a) Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b) Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c) Relates ideas and information within and across content areas.
- d) Understands and uses instructional strategies that are appropriate to the content area.

STANDARD 3: Demonstrates competence in planning and preparing for instruction.

The Teacher:

- a) Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b) Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c) Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d) Selects strategies to engage all students in learning.
- e) Uses available resources including technologies, in the development and sequencing of instruction.

STANDARD 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

The Teacher:

- a) Aligns classroom instruction with local standards and district curriculum.
- b) Uses research-based instructional strategies that address the full range of cognitive levels.
- c) Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d) Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e) Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f) Uses available resources, including technologies, in the delivery of instruction.

STANDARD 5: Uses a variety of methods to monitor student learning.

The Teacher:

- a) Aligns classroom assessment with instruction.
- b) Communicates assessment criteria and standards to all students and parents.
- c) Understands and uses the results of multiple assessments to guide planning and instruction.
- d) Guides students in goal setting and assessing their own learning.
- e) Provides substantive, timely and constructive feedback to students and parents.
- f) Works with other staff and building and district leadership in analysis of student progress.

STANDARD 6: Demonstrates competence in classroom management.

The Teacher:

- a) Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b) Establishes, communicates, models, and maintains standards of responsible student behavior.
- c) Develops and implements classroom procedures and routines that support high expectations for student learning.
- d) Uses instructional time effectively to maximize student achievement.
- e) Creates a safe and purposeful learning environment.

STANDARD 7: Engages in professional growth.

The Teacher:

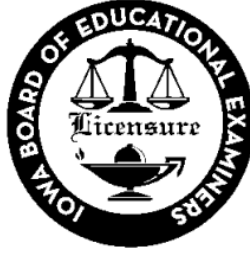
- a) Demonstrates habits and skills of continuous inquiry and learning.
- b) Works collaboratively to improve professional practice and student learning.
- c) Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d) Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

STANDARD 8: Fulfills professional responsibilities established by the school district.

The Teacher:

- a) Adheres to board policies, district procedures, and contractual obligations.
- b) Demonstrates professional and ethical conduct as defined by state law and district policy.
- c) Contributes to efforts to achieve district and building goals.
- d) Demonstrates an understanding of and respect for all learners and staff.
- e) Collaborates with students, families, colleagues, and communities to enhance student learning.

Appendix D: Code of Professional Conduct



Code of Professional Conduct and Ethics

Grimes State Office Building

400 E. 14th St.

Des Moines, IA 50319-0147

Website: <http://www.boee.iowa.gov>

Phone Number: 515-281-3245

Fax Number: 515-281-7669

Updated as of 05.02.14

CHAPTER 25: CODE OF PROFESSIONAL CONDUCT AND ETHICS

282 - 25.1 (272) Scope of standards. This code of professional conduct and ethics constitutes mandatory minimum standards of practice for all licensed practitioners as defined in Iowa Code chapter 272. The adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession.

282 - 25.2 (272) Definitions. Except where otherwise specifically defined by law:

“Administrative and supervisory personnel” means any licensed employee such as superintendent, assistant superintendent, associate superintendent, principal, assistant principal, associate principal, or other person who does not have as a primary duty the instruction of pupils in the schools.

“Board” means the Iowa board of educational examiners.

“Discipline” means the process of sanctioning a license, certificate or authorization issued by the Board.

“Ethics” means a set of principles governing the conduct of all persons governed by these rules.

“Fraud” means knowingly providing false information or representations on an application for licensure or employment, or knowingly providing false information or representations made in connection with the discharge of duties.

“License” means any license, certificate, or authorization granted by the Board.

“Licensee” means any person holding a license, certificate or authorization granted by the Board.

“Practitioner” means an administrator, teacher, or other licensed professional who does not hold or receive a license from a professional licensing board other than the board of educational examiners and who provides educational assistance to students.

“Responsibility” means a duty for which a person is accountable by virtue of licensure.

“Right” means a power, privilege, or immunity secured to a person by law.

“Student” means a person, regardless of age, enrolled in a prekindergarten through grade 12 school, who is receiving direct or indirect assistance from a person licensed by the Board.

“Teacher” means any person engaged in the instructional program for prekindergarten through grade 12 children, including a person engaged in teaching, administration, and supervision, and who is required by law to be licensed for the position held.

282 - 25.3 (272) Standards of professional conduct and ethics. Licensees are required to abide by all federal, state and local laws applicable to the fulfillment of professional obligations. Violation of federal, state, or local laws in the fulfillment of professional obligations constitutes unprofessional and unethical conduct which can result in disciplinary action by the board. In addition, it is hereby deemed unprofessional and unethical for any licensee to violate any of the following standards of professional conduct and ethics:

25.3 (1) Standard I. Conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse.

Violation of this standard includes:

Fraud. Fraud means the same as defined in rule 282-25.2(272).

Criminal Convictions. The commission of or conviction for a criminal offense as defined by Iowa law provided that the offense is relevant to or affects teaching or administrative performance.

(1) Disqualifying criminal convictions. The board shall deny an application for licensure and shall revoke a previously issued license if the applicant or licensee has, on or after July 1, 2002, been convicted of, has pled guilty to, or has been found guilty of the following criminal offenses, regardless of whether the judgment of conviction or sentence was deferred:

1. Any of the following forcible felonies included in Iowa Code section 702.11: Child endangerment, assault, murder, sexual abuse, or kidnapping;
2. Any of the following criminal sexual offenses, as provided in Iowa Code chapter 709, involving a child:
 - First, second or third-degree sexual abuse committed on or with a person who is under the age of 18;
 - Lascivious acts with a child;
 - Assault with intent to commit sexual abuse;
 - Indecent contact with a child;
 - Sexual exploitation by a counselor;
 - Lascivious conduct with a minor;
 - Sexual exploitation by the school employee;
 - Enticing a minor under Iowa Code Section 710.10; or
 - Human trafficking under Iowa Code section 710A.2;
3. Incest involving a child as prohibited by Iowa Code section 726.2;
4. Dissemination and exhibition of obscene material to minors as prohibited by Iowa Code section 728.2;

5. Telephone dissemination of obscene material to minors as prohibited by Iowa Code section 728.15;

6. Any offense specified in the laws of another jurisdiction, or any offense that may be prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1)“b”(1); or

7. Any offense under prior laws of this state or another jurisdiction, or any offense under prior law that was prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1)“b”(1).

(2) Other criminal convictions and founded child abuse. In determining whether a person should be denied a license or whether a licensee should be disciplined based upon any other criminal conviction, including a conviction for an offense listed in 25.3(1)“b”(1) which occurred before July 1, 2002, or a founded report of abuse of a child, the board shall consider:

1. The nature and seriousness of the crime or founded abuse in relation to the position sought;

2. The time elapsed since the crime or founded abuse was committed;

3. The degree of rehabilitation which has taken place since the crime or founded abuse was committed;

4. The likelihood that the person will commit the same crime or abuse again;

5. The number of criminal convictions or founded abuses committed; and

6. Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety.

a) Sexual involvement or indecent contact with a student. Sexual involvement includes, but is not limited to, the following acts, whether consensual or nonconsensual: fondling or touching the inner thigh, groin, buttocks, anus, or breasts of a student; permitting or causing to fondle or touch the practitioner’s inner thigh, groin, buttocks, anus, or breasts; or the commission of any sex act as defined in Iowa Code section 702.17.

b) Sexual exploitation of a minor. The commission of or any conviction for an offense prohibited by Iowa Code section 728.12, Iowa Code Chapter 709 or 18 U.S.C section 2252A(a)(5)(B).

c) Student Abuse. Licensees shall maintain professional relationships with all students, both in and outside the classroom. The following acts or behavior constitutes unethical conduct without regard to the existence of a criminal charge or conviction:

(1) Committing any act of physical abuse of a student;

(2) Committing any act of dependent adult abuse on a dependent adult student;

(3) Committing or soliciting any sexual or otherwise indecent act with a student or any minor;

(4) Soliciting, encouraging, or consummating a romantic or otherwise inappropriate relationship with a student;

(5) Furnishing alcohol or illegal or unauthorized drugs or drug paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee;

(6) Failing to report any suspected act of child or dependent adult abuse as required by state law; or

(7) Committing or soliciting any sexual conduct as defined in Iowa Code section 709.15(3)“b” or soliciting, encouraging, or consummating a romantic relationship with any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student.

25.3 (2) **Standard II.** alcohol or drug abuse. Violation of this standard includes:

a. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs or abusing legal drugs.

b. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming alcohol.

25.3 (3) **Standard III.** misrepresentation, falsification of information. Violation of this standard includes:

- a. Falsifying or deliberately misrepresenting, or omitting material information regarding professional qualifications, criminal history, college credit, staff development credit, degrees, academic award, or employment history when applying for employment or licensure.
- b. Falsifying or deliberately misrepresenting or omitting information regarding compliance reports submitted to federal, state, and other governmental agencies.
- c. Falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official inquiry or investigation.
- d. Falsifying any records or information submitted to the Board in compliance with the license renewal requirements imposed under 282–Chapter17.
- e. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

25.3 (4) **Standard IV.** misuse of public funds and property. Violation of this standard includes:

- a. Failing to account properly for funds collected that were entrusted to the practitioner in an educational context.
- b. Converting public property or funds to the personal use of the practitioner.
- c. Submitting fraudulent requests for reimbursement of expenses or for pay.
- d. Combining public or school-related funds with personal funds.
- e. Failing to use time or funds granted for the purpose for which they were intended.

25.3 (5) **Standard V.** violations of contractual obligations.

a. Violation of this standard includes:

- (1) Signing a written professional employment contract while under contract with another school, school district, or area education agency.
- (2) Asking a practitioner to sign a written professional employment contract before the practitioner has been unconditionally released from a current contract. An administrator shall make a good faith effort to determine whether the practitioner has been released from the current contract.
- (3) Abandoning a written professional employment contract without prior unconditional release by the employer.
- (4) As an employer, executing a written professional employment contract with a practitioner, which requires the performance of duties that the practitioner is not legally qualified to perform.
- (5) As a practitioner, executing a written professional employment contract, which requires the performance of duties that the practitioner is not legally qualified to perform.

b. In addressing complaints based upon contractual obligations, the board shall consider factors beyond the practitioner’s control. For purposes of enforcement of this standard, a practitioner will not be found to have abandoned an existing contract if:

- (1) The practitioner obtained a release from the employing board before discontinuing services under the contract; or
- (2) The practitioner provided notice to the employing board no later than the latest of the following dates:
 - 1. The practitioner’s last work day of the school year;
 - 2. The date set for return of the contract as specified in statute; or
 - 3. June 30.

25.3 (6) **Standard VI.** unethical practice toward other members of the profession, parents, students, and the community. Violation of this standard includes:

- a. Denying the student, without just cause, access to varying points of view.
- b. Deliberately suppressing or distorting subject matter for which the educator bears responsibility.
- c. Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning.
- d. Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement.
- e. Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
- f. Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioner for the practitioner's personal advantage.
- g. Accepting gifts from vendors or potential vendors where there may be the appearance of or an actual conflict of interest.
- h. Intentionally disclosing confidential information including, but not limited to, unauthorized sharing of information concerning student academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees shall comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law.
- i. Refusing to participate in a professional inquiry when requested by the board.
- j. Aiding, assisting or abetting an unlicensed person in the completion of acts for which licensure is required.
- k. Failure to self-report to the Board, within 60 days any founded child abuse report, or any conviction for a criminal offense listed in

25.3(1)“b”(1) which requires revocation of the practitioner's license.

- l. Delegating tasks to unqualified personnel.
- m. Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations.
- n. Allowing another person to use one's practitioner license for any purpose.
- o. Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license.
- p. Falsifying, forging, or altering a license issued by the board.
- q. Failure of the practitioner holding a contract under Iowa Code section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed.
- r. Failure of a school official responsible for assigning licensed practitioners holding contracts under Iowa Code 279.13 to adjust an assignment if the practitioner discloses to the official that the practitioner is not properly licensed for an assignment.

25.3 (7) **Standard VII.** compliance with state law governing obligations to state or local governments, student loan obligations, child support obligations, and board orders. Violation of this standard includes:

- a. Failing to comply with 282—Chapter 8 concerning payment of debts to state or local governments.
- b. Failing to comply with 282—Chapter 9 concerning repayment of student loans.
- c. Failing to comply with 282—Chapter 10 concerning child support obligations.
- d. Failing to comply with a board order.

25.3 (8) **Standard VIII.** incompetence. Violation of this standard includes, but is not limited to:

- a. Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the state of Iowa.
- b. Willfully or repeatedly failing to practice with reasonable skill and safety.

These rules are intended to implement Iowa Code section 272.2(1) “a.”

CHAPTER 26

CODE OF RIGHTS AND RESPONSIBILITIES

282–26.1 (272) **Purpose.** The code of professional conduct and ethics in 282–Chapter 25* defines unprofessional and unethical conduct justifying disciplinary sanction. The board acknowledges that the discharge of professional obligations should occur in recognition of certain fundamental rights and responsibilities. Accordingly, the board recognizes the following rights and responsibilities of all educators licensed under Iowa Code chapter 272 and agrees that the exercise of these rights and responsibilities may present mitigating facts and circumstances in the board’s evaluation of allegations of unprofessional or unethical conduct.

282–26.2(272) **Rights.** Educators licensed under Iowa Code chapter 272 have the following rights:

- (1) The educator has a right to be licensed and endorsed under professional standards established and enforced by the board.
- (2) The educator has a right to refuse assignments for which the educator is not legally authorized, in terms of holding a valid Iowa license with the appropriate endorsement(s) or approval(s).
- (3) The educator has a right, subject to board and administrator authority, to exercise professional judgment in the evaluation, selection, and use of teaching methods and instructional materials appropriate to the needs, abilities, and background of each student.

282–26.3(272) **Responsibilities.** Educators licensed under Iowa Code chapter 272 have the following responsibilities:

1. The educator has a responsibility to maintain and improve the educator’s professional competence.
2. The educator has a responsibility to accept only those assignments for which the educator is legally authorized.
3. The educator has a responsibility to provide conditions that are conducive to teaching and student learning.
4. The educator shall protect students from conditions harmful to learning or to health or safety.
5. The educator shall not, without just cause, restrain a student from independent action in the pursuit of learning and shall not, without just cause, deny a student access to varying points of view.
6. The educator shall not use professional relationships with students for private advantage.
7. The educator shall not discriminate against any student on the grounds of race, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
8. The educator shall accord just and equitable treatment to all members of the profession.
9. The educator shall keep in confidence personally identifiable information regarding a student or the student’s family members that has been obtained in the course of professional service, unless disclosure is required by law or is necessary for the personal safety of the student or others.
10. The educator who has reasonable basis to believe that a student has been abused, as defined by law, shall make all reports required by law and the Iowa Administrative Code and which are necessary to ensure the safety and well-being of the student.
11. In the administration of discipline, the educator shall treat all students with respect and in compliance with all policies of the school district served by the educator.

12. The educator shall provide accurate, truthful, and complete information to the board and to the local education system concerning all licensure transactions.

13. The educator shall not refuse to participate in a professional inquiry, when requested by the board.

14. The educator shall not require or direct another educator to violate any provisions of the code of professional conduct and ethics or any rights of a student, parent, educator or citizen.

15. The educator shall not delegate tasks to unqualified personnel.

These rules are intended to implement Iowa Code section 272.2(1) “a.”

Appendix E: Board Policy Excerpts

Appendix E.1: Statement of Guiding Principles for Employees

STATEMENT OF GUIDING PRINCIPLES

NO. 400.1

This series of the board policy manual relates to the district's goals, objectives and expectations for performance of personnel and also sets forth benefit levels and key work rules.

It is the policy of the board of directors of the Burlington Community School District to provide an educational program of the highest standard possible and feasible and to fulfill the mission statement of the district. Success in attaining these goals is dependent in large measure upon the competency of the personnel of the district. Therefore, it shall be the policy of the board of directors to recruit and retain employees who exhibit the highest standards of professionalism and competency.

Each member of the district's staff provides an important service for the students--whether teaching or assisting in the classroom, working in the office, preparing meals, maintaining facilities, transporting students, or performing other duties. Each employee has an impact on the school environment by demonstrated dedication to work and his/her actions, verbal and nonverbal. Each employee shall be expected to be a positive role model for the students. All district personnel shall strive to promote a cooperative, enthusiastic, and supportive learning environment.

It is the policy of the board of directors to delegate to the superintendent and to the superintendent's administrative staff decisions regarding personnel matters, except as may be specifically limited by board policy or by law.

Except where a specific provision has been collectively bargained governing the employment relationship, all employees of the Burlington Community School District shall be governed by the policies of the board of directors and by administrative procedures, rules and directives.

The board reserves its right and discretion, which may be delegated to administrative personnel, to determine the number of employees, the qualifications for and the duties of each position in the district, and the required standards of performance of employees.

Persons employed by another organization to perform services for the district shall not be granted salary or benefits by the district, but shall be subject to other district policies and administrative procedures, rules and directives while performing services for the district.

LEGAL REF.: Code of Iowa 20.7, 279.8, 279.14, 280.14

Appendix E.2: Drug and Alcohol Free Workplace Notice to Employees

DRUG AND ALCOHOL-FREE WORKPLACE NOTICE TO EMPLOYEES NO. 405.7
Exhibit A

It is a violation of the Burlington Community School District Drug and Alcohol-Free Workplace policy for an employee to unlawfully manufacture, distribute, dispense, possess, be under the influence of, or use in the workplace any alcoholic beverage or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in Schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15 and Iowa Code Chapter 204.

“Workplace” is defined as the site for the performance of work done in the capacity as an employee. This includes any building or any school premises, any school-sponsored or approved activity, event or function, such as field trips or athletic events where students are under the control of the school district or where the employee is engaged in school business.

Employees who violate the terms of the Drug and Alcohol-Free Workplace policy may be required to successfully participate in a substance abuse evaluation and/or treatment program approved by the superintendent. The superintendent retains the discretion to discipline an employee for violation of the policy whether or not the employee participates in such an evaluation or treatment program, up to and including immediate termination.

EMPLOYEES ARE FURTHER NOTIFIED it is a condition of their continued employment that they comply with the Drug and Alcohol-Free Workplace policy of the district and that they notify their supervisor of a conviction of any criminal drug statute for a violation committed in the workplace, no later than five days after the conviction.

DRUG AND ALCOHOL-FREE WORKPLACE ACKNOWLEDGMENT FORM

I have read and understand the Drug and Alcohol-Free Workplace policy. I understand that if I violate the policy, I may be subject to discipline up to and including immediate termination and/or termination. I may be required to participate in a substance abuse evaluation and/or treatment program. I understand that if I am required to participate in a substance abuse evaluation and/or treatment program and I refuse to participate, or I do not successfully participate, I may be subject to discipline up to and including immediate termination. I also understand that if I am convicted of a criminal drug offense committed in the workplace, I must report that conviction to my supervisor within five days of the conviction.

Appendix E.3: Employee Computer/Internet Usage

EMPLOYEE COMPUTER/INTERNET USAGE

No. 406.8
Exhibit A

All of the district's automated systems are district property and are not confidential, including electronic mail, voice mail, Internet access and electronic storage systems. The district has the right to access, review, copy, modify, and delete any information transmitted through or stored in the system, including e-mail messages. **Files containing personal information or business of an employee are treated no differently than the district's files, and the employee has no expectation of privacy in such materials.**

COMPUTERS OWNED BY THE DISTRICT:

Whether being used in the district or in another location:

- Only authorized employees, authorized students, or persons authorized by the administration may use the computer as use by others puts district assets and records in jeopardy. You are not to allow unauthorized persons access to district computer equipment, whether by allowing use of the computer or by viewing the contents of the computer.
- Only software approved by the district shall be loaded on the computer.
- Passwords need to be kept in a secure location.

E-MAIL USAGE POLICY:

Use of e-mail to engage in any communication in violation of district policies including transmission of defamatory, obscene, profane, offensive, or harassing messages, or messages that disclose personal information without authorization, is strictly prohibited.

Use caution in addressing messages to ensure that new messages are not inadvertently sent to the wrong party. This is critical because of the sensitive nature of the documents we often may be asked to e-mail. Always double check that the address you are using is correct and current.

E-mail and other electronic communications systems can be useful tools, permitting rapid and efficient communication with a large audience. This same strength can be a weakness, as a hastily written note may be subject to misinterpretation in the future, when the context is not so clear. This is particularly true when your message is subject to being forwarded, rerouted, or saved by others. For this reason, when sending electronic messages, you should keep the following test in mind: "Would I be concerned if I had to read this message out loud, under oath, as a witness in a courtroom proceeding?"

Use of another user's name/account to access e-mail or the Internet is strictly prohibited.

INTERNET USAGE:

Internet resources may be used only for purposes that effectively support the district's goals and objectives or for the non-business purposes that are approved by the administration. Employees may access the Internet before or after work hours as long as the employees' use does not interfere with district usage, is in compliance with district policies and rules, and is not for the purpose of promulgating political or religious materials or for a for-profit venture.

The district will not be responsible for maintaining or payment of personal Internet accounts.

You must respect all copyright and license agreements regarding software or publications you access from the Internet. The district will not condone violations of copyright laws and licenses, and you will be personally liable for any fines or sanctions caused by any license or copyright infringement.

INTERNET SAFETY:

The District has in its curriculum components that focus on helping our students be 21st century citizens. These components include safety and security while using online resources of direct communication and indirect communication.

The district also employs a web filter to limit student access to harmful materials. This filter also allows for logging of websites visited.

INAPPROPRIATE USES OF INTERNET AND/OR E-MAIL:

The district strictly prohibits the following inappropriate uses of the Internet (including e-mail):

- Disclosure of confidential or sensitive data known or entrusted to the District to any unauthorized individuals.
- Misuse of copyrighted material or other copyright violations.
- Communicating in ways that disparage the products or services of other companies.
- Communicating information that could be perceived as an official district position or endorsement without proper approval.
- Using confrontational or improper language or making statements that are defamatory.
- Creating, storing, viewing, or transmitting defamatory, pornographic, obscene, profane, illegal or otherwise offensive material.
- Participating in any activity that could be interpreted as harassment.
- Misrepresenting an individual's identity or the source of communications or data.
- Attempting to break into any other Internet server.
- Accessing confidential information on computer resources without authorization.
- Promoting political or religious positions.
- Participating or engaging in activities that violate the law, or any district policies or standards.
- Operating a personal business or using the Internet as provided by the district for personal gain.
- Exporting or importing of any governmentally controlled technical data or software (such as software encryption) to or from unauthorized locations or persons, without appropriate licenses or permits.
- Promulgating or perpetuating a virus or other actions interfering with use of the Internet by others.

Employees' E-mail/Internet access may be monitored without prior notice. Users violating any portion of these rules may receive a written warning or other discipline, including immediate termination, depending upon the seriousness of the violation.

All questions relating to the content of this regulation should be directed to the Director of Human Resources (319) 753-6791. By signing this agreement, I hereby represent that I have read, understand, and will comply with the above rules.

Appendix E.4: Employee Use of Social Media

EMPLOYEE USE OF SOCIAL MEDIA

NO 407.6

The Burlington Community School District expects its employees to model responsible and appropriate conduct, both at school and away from school. Employees' use of social media forms, including social networking websites such as Facebook, personal web pages or blogs, and electronic messaging, are subject to the normal requirements of legal and ethical behavior within the District community. Employees should be guided by applicable laws, District policies, and sound professional judgment when using social media.

District/Professional Use of Social Media

An employee using social media in his or her professional capacity as an employee of the District and/or pursuant to his or her official duties should be honest about who he or she is, and be thoughtful and respectful when submitting or posting messages. In addition, employees using social media for such purposes should adhere to the following guidelines:

- If you are participating on a social networking website, web page, and/or blog for District-related business, you may do so only with the prior approval of your supervisor.
- You must identify yourself and your position with the District. Always use your real name and never create an alias or be anonymous.
- The "bcsds.org" address attached to your name and/or email implies that you are acting on behalf of the District and, as such, you are expected to conduct yourself in a professional manner.
- Any information shared via social media regarding the business of the District, whether using personal or District equipment, may be considered a public record. All information communicated through or maintained on the District's system is subject to being monitored or inspected at any time.
- Do not submit or post confidential information about the District, its students, alumni, or employees, including student photos. You should assume that most information about a student is protected from disclosure by both federal law (the Family Educational Rights and Privacy Act) and state law (Iowa Code Section 22.7(1)). Disclosures of confidential or protected information may result in liability for invasion of privacy or defamation.
- Keep in mind that, by their very nature, social media forms such as social networking websites and web pages or blogs are not truly private. To minimize unintended disclosure of information, you should set and maintain your social networking privacy settings at the most restrictive level.
- Internet search engines can find information years after it was originally posted. Comments can be forwarded or copied and archival systems can save information even if you delete a post or use a private message. You should assume that a message or image which is posted or communicated can never be completely deleted.

- Spell check and grammar check your content before you submit or post messages, and correct any mistakes as soon as you can. Remember that you are writing for publication, even if it is just for a social networking website. Refrain from making unsubstantiated statements and avoid careless comments, such as “research shows” unless you also provide full citations of the research.

Personal Use of Social Media

The District recognizes the prevalence of social media used for personal purposes and acknowledges that its employees have the right under the First Amendment to speak out on matters of public concern. However, the District also has the right to regulate the speech of employees when that speech in certain circumstances, such as when the personal use of social media interferes with the employee’s ability to perform his or her duties or affects the District’s ability to efficiently provide educational services. Accordingly, it is essential that employees conduct themselves in such a way that their personal use of social media does not adversely affect their position with the District. In addition, employees using social media for such purposes should adhere to the following guidelines:

- If you are participating on a social networking website, web page, and/or blog for personal use, you may identify yourself as an employee of the District. However, you must state that you are expressing your own opinion, not that of the District. You will be held fully responsible for your activities.
- If you identify yourself as a District employee, remember that your actions will reflect not only on you but on the District as well.
- Never pretend to be someone else and submit or post information concerning the District.
- Do not use the District’s school logos or mascots, photographs, or any other such graphic representations or images, or link any personal page on a social networking website or other personal web page to any District website or material.
- If you submit or post information or comments that are not related to the District, your activities may still result in professional repercussions. Such actions include, but are not limited to, posting of photographs or information which violates federal or state law and regulations and/or District policies and rules.
- Keep in mind that you do not have control of what others may submit or post on social networking websites; therefore, be aware that your conduct in your private life may affect your professional life. Be vigilant about what others post about you or on your page and, if necessary, take steps to remove comments that pose a risk to you or the District.
- It could be viewed as inappropriate for District employees to communicate with current students enrolled in the District through social media, such as through electronic messaging or any social networking website. This includes becoming “friends” on such sites or otherwise allowing students to access your site page to communicate. You should refrain from creating personal

pages on social networking websites and other personal web pages or electronic messaging that permit social interaction with current students enrolled in the District.

- Employees may use professional web pages that are created through the District and used solely for school-related purposes. You should notify parents of your intention to use this media to communicate with students and the intended purpose of such communications. All ethical expectations for appropriate employee/student relationships must be followed.
- You should refrain from providing your personal contact information to student's currently enrolled in the District. You should only provide your official District email address and/or telephone number as a way to communicate with students or parents regarding District business.
- During the work day, you should refrain from participating on any personal social media, regardless of whether such participation is through District or personal equipment.
- Employees are encouraged to post positive information about the district. Employees should exercise restraint concerning posting and agreeing or liking negative comments about the district, its employees, staff, and students.

Disciplinary Action

Employees who fail to comply with this policy or who make other inappropriate use of social media may be subject to disciplinary action, up to and including discharge. If an employee has any questions about the application of this policy, he or she should consult his or her supervisor.

Legal Reference: Iowa Code § 279.8 (2011).281 I.A.C. 13.35, .26

Appendix F: Travel Reimbursement

In-District Travel

1. The district shall reimburse employees for mileage upon submission of proper claim forms for approved job related travel within the district when using a personal car at a rate per mile as determined by the board.
2. No meal reimbursements are allowed for in-district travel.

Out-Of-District Travel

1. All travel outside the district to approved educational conferences, seminars, workshops, etc. will be by district vehicle. If a district vehicle is not available, the employee will be reimbursed for mileage upon submission of a proper claim form when using a personal car at a rate per mile as determined by the board. If a car is available and the employee does not request it or chooses to use a personal vehicle, only ½ mileage will be paid. No mileage will be paid if a school vehicle is going, and seats are available, and an individual(s) still chooses to take their own vehicle or for multiple personal vehicles going to the same event.

The actual cost of meals, up to a daily total of \$40, will be reimbursed when the employee is in travel status. The cost of the evening meal will be reimbursed for out-of-district trips in an overnight status when the employee is required to leave Burlington prior to 5:00 p.m. in order to arrive at the destination at a reasonable hour or if the staff member could not reasonably expect to return to Burlington from an out-of-district trip by 7:00 p.m.

2. Actual expenses will be reimbursed including tips, not to exceed the amount set by the board. No single meal reimbursement shall exceed fifty percent (50%) of the per diem expense allowed. Liquor costs are not reimbursable.
3. Lodging will be reimbursed at the actual cost based on single occupant rate not to exceed the rate where the meeting is being held.
4. Common carrier coach class will be reimbursed at the actual cost. If an employee chooses to go by automobile, the maximum travel cost shall be at the coach class common carrier rate.
5. It is preferred that an employee check out a travel P-Card from the Business Office for the payment of allowable expenses. If the employee pays using cash or a personal credit card, reimbursement forms are available. In either scenario, itemized receipts are required.

Additional information regarding Travel can be found in Board Policy 403.4.

Appendix G: Workplace Expectations

It is the school district's expectation that all employees maintain professional working relationships and an environment that encourages mutual respect and collaboration among employees, students, and the public. Therefore, all employees are expected to comply with the following workplace expectations. Failure to abide by these expectations may result in discipline up to and including termination.

Category 1: Performance Expectations

1. Successfully perform assigned job duties consistent with state and school district standards.
2. Demonstrate professionalism by coming to work well-groomed and dressed in a professional manner, including the display of district identification, appropriate to the work environment.
3. Provide accurate and complete information when required by the school district.
4. Stay focused on assigned responsibilities, be productive, and use all available time to accomplish expected work tasks. Personal business should be accomplished outside of work time and/or during scheduled time off.
5. Follow the direction of supervisors/designees.

Category 2: Compliance with District Policy, Regulation, Procedure, Handbooks, Practices, Training, and Laws:

1. Comply with all school district policies, regulations, procedures, handbooks, practices, and training.
2. Comply with all applicable laws.
3. Disclose possible conflicts of interest.
4. Protect the confidentiality of sensitive information (oral, written or electronic).
5. Comply with all licensure and/or qualification requirements.
6. Demonstrate honesty, integrity, professionalism, and accuracy in all employment actions including the maintenance and completion of records and the accurate recording of time worked.
7. Abstain from unapproved solicitations.

Category 3: Attendance Expectations:

1. Attend work as scheduled and arrive on time fully prepared to begin work. Follow established school district reporting procedures if there is a need to arrive late, be absent or leave the workplace.
2. Demonstrate honesty and civility when requesting leave time. Request leave responsibly to reduce unreimbursed time requests.
3. Notify supervisor well in advance of any unscheduled absence in accordance with school district reporting procedures.
4. Observe time limits for scheduled lunch and break periods. Employees are discouraged from leaving the campus during a contractually paid break or preparation period when students are present.
5. Understand that barring circumstances outside the employee's control, being absent without approved leave for three consecutive workdays will constitute a voluntary resignation.

Category 4: Safety and Use of School District Property Expectations:

1. Perform assigned tasks safely, competently, and according to school district performance and behavioral expectations.
2. Use and safeguard school district property through proper and authorized use.
3. Adhere to and comply with school district safety policies and training requirements. Identify safety issues and report all hazards, incidents, and safety concerns on a timely basis to allow for appropriate school district action.

Category 5: Teamwork and Workplace Behavior Expectations:

1. Cooperate and collaborate with supervisors and co-employees.
2. Use respectful, courteous, and helpful language when communicating with others. Loud, boisterous, intimidating, abusive or otherwise inappropriate language would be considered a violation of accepted workplace standards.
3. Adhere to the school district's curriculum and instructional policies, procedures, and guidelines. Participate in designated professional learning and training activities and avoid scheduling appointments or personal leave during this time.

Appendix H: ANNUAL AHERA NOTICE



*Inspiring and challenging students
through diverse opportunities*

Brent Krieger

Supervisor of Buildings and Grounds
1020 Market St, Burlington, IA 52601

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May 12th, 2025

AHERA INFORMATION LETTER

Dear Parents and Staff:

Asbestos is an issue we have been dealing with for many years. The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA) was enacted by Congress. AHERA was enacted to determine the extent to which schools have problems with asbestos and to develop solutions or corrective actions.

To give you some background, asbestos has been used as a building material for many years. It is a naturally occurring mineral that is mined primarily in Canada, South Africa, and the U.S.S.R. Asbestos properties made it an ideal building material for insulating, sound absorption, decorative plaster, fireproofing, and a variety of miscellaneous uses. There were over 3,000 different products made using asbestos products in 1973; however, most uses of asbestos products as building materials were banned in 1978.

We will be doing a three-year reinspection by a certified asbestos inspector as required by AHERA. The inspector has located, resampled, and rated the conditions and potential hazards of material suspected of containing asbestos. The inspection and laboratory analysis records have been turned over to a certified management planner to develop asbestos management plans. Thus, an Asbestos Management Plan has been developed for each of our facilities.

This notification letter, the education and training of our employees, and development of plans and procedures, which minimize the disturbance of the asbestos-containing materials, are designed to meet the government regulations (AHERA).

A copy of the Asbestos Management Plan is available for your inspection in our administrative offices of each building during regular office hours. Byron Whittlesey, Supervisor Buildings and Grounds is our Asbestos Program manager and all inquiries regarding the plan should be directed to him.

We have been implementing the Asbestos Management Plan. It is our intent to comply with Federal, State, and local regulations in this area. We plan on taking whatever steps are necessary to insure your children and our employees have a healthy, safe environment in which to learn and work.

We have had repair response action in Burlington Community High School, James Madison Middle, Oak Street Middle School, and Washington Elementary.

We have had removal response action in Burlington Community High School, James Madison and North Hill.

We have also completed periodic surveillance in all buildings at approximately six-month intervals as required by AHERA.

Sincerely,

Brent Krieger
Asbestos Program Manager

LF/hdw/AHERA