

Policy 405.2 LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a licensed position, other than administrative positions which will be employed in accordance with board policies in Series 300, "Administration," will have an opportunity to apply and qualify for licensed positions in the school district without regard to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability, ancestry, political party preference, political belief, SES, family status. Job applicants for licensed positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license if required for the position.

Announcement of the position is in a manner which the superintendent believes will inform potential applicants about the position. Applications for employment may be obtained from and completed applications are returned to the school district administrative office. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who will be directly supervising and overseeing the person being hired.

The board will employ licensed employees after receiving a recommendation from the superintendent except the superintendent may hire teachers without approval of the board. However, the superintendent will have the authority to employ a licensed employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

The requirements stated in the Master Contract between employees in that certified collective bargaining unit and the board regarding qualifications, recruitment and selection of such employees is followed.

Legal Reference:

29 U.S.C. §§ 621-634 (1994).

42 U.S.C. §§ 2000e et seq. (1994).

42 U.S.C. §§ 12101 et seq. (1994).

Iowa Code §§ 20; 35C; 216; 279.13, 294.1 (2005).

281 I.A.C. 12.

282 I.A.C. 14.

1980 Op. Att'y Gen. 367.

Cross Reference:

401.2 Equal Employment Opportunity

405 Licensed Employees - General

410.1 Substitute Teachers

Policy 405.8 LICENSED EMPLOYEE EVALUATION

Evaluation of licensed employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of licensed employees, other than administrators, but including extracurricular employees, shall be to improve the education program, to maintain licensed employees who meet or exceed the board's standards of performance, to clarify the licensed employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The formal evaluation criteria shall be in writing and approved by the board. The formal evaluation shall provide an opportunity for the evaluator and the licensed employee to discuss the past year's performance and the future areas of growth. The formal evaluation shall be completed by the evaluator, signed by the licensed employee and filed in the licensed employee's personnel file. This policy supports, and does not preclude, the ongoing informal evaluation of the licensed employee's skills, abilities and competence.

It shall be the responsibility of the superintendent to ensure licensed employees are evaluated. New and probationary licensed employees shall be evaluated at least twice each year.

The requirements stated in the Master Contract between employees in that certified collective bargaining unit and the board regarding evaluation of such employees shall be followed.

Legal Reference:

Aplington Community School District v. PERB, 392 N.W.2d 495 (Iowa 1986).

Saydel Education Association v. PERB, 333 N.W.2d 486 (Iowa 1983).

Iowa Code §§ 20.9; 279.14, .19, .27 (2005).

281 I.A.C. 12.3(4).

Cross Reference:

405.2 Licensed Employee Qualifications, Recruitment, Selection

405.9 Licensed Employee Probationary Status

Approved February 2018 Reviewed January 2018 Revised _____

New Hampton Community School District

Policy 501.3 COMPULSORY ATTENDANCE

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, shall have the children attend the school district at the attendance center designated by the board. Students shall attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age shall attend school a minimum of 175 days. Students not attending the minimum days must be exempted by this policy as listed below or, referred to the county attorney. Exceptions to this policy include children who:

- * have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- * are attending religious services or receiving religious instruction;
- * are attending an approved or probationally approved private college preparatory school;
- * are attending an accredited nonpublic school;
- * are receiving competent private instruction; or,
- * are seniors and the board may excuse seniors from making up "snow days"

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above.

The principal or school liaison official shall investigate the cause for a student's truancy. If the [principal or school liaison official is unable to secure the truant student's attendance, the principal or school liaison official should discuss the next step with the school board. If after school board action, the student is still truant, the principal or school liaison official shall refer the matter over to the county.

The school will participate in mediation if requested by the county attorney. The superintendent shall represent the school district in mediation. The school district will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

Legal Reference:

Iowa Code §§ 239.5B; 259A; 279.10-.11; ch. 299; 299A (2005).

441 I.A.C. 41.25(8).

1978 Op. Att'y. Gen. 379.

Cross Reference:

501 Student Attendance

601.1 School Calendar

604.1 Competent Private Instruction

Approved July 2023 Reviewed June 2023 Revised June 2007

New Hampton Community School District

Policy 505.9 PARENTAL INVOLVEMENT

At the district level, it is the policy of New Hampton School District that parents of all participating children have the opportunity to be involved in the joint development of the district plan and in the district's review process for the purpose of school improvement. The district provides coordination, technical assistance and other necessary support in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the value of parent contributions; and developing meaningful roles for community organizations and businesses to work with parents and schools.

It is the policy of New Hampton School District that:

1. This jointly developed, written policy is distributed to parents of participating Title I children at the annual meeting each spring.
2. Two meetings are held each fall and spring for all parents of participating children. Additional parent meetings with flexible meeting times shall be held throughout the year as determined by parent interest and suggestions. Notice of the parent meeting will be made through notes sent home in the school newsletter.
3. Parents are given assistance in understanding the requirements of Title I law, National Education Goals, content standards, performance standards, and assessments as part of the meetings and at Parent-Teacher conferences.
4. Parents receive an explanation of the school's performance profile, expected proficiency levels for students and their student's assessment results at Parent Teacher Conferences (twice a year), the Annual Progress Report and individual conferences.
5. Parents are informed of the reasons for their children's participation, the curriculum, and the instructional objectives and methods of the program through individual conferences.
6. Parents receive timely responses to all parent recommendations. As much as is feasible, sent to parents in the language used in the home. Full opportunities are provided for all parents to participate in Title I activities through verbal and written communications from the teachers to the home.
7. A jointly developed school/parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the local high standards. This compact is developed, reviewed and distributed as part of the annual parent meetings.
8. The Title I program provides opportunities for parents in promoting the education of their children at home and school. Parents are given help monitoring their student's progress through individual contacts, parent-teacher meetings, progress reports each quarter, and the annual Title I parent meeting.

The principal is responsible for notifying parents of this policy annually or within a reasonable time after it has been amended during the school year.

Legal References:

No Child Left Behind, Title I, Sec. 1118, P.L. 107-110.

Cross References:

904.1 Community Resource Persons and Volunteers

Approved July 2023 Reviewed June 2023 Revised June 2008

New Hampton Community School District

PARENTAL INVOLVEMENT
BUILDING LEVEL-REGULATION

To further interests of student achievement, the superintendent will create necessary rules to engage parents and family members with the district in the following ways on a building level basis:

1. Policy Involvement: The district will host an annual meeting and invite all parents to attend; and inform parents of their rights and the district's requirements under Title I. This meeting will also invite parents to become involved in the planning, review and improvement of a building policy and in developing the district plan. The district will inform parents of:
 - programs under this policy,
 - curriculum and assessment used for students,
 - the opportunity to meet with administration to participate in decisions related to their children's education,
 - a description and explanation of curriculum used in the school forms of academic assessment used to measure student progress, and
 - achievement levels of the challenging State academic standards.
2. Accessibility: Provide opportunities for informed participation of parents and family members in understandable formats and languages. This includes participation by parents and family members who may have disabilities, limited English proficiency, and migratory children. Offer a flexible number of meetings during the day, evening and weekends to facilitate parent involvement. The superintendent has discretion to allow schools to provide childcare for families of students during these meetings through Title I funds.
3. High Student Academic Achievement: Each school in the district will jointly develop with parents and family members a school-parent compact that outlines how parents, staff and students share responsibility for improving student academic achievement; and how a partnership will be built to achieve this. The compact will describe the responsibility of the school to provide high quality curriculum and instruction, and the parents' responsibility to support their children's learning. This will also address the importance of communication between schools and parents through parent teacher conferences, regular reports to parents on their children's progress, and ensuring regular meaningful communication between family and school staff.
4. Building Capacity for Involvement: Each school within the district will include in their plan ways to achieve the following:
 - Assist parents and families to understand topics including academic standards and assessments and how to monitor student progress;

- Provide materials and training to help parents work with students to improve achievement;
- Educate teachers and staff in how to communicate with parents and build ties to foster academic success;
- Coordinate and integrate other federal, state and local programs to support parents in more fully participating in students' education;
- Ensure information related to programs is sent to parents and families in understandable formats; and
- Provide other reasonable support to encourage parental involvement

5. Schools Operating a Schoolwide Program: Each school operating a schoolwide program under this policy shall:

- Involve parents on a timely and ongoing basis in the planning, review and improvement of programs, including the parent and family engagement school policy drafting and review, and the joint development of the schoolwide program.
- If the schoolwide program plan is not satisfactory to the parents of the participating children, parent comments will be requested and submitted with the plan to the district.

Legal Reference:

20 U.S.C. §6318

Education - Parent and Family
Engagement

Cross Reference:

Code

903.02

Community Resource Persons and
Volunteers

Approved _____

Reviewed _____

Revised _____