

Sidney Community School District



Staff Procedures 2025-2026

Sidney Community School

Staff Procedures

This booklet contains information that will offer insight into the procedures of the Sidney Community School and will serve as a reference during the school year. Procedures are based on policy approved by the Sidney Community School Board of Directors. Each staff member is also expected to read carefully the parent-student handbook for additional information/procedures.

The Sidney Community School District mission is to prepare responsible citizens who are lifelong learners. Through a partnership with students, staff, parents, and community, we will create a nurturing, disciplined and challenging learning environment.

Notice of Nondiscrimination

It is the policy of the Sidney Community School District not to discriminate 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. If you have questions or a grievance related to this policy please contact Amanda Jones, Equity Coordinator, 2754 Knox Road, 712-374-2141, ajones@sidney.k12.ia.us.

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

The school district does not discriminate 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 admission or access to, or treatment in, its hiring and employment practices. The district has a grievance procedure for processing complaints of discrimination. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 is directed to contact: Amanda Jones, Equity Coordinator, who can be reached at 374-2141.

The school district, in its educational program, has a process to assist students experiencing behavior and learning difficulties. The Teacher Assistance Team is responsible for this process. Representatives from the area education agency may also assist the school district in this process. Parents wanting access to this process should contact Kimberly Payne, Junior High/High School Principal at 374-2141 or Shannon Wehling, Elementary Principal at 374-2647.

Cowboy Pride

The Sidney community is proud of its students and school system. We all work diligently to improve student learning, create positive situations for student activities, and graduate citizens ready for the 21st century. To that end, faculty take on many positions to promote Sidney students -- some paid, some volunteer. While we are all busy people and have personal lives, the administration encourages you to attend as many Sidney school events as possible. Supporting students outside the classroom can make vital connections in the classroom.

Teacher Responsibilities

Corporal Punishment. Code No. 503.5

An employee of an accredited public school district, accredited nonpublic school, or area education agency shall not inflict, or cause to be inflicted, "corporal punishment" upon a student. For purposes of this section, "corporal punishment" means the intentional physical punishment of a student. An employee's physical contact with the body of a student shall not be considered corporal punishment if it is reasonable and necessary under the circumstances and is not designed or intended to cause pain, or if the employee uses reasonable force for the protection of the employee, the student, or other students; to obtain the possession of a weapon or other dangerous objects within a student's control; or for the protection of property.

Harassment/Bullying Refer to Code No. 104

Harassment is "any intentionally hurtful, demeaning, or disparaging acts, words, symbolic representations or behavior used by a student or students against another student(s) that is disruptive of the educational process. Those actions may include, but are not limited to: name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering, making derogatory remarks, demeaning jokes, and degrading drawings or notes."

Harassment of students by other students will not be tolerated on school or at school-sponsored activities in the district. Harassment prohibited by the district includes, but is not limited to, harassment on the basis of race, gender, creed, color, age, national origin, sexual orientation, gender identity, religion, marital status, or disability. Students whose behavior is found to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including suspension and expulsion. Copies of the entire policy, procedures, complaint form, and witness disclosure form will be made available at student registration in August. Copies may also be obtained from the building administrators.

Sexual Abuse and Harassment of Students by Employees. Code No. 402.3

The school district does not tolerate employees physically or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Jessica Athen, Secondary Guidance Counselor and Logan Roberts, Resource Officer, as its Level 1 Investigators. Level II Investigator is the Fremont County Sheriff Department.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force is appropriate include, but are not limited to, times when it is necessary to stop a disturbance, to obtain a weapon or other dangerous object, for purposes of self-defense or to protect the safety of others, to remove a disruptive student, to protect others from harm for the protection of property, or to protect a student from self-infliction of harm.

Sexual abuse includes, but is not limited to, sexual acts involving a student and intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advance, request of sexual favors or other verbal or physical conduct of a sexual nature when submission is made either implicitly a term or condition of the student's education or

benefits; submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or the conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile, or offensive educational environment.

Substance-Free Workplace Code No. 403.6

The Board expects the school district employees and its employees to remain substance free. No employee shall unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance or alcoholic beverage as defined by federal or state law. "Workplace" includes school district facilities, school district premises or school district vehicles. "Workplace" also includes non-school property if the employee is at any school-sponsored, school approved, or school-related 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 Substance-Free Workplace policy are subject to discipline up to and including termination.

Tobacco-Free Environment Code No. 905.2

School district facilities and grounds, including school vehicles, shall be off limits for tobacco use, distribution, and possession. This requirement extends to employees and visitors. This policy applies to all times, including school-sponsored and non-school-sponsored events. Person failing to abide by this request shall be required to dispose of their tobacco material or leave the school district premises immediately.

Employee Conduct and Appearance Code No. 404

Employees are role models for the students who come in contact with them during and after school hours. The board recognizes the positive effect employees can have on students in this capacity. To this end, the board strongly suggests and encourages employees to dress themselves, groom themselves, and conduct themselves in a manner appropriate to the educational environment.

Employees shall conduct themselves in a professional manner. Employees shall dress in attire appropriate for their position. Clothing should be neat, clean and in good taste. Discretion and common sense call for an avoidance of extremes, which would interfere with or have an effect on the educational process.

Teachers' Contract Days and Leave **Contract Days**

All Faculty

All teachers are to be at school by 7:30 a.m. on contracted school days. Teachers are to remain at school until 4:00 p.m. except on Friday and days preceding a holiday when they may leave after the school buses have departed.

Teacher Absences

If you are going to be absent, notify the building secretary and principal as soon as possible to help in obtaining a substitute. Either the building secretary or the principal will employ the substitute. Call the superintendent if the building secretary or principal is not available. All absences - sickness, family commitments, training days, field trips, etc. - require teachers to fill out the absence forms found online.

When you are absent, the substitute teacher needs as much advance preparation as you can provide. A substitute file should include lesson plans, assignments, handouts, class lists, master schedule, seating charts if applicable, classroom rules, your assigned duties for that time period, and whatever else would help the day go as smoothly as possible.

Requests for Leave

According to the Master Contract, teachers are allowed up to three days for personal leave for personal business, ten days for bereavement leave for family (one day for a close friend), and three professional days. Teachers are to file requests for these leaves with the principal, using the form provided, as far in advance as possible, and in accordance with the terms of the Master Contract.

Key Cards

Every employee will be supplied with a key card giving access to the appropriate building/s they are assigned to. It is the responsibility of the employee to report any keycard loss or damage to the building principal. Employees will be charged a \$10.00 replacement fee.

Classroom Instruction

Every teacher is the expert in his or her area. Classroom instruction should be rigorous, challenging, student-centered, and measurable. National standards and state-recommended standards are available in every curriculum area to help formulate subject curriculum. Sidney instructors are challenged to prepare students for the world of the 21st century today.

Lesson Plans

In order to be effective in the classroom, a teacher needs to have a well-planned lesson. On-line Planbook is provided to each instructor. Plans are to be a brief synopsis of what will occur in the classroom on a specific day and are meant to enhance other planning activities an instructor may incorporate. All teachers will be expected to make and use lesson plans.

All faculty members shall have completed lesson plans for the ensuing week by 8:00 am on the first teaching day of each week. Teachers may also turn in a hard copy, but are not required to do so. Teachers must inform students to check grades and lessons daily.

Grade book

Teachers are provided with class record books in which grades will be kept to inform students, parents, and Sidney staff of a student's current grade to date and to support the quarter and semester grades given. Grade books will be turned into the front office at the end of each school year.

JMC online grade books for all teachers in grades 4-12 shall be updated by 8:00 am of the first school day of the week for elementary teachers and by 4:00 pm on each Wednesday for secondary teachers (to update the failing/concerned list).

Cumulative Records

Cumulative records for students PreK-6 are stored in the office vault in the elementary building, and for students 7-12, in the administrative workroom at the secondary building. Records must be located in a locked file and secured at all times. Only those individuals listed on the Student Record Policy List will be eligible to review the records. Teachers are encouraged to review the records of students for whom they are responsible. This will

provide information regarding individual needs of the students.

Special Education files are located in the file in the elementary principal's office and in the secondary principal's office and the same procedures listed above are to be followed. Each cumulative file of a student served in special education is flagged with notification that a special education file exists.

At the conclusion of each semester, the elementary classroom teachers are responsible for completing semester grades on each of his/her student's cumulative file. Grades 4-12 semester grades are on JMC and automatically transferred to the cumulative record.

Environment

Clean, safe, and orderly classrooms promote learning. Learning, discipline, and environment are closely tied to student achievement.

- Be in your classroom at the start of the period.
- Be ready for learning to take place immediately when the class starts.
- Handle administrative details (lunch, absences, tardies) after the learning task has been started.
- Ensure student safety through classroom procedures and expectations.

Information Concerning Student Achievement

Parent Information

Teachers are encouraged to keep students informed of their current grade and to inform both student and parent if a doubt exists concerning the student's ability to pass the class. Student and parent contact is encouraged to help a student reach their maximum academic potential.

Elementary

A Parent Connection will be sent home the last day of each school week. Please turn in any news from your classroom in printed form, so that we can better inform parents about events in the elementary building. Midterm reports (grades 4-6) will be sent to families. Parents have access to weekly grades and progress reports on the JMC Parent Access. All grades are to be loaded weekly so that parents can access current grades on a weekly basis.

Secondary

Progress reports serve the purpose of informing the parent or guardian of a student's progress during the school year. Grade cards are sent out at the end of each 9-week quarter period, but students need to be informed continually of their progress. Parents will be informed of their child's progress at the mid-quarter of every grading period. **Progress reports should be loaded in the JMC grade drop folder at the appropriate time. The office will send them to parents.**

A schedule for sending midterm and end of quarter grades is on Google Docs. Teachers are to submit grades using this schedule.

Honor Roll

Secondary

Honor rolls will be published at the end of each semester. There will be a Gold, Silver, and Bronze Honor Roll.

Gold Honor Roll
*3.76 GPA or above

Silver Honor Roll
*3.34 to 3.75 GPA

Bronze Honor Roll
*3.00 to 3.33 GPA

School Discipline

Discipline is defined as 1: *instruction*, 2: *field of study*, 3: *training that corrects or molds mental faculties or moral character*, and 4: *punishment*. If we deal appropriately with 1, 2, and 3, we will have a lot less of 4.

Respect for self and others; open communication; honest and communicated expectations; and orderly, clean, safe environments are all researched factors that lead to effective learning communities. You are expected to maintain classroom discipline, but also realize that the guidance counselor and administration will be available for those problems that need to be handled outside of the classroom. Documentation of recurring problems with a student will help in identifying workable solutions to the discipline problem.

- Make your expectations clear to students at the beginning of the year.
- Be consistent in your tolerance of student behavior.
- Let the administration know of potential problems or the likelihood of further student or parent involvement.
- The counselor is a great resource; use the counselor to help solve problems.
- If you give detention for a discipline or educational reason, the *teacher* is responsible for supervising that detention.
- Discipline is continuous. Students and faculty are responsible to self and others in and out of the classroom.

Please read the student handbook to acquaint yourself with the school policies and expectations for student behavior.

Positive Behavioral Interventions and Supports

The overall goal is to create and maintain a positive and safe behavioral environment where everyone strives for excellence and everyone holds each other accountable for reaching their individual, classroom, grade-level, and building/district goals. In Tier 1 we define and teach behavioral expectations for common areas and then monitor and acknowledge appropriate behavior.

Who is responsible for teaching PBIS?

We **ALL** are! As a learning community it is our responsibility to work together. We serve as wonderful role models for students when we all collaborate as a team. This means that administrators, teachers, paras, nutrition staff and custodians will all be called upon in instructing PBIS principles. We will all use the same common language of the Cowboy Code.

Field Trips

Field trips need to be planned well in advance with the administrator's approval. In order to make the trip educational and safe, please follow the guidelines listed below:

- school provides transportation,
- students will be chaperoned at all times,

- the office will be provided with an agenda,
- sponsors must inform teachers in advance with a list of students involved,
- sponsors must inform students of their responsibilities for school work missed,
- instructors will be able to justify the educational experiences this trip will provide.

Parental permission slips must be obtained for field trips prior to departure. Due to the high number of Spring activities, field trips in May should be avoided.

Technical Support

No learning community runs without a great deal of technical support. Growing technology needs, equipment use, and an increased use of school vehicles requires schedule coordination between all staff members.

Audio Visual Equipment

Any equipment that is not in proper working order, should be reported to Media Specialist, Aaron Lang. Please plan ahead so equipment may be obtained before class commences. Return equipment to the proper storage area as soon as you are finished with it so the next person on the schedule doesn't have to locate it.

Internet/Computer Access

Computer use and Internet access are privileges, not rights. While students must be technologically adept, they must also be responsible for the information-gathering process. Policies have been adopted for student and staff for computer/Internet use. Each staff member and student and parent/guardian must sign an access permission form before they can use the Internet. Those forms will be filed in the front office, and each teacher will be given a list of students who are *not* to access the net.

If a student violates the Internet Access Use Agreement, an infraction notice must be filed. A copy will be mailed to the student's parents, one will be filed in the computer lab, and one will be kept with the student's permanent records

Transportation

The Sidney School District has transportation for school use. Requests for use of a car, van or bus must be approved by the building principal. The teacher is then to request the vehicle by emailing Tim Lemrick (tlemricks@sidney.k12.ia.us.). Three days advance notice is needed for a van or car; five days notice is required for arranging a bus.

Only three people are permitted in the cab of the school pickup. No students will be permitted to ride in the back of the pickup at any time. Only school personnel will be permitted to drive the school vehicles. *At no time should students be allowed to drive them.*

If you use your own vehicle for transportation when a school vehicle is available, you will not be reimbursed for mileage.

Duties and Sponsors

Activity Sponsors

Planning is the key. Arrive early and stay until the activity is over. The sponsor is responsible for the money collected and must turn it into the office as soon as possible. The money should be counted and a written account should accompany the money. Students attending sponsored activities away from school will ride school transportation to and from the activity.

Fundraising

All fund raising activities sponsored by any class or organization *must be approved in advance by the administration.*

The proper fundraising form needs to be completed at least a month before the fundraiser will take place. This way the form can be approved by the administration and the Sidney Community School District Board of Education.

Money Issues

All money and dues collected by any class or organization shall be deposited in the school activities account in the office. Turn money in **DAILY** when fundraising. Do not leave money where it is easily accessible to others. Bills for payment should be paid immediately after the expense is incurred. Any student or teacher who makes purchases for the class or organization should turn in the signed bill to the office immediately. Please try to purchase as many items as you can within the Sidney Community School District. Providing receipts when money is collected will improve record keeping and lessen the likelihood of problems.

Business Handbook

This handbook of School Business Procedures outlines procedures for receiving funds, procuring merchandise, making reservations, requesting reimbursement for expenses, issuance of school district checks and other business office procedures. The procedures outlined herein apply to all district funds, including general fund, schoolhouse funds, child nutrition fund and activity fund.

Auditors of public funds require strict accounting of all school district funds. Sidney Community School District has developed this procedure handbook which, if followed, will allow for a clear accounting trail.

Please keep in mind that we make every effort to handle things efficiently and simply while still adhering to the stringent laws given to us by the Code of Iowa.

All forms referred to in these procedures may be obtained from the building secretaries, on the school's website, or the District Office.

Student Credit

All money and dues collected by any class or organization will be deposited in the school activities account in the superintendent's office. Any items charged to students should be paid immediately after the expense is incurred. No student should be allowed to carry more than \$10.00 credit at any one time for an activity. Instructors will be responsible for collecting any credit amount over \$10.00 at the end of each nine-week period. Purchases should not be given to the student until payment has been made.

Activity Conflicts

All school-sponsored activities are made available for all students. Many students may be participating in more than one activity during any given time during the school year. With the cooperation of everyone involved, most conflicts for practice or activities may be avoided. However, each year finds a few students with an occasional conflict of activities or practice. All teachers are asked to respect the student's choice when these conflicts occur. All activities are important and valuable.

Most conflicts can be avoided if instructors, sponsors, and coaches okay times and events through the front office. The school has a master calendar to help coordinate all practices and events.

Wednesdays and Sundays

A school activity calendar will be printed and distributed to all interested stakeholders in the district. It is the Board of Directors' policy at Sidney that no activities are to be scheduled

on Sundays or after 6 p.m. on Wednesdays. The administration and/or Board of Directors must approve activities scheduled on Sunday or Wednesday after 6 p.m.

Transportation Etiquette

When taking students on any sponsored activity, it is the sponsor's responsibility that bus regulations are strictly adhered to and to make sure the bus/van floor is picked up and clean at the end of the trip. All buses have wastebaskets; be sure they are used. Note: the emergency door will only be used for emergencies. All students will load and unload from the front door.

Miscellaneous

Elementary Student Meal/Milk Accounts

Milk accounts (grades PreK-3) and meal accounts will be maintained by the office secretary, using the JMC program. All money is to be submitted on a daily basis to the office. A \$10.00 limit is in place for meal/milk accounts. No charges are allowed past \$10.00.

School Breakfast/Lunch for Adults

The adult prices for breakfast and lunch follow:

	<u>One Day</u>
Breakfast	\$2.00
Lunch	\$4.80

School Announcements

Elementary

Announcements will be given at the beginning of each day. Only announcements that affect the general population will be given on the intercom. Other announcements will be delivered to individual classrooms.

Secondary

Announcements are posted on the school website and updated each day by lunch. Announcements that you would like given to all students must be communicated to the office by 9 a.m. Announcements delivered by students must be signed by a teacher or activity sponsor.

Attendance Check and Student Meal Count

Elementary

Each classroom teacher is responsible for an accurate check of attendance at the beginning of each day. **Teachers must report any absence or tardy on JMC. Lunch and breakfast counts are also taken daily and entered in JMC.** These numbers are important to the efficient operation of our kitchen. Teachers are to collect all meal money during the attendance check/meal count and then deliver money to the office.

When the teacher is aware of the reason for absence, this should be reported to the office. Students who were reported absent and arrive late, thus tardy, are to report to the office to correct the attendance record.

Secondary

Roll must be taken at the beginning of each class period. **Attendance is recorded in JMC by the individual teacher. BREAKFAST/LUNCH COUNT MUST BE TAKEN FIRST PERIOD.**

Student Injuries

When injuries happen to students it is important to provide care, follow blood-borne pathogen policy, and *report* the incident in writing. All injuries, regardless of extent, must be reported to the school nurse. Staff members supervising the student must use the forms for reporting all injuries which are kept with the school nurse and office. Students injured should first report to the coach, sponsor, teacher, or school nurse before going to a doctor.

Passes, Tardies, Absences

Elementary

Tardies: Any student who is tardy to class must report to the office so that proper attendance records can be maintained. The office will record tardies. After the third tardy in any quarter, the student may be required to serve a 15 minute detention.

Absences: Student absence is to be reported to the office. When a student is to leave school early, he/she must present a note from the parent. (Phone messages to the office will be acceptable.) Each parent is to sign the Register in the office prior to taking a child early from school.

Secondary

Passes - Passes are to be used for individuals - not for groups. Students wishing to see another teacher need to bring a signed pass from that teacher to study hall. Teachers are to plan so students will not be late for the next class. Please write an excused tardy pass if a student is detained in your classroom.

Tardies - Any student who is tardy to your class and does not have an excused tardy slip from the office or another instructor, must be sent to the office (if tardy to 1st hour) or the previous teacher to receive a tardy slip to get into class. The office will keep track of tardies. Students are allowed two unexcused tardies per semester to 1st hour. Beginning with the third unexcused tardy a student will be assigned lunch detention, after school detention, and/or ISS for each unexcused tardy.

Absences -- Students who return after an absence must have a signed absence slip from the front office. The front office will keep track of attendance, but teachers must also keep attendance records for academic purposes.

Restroom - Each staff member will have a sign-out sheet for students using the restroom.

Staff Communications

Elementary

Faculty Meetings -- Faculty meetings will be called when necessary. Notice of agenda will be given as far in advance as possible.

Daily Announcements--School e-mail will be used to distribute daily announcements.

Weekly Agenda -- A weekly agenda will be emailed prior to Sunday evening for the following week. Any staff member having information that should be included, please give the information in written form to the front office by 9:00 am on the last working day of the week.

Secondary

Faculty Meetings -- Meetings for Jr. - Sr. High staff will be called when necessary. Notice of

agenda will be given as far in advance as possible.

Daily Announcements -- The daily announcements are posted on the school website for staff and students to view.

Weekly Agenda -- A weekly agenda will be emailed by Sunday evening for the following week. Any staff member having information that should be included, please email the information to the principal by 9:00 am on the last working day of the week.

Elementary Newsletter (*Parent Connection*)

A weekly newsletter will be sent home with students whose family has requested a paper copy. Otherwise, the Parent Connection is emailed out via JMC on Friday. The information in the newsletter will provide school communication for parents. Any teacher wishing to submit information about classroom events, invitations to parents, or student recognition, should get this information to the office by noon on the day before the last working day of the week, so that the newsletter can be prepared for Friday's publication.

Teacher Requisitions

Requisition forms for materials are available in the office. Fill in the forms completely and return them to the principal's office. Do not order any materials without getting approval from the office. A purchase order (PO) must accompany all orders. Payment for orders placed without a purchase order will be the responsibility of the person placing the order.

Textbooks and Workbooks

Every textbook should be stamped with the Sidney Community School stamp, and every book should be numbered. When handing books out to students, each teacher should record the book number for each student. Each student is responsible for his/her own textbook. Lost texts may be identified later by checking your records.

Teachers are responsible for assessing fines for textbook damage or loss. They are also responsible for complete inventories of resource materials.

Building Maintenance and Security

Every staff member and student is responsible for the care of school equipment and facilities. Custodians have a demanding schedule and will assist you when appropriate. Complaints or concerns about custodial work should be made to the building principal who will then contact the proper staff member. Staff are encouraged to maintain neat and attractive rooms, as custodians are not responsible for straightening rooms.

Please do your best to keep the buildings tidy by cleaning floors of debris and returning chairs/desks/tables to order at the end of class. Clean up spills immediately. Require students to care for school property with equal vigilance.

When sponsoring an event or working at night, make sure the lights are off and the building is secure. Gym and locker room security is especially important. Make sure doors are locked and windows are closed.

Service Learning

Secondary

Service Learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs.

Any Sidney 9th-12th grade student who completes 40 hours of Service Learning in their high school career will be presented with a certificate and will receive a colored Service Learning cord. A letter of recognition will also be added to the student's cumulative file, which can accompany the file to post-secondary institutions, job applications, and recommendation letters.

A maximum of 20 hours will be allowed per any one project. Volunteer work done for school clubs and organizations will be dealt with one at a time. All volunteer hours need to be approved by the building principal except in the case of TA positions. Before awards are given for service learning, students will complete a service learning form located in the office. This form must be turned in to the principal or building secretary at least one week prior to graduation documenting the 40 hours. If a faculty member has any project in mind or would like to be a contact person for a project, contact the principal.

TEACHER EVALUATION PROCEDURE **(Article 16 (reprinted from the Master Contract))**

Tier I Teachers

A. Formal Observations: Year One and Year Two

1a. Three formal observations will be conducted for each teacher in year one and two. Two formal observations must be conducted prior to February 1. The third observation must be held prior to the required summative evaluation conference to be completed by March 30. Each of these observations will have a pre-observation and post-observation conference.

Additional formal observations may be conducted at the discretion of the administrator. The teacher must complete and be ready to discuss the required pre-observation and post-observation forms with the administrator at these conferences.

1b. The evaluator's written observation comments shall be reviewed at the post-conference. The evaluator shall sign and date the comments. The teacher shall sign as having been given the opportunity to review the comments and date the comment sheet. The teacher shall be provided a copy of the observation comments.

1. One of the formal observations will be of an extended duration. At the elementary level this is defined as an observation of at least two to three consecutive hours. At the secondary level it should involve observing the same class two or three consecutive days.
2. Informal observations may also be used at the discretion of the administrator. Informal observations include any and all things that reflect overall professionalism. These may include unannounced classroom observations or walkthroughs, professional behaviors in a variety of settings, and involvement in extracurricular activities or functions.
3. A cumulative professional portfolio will be created and maintained by all beginning teachers in year one and two. The portfolio should reflect the teacher's implementation of the skills being learned as part of the District's Mentoring and Induction Program and Career Development Plan.
4. A final summative conference will be held with the first-year teacher on or before March 30. The purpose of the conference will be to provide the teacher with a current performance review with feedback and explanation based upon the required and informal evaluation activities conducted during the year. A comprehensive evaluation will be held with the second year teacher on or before March 30. The written evaluation must include the administrator's licensure recommendation for the teacher or a recommendation for continued participation in the district's mentoring and induction program. This continuing participation should not exceed one year.
5. The administrator and beginning teacher recommended for licensure will meet prior to October 1 of the following school year to cooperatively design an individual professional development plan.

6. The teacher shall have the right to submit a written response regarding any evaluation for inclusion in his or her personnel file.

Tier II Teachers

A. Individual career development plans

1. Each teacher shall draft an individual or group career development plan by October 15 of the school year following the conclusion of his/her previous plan.
2. The evaluator will meet with the teacher to review the plan, jointly modify the plan as needed, and approve the plan within 20 school days of its submission. Both the teacher and evaluator will have a copy of the plan.
3. Modification of the plan can be made at any time by mutual agreement. The teacher and evaluator shall sign and date the modification.
4. The evaluator and the teacher shall establish a mutually agreed upon time for an annual conference to review progress in meeting the goal(s) in the plan. At the conclusion of the meeting a copy of the Annual Update shall be signed and dated prior to being placed in the teacher's personnel file.

B. Performance Review

1. Each career teacher shall have a performance review once every three years. When a teacher is assigned to more than one building, the teacher shall be assigned one evaluator.
2. The evaluator shall contact the teacher to establish a mutually agreed upon time to discuss the Performance Review.
3. Classroom Observations
 - a) During the school year of the teacher's performance reviews, the teacher shall be formal observed.
 - b) The evaluator's written observation comments shall be reviewed at the post-conference. The evaluator shall sign and date the comments. The teacher shall sign as having been given the opportunity to review the comments and date the comment sheet. The teacher's signature does not necessarily mean agreement with the comments. The teacher shall be provided a copy of the observation comments.
 - c) The teacher and the evaluator shall each receive a copy of the Teaching Standards Review. As part of the post-conference, the evaluator shall document criteria that has been observed (1) during the observation, (2) in written materials developed by the teacher, and (3) in the observation conference. Both the teacher and the evaluator shall sign the form and each shall receive a copy.
- a) By March 15, if the evaluator determines that the teacher has not met all eight standards, then the evaluator shall inform the teacher which standard(s) have not been met and the evaluator and teacher shall jointly determine what information the evaluator needs in order to indicate the teacher meets all eight standards. If another observation is needed, it shall be held on or before March 30. If only a conference is needed, then it shall be held on or before March 30.

e) By March 15, the teacher will present their portfolio to the evaluator for review. The evaluator will review the documents in the teacher's portfolio and provide feedback during the career performance review.

4. Career Performance Review

a) By April 15, the evaluator shall complete the Career Performance Review and arrange a mutually agreed upon date with the teacher to discuss the review. The evaluator shall provide the teacher with a copy of the completed Career Performance Review at least one day prior to the meeting.

b) For a teacher meeting the Iowa Teaching Standards, the evaluator and the teacher will begin discussion of future career goals that might be included in the next career development plan. This conference can be included as part of the post-observation conference in those situations when the evaluator has no major concerns regarding the teachers' performance. Both the evaluator and the teacher shall sign and date the review.

c) If an evaluator indicates that the teacher is not meeting the expectations of the Iowa Teaching Standards, then those standards not being met must be identified, and the information and evidence used to make this decision will be provided to the teacher. Both the evaluator and teacher shall sign and date the review. The teacher's signature does not necessarily indicate agreement. The teacher shall have the right to attach a written response to this review.

d) A new career development plan shall be created that focuses only on the Iowa Teaching Standards not met. A performance review shall be held at the mutually agreed upon time within the next twelve months. Both the evaluator and teacher shall sign and date the review. The teacher's signature does not necessarily indicate agreement. The teacher shall have the right to attach a written response to this review.

e) If a Tier II teachers' Career Performance Review indicates that he/she has not met the expectations of the Iowa Teaching Standards, the teacher may challenge the substance or procedures of that Career Performance Review as being arbitrary or capricious through the grievance procedure outlined in Article 6. A probationary teacher (Tier I) may not grieve his/her evaluations during the probationary period. (Iowa Code 279.19)

B. EVALUATION OF COACHES.

Section 1. Coaches to whom extracurricular contracts have been issued pursuant to Section 270.19A of the Iowa Code shall be formally evaluated at least twice during their respective sports seasons.

Section 2. Within six (6) weeks after the beginning of each school year, coaches shall be acquainted by a member of the administrative staff with the evaluation procedures to be observed.

Section 3. Results of such formal evaluations shall be in writing and copies thereof shall be given to the respective coaches after such evaluations.

Section 4. Prior to the submission of any written evaluation report to the superintendent based on observations of a coach, the evaluator shall furnish that coach with a copy thereof and have a conference with him or her concerning the contents of the report. Both the evaluator and coach shall sign the evaluation report. The coach's signature shall constitute an acknowledgement by the coach of receipt of a copy thereof, that the contents have been discussed and that he or she is aware of the contents. Refusal of a coach to sign a report shall not include its submission to the superintendent, its inclusion in the personnel file of the coach, or its subsequent use by the administration in the determination of the quality of a coach's performance.

Section 5. The employee shall have the right to submit an explanation or other written statement regarding any evaluation for inclusion in his or her personnel file.

Section 6. If a non-probationary coach receives an unsatisfactory formal coaching evaluation, that employee may challenge the substance of that evaluation as being arbitrary or capricious through the grievance procedure outlined in Article 6. Only evaluations with an overall rating of unsatisfactory may be grieved as to their substance. A probationary coach may not grieve his or her evaluations during the probationary period.

Section 7. Nothing in this paragraph shall be construed as precluding evaluation of coaching performance by any other means whatsoever as deemed appropriate by the administration of the school district.

C. PERSONNEL FILE.

Section 1. Each employee shall have the right at any time to review the contents of his or her personnel file. Prior to such review, the superintendent may remove confidential material from the file. A representative of the Association, at the employee's request, may be present at the review. Confidential material removed shall include only college credentials and letters incidental to initial employment.

Section 2. The employee shall have the right to respond to all remaining materials contained in said file. Such employee's response shall become part of said file.

Section 3. The employee shall have the right to have reproduced the remaining contents of his or her file.

Tier III Teachers

Intensive Assistance Plan

The purpose of the Intensive Assistance is to provide a structured process for a Tier II teacher who needs additional assistance and support to maintain an acceptable level of performance, as identified in the Iowa Teaching Standards and Criteria. It is used when a teacher's future employment is being scrutinized and a potential termination of contract could result. The process is initiated in writing with all the requirements of due process met. It consists of two assistance levels: Awareness Phase and Assistance Phase.

1) Awareness Phase

In the awareness phase, the principal identifies a problem(s) relating to the Teaching Standards and Criteria that is a characteristic of the teacher's performance rather than an anomaly. The principal shall contact the teacher in writing, make him/her aware of the problem, collaboratively develop and implement a plan to resolve the problem, and schedule a time (not to exceed three (3) school months) to discuss resolution. While the teacher and the principal attempt to resolve the problem, the teacher remains in Tier II. At the conclusion of the agreed upon timeframe, the principal will review the progress and will make one of the following recommendations:

- The problem is resolved and the teacher is removed from the awareness phase and continues to work within Tier II.
- In the event the problem is not resolved, the teacher is notified in writing and placed into the assistance phase. Placement in the assistance phase would suspend the Professional Learning Plan in Tier II.

2) Assistance Phase

After the final meeting of the Awareness Phase, a letter will be sent to the teacher to formally notify him/her of placement in the Assistance Phase. A copy is forwarded to the Superintendent's office and is placed in the personnel file. The teacher shall be notified of their right to request assistance from the local education association. The superintendent or his/her designee will then organize an evaluation team (consisting of two (2) or more new administrative evaluators) to observe and work with the teacher. Team members must have successfully completed the state-mandated requirements for evaluator approval. A conference shall be held between the teacher and the Evaluation Team to develop an Assistance Plan that must include a specific statement of problem(s) related to one or more of the Iowa Teaching Standards as well as specific growth promoting goals that are measurable, action-oriented, and time-bound. At the conclusion of the agreed upon timeframe, the Evaluation Team will review the progress and will make one of the following recommendations:

- The problem is resolved and the teacher is removed from the Intensive Assistance Plan.

- Progress is noted, the timeline is extended but may not exceed nine (9) school months and work continues in the assistance phase.
- The problem is not resolved, progress is not noted. Action shall be taken by the district to move towards a recommendation for non-renewal of contract.

Nothing in this section precludes the District from initiating termination procedures at any time under Chapter 279 of Iowa Code for just cause. Tier I Teachers

**Sidney Community School
Individual Teacher Career Development Plan
School Year: 2025-2026**

Teacher	Building
Team Members:	
Evaluator	Date

General Focus:

Goal for Professional Growth:

Rationale for the plan

Student learning concerns addressed: (Include baseline data for analysis of the goal and progress.)

Alignment with building and/or district student achievement goals:
Professional development training/learning opportunities and collaborative team activities:

**Sidney Community School
Sidney, Iowa**

**Grievance Procedure
Title IX**

All students, parents or guardians of students, Sidney school staff, and applicants for employment in the Sidney School District shall have the right to file a formal complaint alleging non-compliance with regulations outlined in Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act 1973.

Level One -- Principal or Immediate Supervisor

(This step is informal and optional -- it may be bypassed by the grievant.)

Employees with a grievance of discrimination on the basis of gender, race, national origin or disability may first discuss it with their principal or immediate supervisor, with the object of resolving the matter informally.

A student or parent with a complaint of discrimination on the basis of gender, race, national origin, or disability may discuss it with the teacher, counselor, or building administrator involved.

Applicants for employment with a complaint of discrimination on the basis of gender, race, national origin, or disability may discuss it with the Compliance Officer or with the Superintendent.

Level Two - Title VI, Title IX, and Section 504 Compliance Officer

If the grievance is not resolved at Level One and the grievants wish to pursue the grievance, they may formalize it by filing a complaint in writing on a Compliance Violation Form, which may be obtained from the Compliance Officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within fifteen (15) working days from the date of the event giving rise to the grievance or from the date the grievants could reasonably become aware of such occurrence. The grievants may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer shall investigate and attempt to resolve the issue. A written report from the Compliance Officer regarding action taken will be sent within 15 days after receipt of the complaint.

Level Three -- Superintendent

If the complaint is not resolved at Level Two, the grievants may process it to Level Three by presenting a written appeal to the Superintendent within ten (10) working days after the grievants receive the report from the Compliance Officer. The grievants may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or their designee within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints

with the Iowa Civil Rights Commission, the Federal Office of Civil Rights or other agencies available for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Title IX and Section 504 Compliance Officer

Name: Amanda Jones

Office Address: Sidney High School, Knox Road 2754, Sidney, Iowa 51652

Phone Number: 712-374-2141

Office Hours: 7:30 am - 4:00 pm

**Title IX Compliance Violation -- Grievance Form
Section 504 Compliance Violation, Grievance Form**

I, _____, am filing this grievance because

(Attach additional sheets if necessary.)

Describe the incident or occurrence as accurately as possible.

(Attach additional sheets if necessary.)

What remedy are you requesting?

Grievant's Signature

Principal's Signature

Name of School

Compliance Officer's Signature

Date of Filing

IOWA TEACHING STANDARDS

The Iowa Teaching Standards appear in Iowa Code section 284.3. The Model Criteria were developed by the Iowa DE with input from stakeholders and adopted by the State Board of Education on 5/10/02.

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

Model Criteria 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. Communicates with students, families, colleagues, and communities effectively and accurately.

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

Model Criteria 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.

Model Criteria 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.

Model Criteria 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.

Model Criteria 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.

Model Criteria 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.

Model Criteria 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.

Model Criteria 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.