

MARY WELSH ELEMENTARY EDUCATORS' HANDBOOK 2025-2026



MISSION

The Williamsburg Community School District engages and empowers students to be productive and informed global citizens.

This handbook is a general source of information and does not include all possible situations that could arise. It is not intended and does not constitute a contract between the school district and employees. It is the employee's responsibility to refer to the district policies and/or administrative procedures for further information. Whenever the provisions of this handbook conflict with those of a board-adopted policy, an applicable collective bargaining agreement, or any other formal employment contract, the terms of the policy, collective bargaining agreement, and/or employment contract shall govern.

The following items are presented for your information and guidance during the coming school year. This material is a combination of administrative regulations, items from the master contract, and best practices. Ideas for revision and improvement are encouraged. This handbook should be a reference tool to help you better understand the ways we work together. This is not all inclusive. You should become familiar with Board of Education policies, Student Handbooks, and the Master Contract. From time to time other pertinent information concerning school business will be presented to you. Keep such information in an accessible area for future reference.

Definitions

An administrator's title, such as superintendent or principal, also means that individual's designation unless otherwise stated.

“The district” means the Williamsburg Community School District.

“Online learning platform” means Zoom, Google Classroom, or any other web application used to conduct virtual learning.

"Parent" also means "guardian" unless otherwise stated.

"School activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

"School facilities" includes school district buildings and vehicles.

"School grounds" includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses.

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EQUAL EDUCATION OPPORTUNITY

It is the policy of the Williamsburg 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 any questions or grievances related to compliance with this policy, please contact:

Chad Garber, Williamsburg Equity Coordinator

810 West Walnut, Williamsburg, Iowa 52361

(319) 668-1059

Director of the Office of Civil Rights, U.S. Department of Education

Citigroup Center, 500 W Madison Street, Suite 1475, Chicago, IL 60661

(312) 730-1560 or (312) 730-1576, (fax) or OCR.Chicago@ed.gov

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.

All employees of the Williamsburg Community School District are informed that the district will not tolerate sexual harassment in the work place and that procedures exist to discipline those who discriminate on the basis of sex and that complaints regarding sexual harassment will be taken seriously.

DISTRICT INVESTIGATORS FOR ABUSE AND HARASSMENT

Child Abuse Reporting - Board Policy #402.2

Any certificated or licensed employee of the Williamsburg Community School District, who has a reasonable belief that a child under the age of 18 has been abused by a person responsible for care of the child, shall report the suspected abuse verbally to the Department of Human Services (DHS) within 24 hours and follow the verbal report with a written report on appropriate forms. **See Administrative Regulation for Board Policy #402.2**

Abuse of Students by District Employees - Board Policy #402.3

It is the policy of the Williamsburg Community School District that school employees not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. For purposes of investigating reports of **Abuse of Students by District Employees**, the Williamsburg Community School District has appointed:

LEVEL 1 INVESTIGATOR: Brent Zirkel, Principal

ALTERNATE: Erica Wilkinson, Secondary Counselor

See Administrative Regulation for Board Policy #402.3

Anti-Bullying Harassment (Board Policy #104)

Harassment, bullying and abuse are violations of Williamsburg School District policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The Williamsburg School District has the authority to report students violating this rule to law enforcement officials.

The Williamsburg Community School District is committed to providing all students 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.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- "'Harassment'" and "bullying" shall be construed to mean any repeated and targeted electronic, written, verbal, or physical act or conduct toward a student that creates an objectively hostile school environment that meets one or more of the following conditions:
 1. Places the student in reasonable fear of harm to the student's person or property
 2. Has a substantial detrimental effect on the student's physical or mental health
 3. Has the effect of substantially interfering with the student's academic performance

4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school
- "Volunteer" means an individual who has regular, significant contact with students.

Complaint Procedure

An individual who believes that any individual has been harassed or bullied will notify the building administrators, the designated investigator. The alternate investigator is the superintendent. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, videos, social media post, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal, has the authority to initiate an investigation in the absence of a written complaint.

IOWA DEPARTMENT OF EDUCATION POLICIES AND HOUSE FILES

CHAPTER 103 NOTIFICATION

Notice: Corporal Punishment, Restraint, and Physical Confinement and Detention

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also limits school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent.

TEACHING EQUITY AND INCLUSION:HOUSE FILE 802

In May 2021, Governor Reynolds signed House File 802 into law for employees and students. [This FAQ document](#) outlines how districts can provide meaningful training and curriculum on equity, diversity, and inclusion that operates within the boundaries of new and existing laws.

PLEDGE OF ALLEGIANCE

House File 847 requires schools to administer the Pledge of Allegiance daily and to have a United States flag in each room where the pledge is recited.

STUDENT THREATS OF VIOLENCE

Iowa Acts 2023, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1 outlines our school's responsibility to provide escalating responses to student threats of violence or acts of violence. The school board has adopted [policy 503.8](#), which outlines escalating responses for administrator guidance.

EMERGENCY PROCEDURES

MARY WELSH ELEMENTARY



DIAL 501 TO ALL CALL PAGE
DIAL 400 FOR OFFICE
DIAL 401 FOR NURSE
DIAL 402 FOR BUILDING PRINCIPAL
DIAL 403 FOR ASSOCIATE PRINCIPAL

ALICE PROCEDURE

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) procedures at Mary Welsh Elementary means that there are three principles to consider when having to make difficult situations about the safety of students and staff. Those three principles are:

- RUN
- HIDE
- FIGHT

As an adult, you will make the decision about what actions your class will take. You will base that decision on any information you have concerning the location of the intruder (sight or sound), the possible direction in relation to the office, and your instinct. The choices of RUN, HIDE, FIGHT should be considered in that same order, with RUN (escaping) being your first choice, if possible. When you address intruder safety with your students, please use the words "RUN, HIDE, FIGHT".

In the event that you RUN, the rally point is St. Paul's United Methodist Church, which is to the west of Mary Welsh Elementary. Once at the church, transportation will be arranged to our reunification point, the Williamsburg Recreation Center.

If necessary, alternative rally points will be used. Please notify the Mary Welsh office 319-668-2301 or the Superintendent's office 319-668-1059 if you use an alternative rally point.

BOMB THREATS

Upon the receipt of a bomb threat the following action will be taken.

The Principal or front office will announce **“Bomb Threat-requires lockdown, do not use cell phones.”** 911 will be notified.

TEACHERS

- 1) Do a quick visual check of your room(s)- look for objects which are foreign or disarranged
- 2) Report to the building principal any observations/information
- 3) Wait for direction from the principal or incident commander concerning school evacuation.

FRONT OFFICE -Answering the call

- 1) Keep the caller on the line as long as possible.
- 2) Attempt to determine the location of the bomb.
- 3) Advise the caller of the seriousness of the act.
- 4) Listen for background noises.
- 5) Determine if the voice is male or female.
- 6) Report information to the principal
- 7) Call transportation director
- 8) Leave the building.

PRINCIPAL

- 1) Announce bomb threat
- 2) Make 911 contact
- 3) Call Superintendent
- 4) Gather info from teachers
- 5) Activate evacuation

CUSTODIANS

- 1) Shut off all gas-fuel-oil.
- 2) Electricity should remain on to aid in the search.
- 3) Look over all areas of the boiler room and storage areas used by the custodians.
- 4) Leave the building.

COOKS

- 1) Shut off all operations.
 - 2) Look throughout the kitchen and storage areas.
 - 3) Leave the building.
-

FIRE EMERGENCY

Steps to follow if you discover a fire:

1. Clear all personnel from the area immediately.
2. Close all doors to the affected area if possible. This will contain smoke to the immediate area.
3. Activate the fire alarm.

FIRE DRILLS:

1. All rooms including offices are to have a sign posted near the main exit from the room. This sign will indicate the exit to be used in case of an actual fire or drill.
 2. Fire drills will be held at least four times during a school year (two times per semester). The first drill of the year will be pre-announced, the remainder may not. All drills will be treated as if a fire actually existed. All students and all employees will be evacuated from the building. All areas of the school have been assigned an outside exit by which that area is to leave the building.
 3. Evacuation of the building is to be done in an orderly fashion and the teacher should be the last to leave the room. All personnel should be at least 100 feet from the building when evacuation is completed.
 4. Under no circumstances is a teacher to ignore a fire alarm and keep children in a classroom.
 5. Staff may be appointed to open exit doors and either block them or hold them open.
 6. Teachers should follow the students out of the building after checking to see that no one was left behind. Take your class list and "To Go Kits" with you and be able to account for everyone when you have reached safety.
 7. Students are to leave the building efficiently but without running. Safety is to be emphasized over speed.
 8. Fire prevention, fire drill regulations, and the hazards of fire should be discussed periodically to install proper attitudes and habits for both home and school.
 9. When we have drills or an actual fire, close the windows and door as you leave the room.
 10. You must be aware that your exit may be blocked in case of an actual fire. You, as the teacher, must have planned in advance an alternate route in case this should happen.
-

FIRE EXIT ESCAPE ROUTES

Please follow the emergency signage found in each room throughout the building, if students are not in their classroom

PK-1	GRADES 2-6
Associate Principal Office Door to Parking Lot Area PK / Kindergarten Resource / Assoc. Principal Office	North Door: 6th Grade
South Door to Parking Lot Area First Grade	Northwest Corridor Door: 4 th /5th Grade Reading / 5-6 Resource
2nd-3rd Grade Recess East Door K1 Music / At Risk Title 1	Tornado-Safe Corridor Door: 2 nd -South Door 3 rd -North Door ELL/ELP
North Kitchen Door Kitchen	Main Entrance-South Door SCI / Resource (2,3) / Counselor Art/ Music / Media Center Main Offices
West Door Gymnasium	North Lunchroom Corridor Door Library Computer Lab Band Office & Lunchroom

FIRE MARSHALL REQUIREMENTS

The State Fire Marshal prohibits the practice of "daisy chaining" lights together or the use of surge protectors. Please plug any appliances, lamps, coffee pots, lights, et cetera directly into wall outlets.

INTRUDERS/STRANGERS/VISITORS IN THE BUILDING

It is policy that visitors are to check-in at the front office upon entering the school. If you notice strangers or people you cannot readily identify, and/or an employee or student who is concerned about or confronted by a person who appears to be agitated, uncooperative, or wandering the building for no legitimate reason, the employee should:

- Ask the person if they need help- if they would like to speak to the principal.
- Take them to the office.
- If the person will not go to the office, notify the office immediately.
- The front office will notify administration or superintendent, and call 911.

The front office or any staff member can announce **“INTRUDER”**. **ALICE Procedures will then go into effect. Any staff member can notify the rest of the building of an intruder Dial 501 from the classroom phone to announce and give information concerning the intruder’s location.**

LOCKDOWN (Shelter In Place)

In certain situations, a lockdown may be ordered. A lockdown will be used if it is determined everyone needs to stay in place.

The front office will announce: **“ALL STAFF GO TO LOCKDOWN”**

Once an evaluation of the situation takes place, ALICE procedures may be put in place, or Mary Welsh will return to usual operations.

LOCKDOWN

- 1) Keep all students out of the halls and in rooms.
- 2) Lock classroom doors where possible.
- 3) Stay away from windows and hallways.
- 4) Students should take cover under a desk or table away from windows and doors.

When the law enforcement arrives, they will take control of the situation. A determination will be made if lockdown continues, if ALICE procedures will be activated, or if we return to normal operations.

RESPONSIBILITIES FOR LOCKDOWN

FRONT OFFICE STAFF

- 1) Announce lockdown
- 2) Notify custodian
- 3) Call law enforcement
- 4) Be ready to use PA or send emails to staff

CUSTODIAN

- 1) Lock entrance doors (if safe)
- 2) Report to the office

PRINCIPAL

- 1) Notify the front office of lockdown status
- 2) Alert staff and students on playground of lockdown
- 3) Report to the office

MISSING STUDENTS or KIDNAPPING.

If a child is reported missing, or taken by a person other than their parent or guardian; notify the front office or Principal. They will call the parent listed on the student's emergency form.

The front office or Principal will call 911. When law enforcement arrives, the law enforcement agency will take over the situation. Notify the office immediately.

REQUIRED SAFETY REMINDERS

- All staff should wear ID badges. These badges are needed to identify school personnel in emergency situations. The badge holder is also a good place to store a class list, and building map.
- Between 8:15 AM and 3:05 PM, all school doors will be locked. The only entrance will be the secure entrance through the front office, or by key. Staff should carry a school key card with them at all times. Doors should remain locked during recess time and should never be propped open.

TORNADO EMERGENCY

TORNADO DRILLS

1. We will have two tornado drills each semester. Prior to the first tornado drill in the fall, you are to take your students to the Tornado Safe Room.
2. The warning signal for a tornado alert will sound over the speakers with the announcement to take cover immediately.
3. All rooms including offices are to have a sign posted near the main exit from the room. This sign will indicate all adults/students move to the Tornado Safe Room in the event of a drill or tornado.
4. Movement to the Tornado Safe Room is to be done in an orderly fashion with the teacher being the last to leave the room.
5. Under no circumstances is a teacher to ignore a tornado alert and keep children in the classroom.
6. Teachers are to follow your students from your room after checking to see that no one is left behind. Take your emergency bag with an attendance list with you to be able to account for everyone when you are at the shelter area.
7. Students are to move to the Tornado Safe Room efficiently but without running. Raider Readiness in the hallway is of prime importance.
8. You should discuss periodically with your classes the importance of tornado watches, warnings, and how drills can save lives. Students should be urged to identify safe zones in their own homes.
9. Should your path to the safety zone be blocked, you will need to have an alternate route.
10. You should remain in the shelter area until you are dismissed.

TORNADO SAFE ROOM ASSIGNMENTS

2 nd & 3 rd	2 nd & 3 rd
4 th & 5 th	4 th & 5 th
6 th	1 st
Unassigned students & adults	Kindergarten Pre K

↑ **Entrance to safe room** ↑

- Move quickly to your assigned area
 - When 2nd-5th grade enters the room, walk on the centerline, and then move to your assigned area
 - When in the assigned area, sit in rows
 - Maintain level 0 voice, unless instructed to move to level 1
-

WEAPON-RELATED

Should an employee notice that a student or other individual is in possession of an object that would be considered a “weapon”, the following protocol should be strictly followed:

1. Immediately notify the front office or administration of the weapon in-person or by calling:
 - a. Front Office- dial 400
 - b. Building Principal- dial 402
 - c. Associate Principal- dial 403
2. The front office will work with building administration to determine next steps and whether law enforcement should be contacted. Only if the student or other individual is brandishing the weapon or student safety is compromised, should local law enforcement be contacted without administrative notification and approval.

The district's dangerous weapons policy may be enforced. Encourage students to report any dangerous weapons of which they are aware. Let students know that any information will be kept confidential.

PHONE NUMBERS FOR WILLIAMSBURG SCHOOLS

*Mary Welsh Elementary (Grades PK-6)	319-668-2301	319-668-9552 FAX
*Williamsburg Jr/Sr High (Grades 7-12)	319-668-1050	319-668-9311 FAX
*Transportation	319-668-1555	

STAFF LIST

<u>Administration</u> Brent Zirkel Jess Von Ahsen <u>Library Media Center</u> Michelle Zirkel (Media Specials) Shannon Hiner (Library Associate)			<u>Instructional Coach</u> Alicia Imdacha <u>Counselor</u> Rebecca Blythe Lori Adamson			<u>Front Desk & Substitute Caller</u> Lori Wanner <u>Nurse</u> Jenna Sherman		
<u>PK</u> Laura McCalester Hannah Zeiser			<u>Kindergarten</u> Olivia Adamson Haley Bontrager Nicolett Woodward Sara Fedler			<u>1st Grade</u> Rylee Goldberg Lea Kleinmeyer Amanda Smith		
<u>2nd Grade</u> Katie Lacek Shelly Meyer Sara Nickerson Katie Rowe			<u>3rd Grade</u> Gina Brummel Courtney Larson Lauren Schaefer Brianna Weldon			<u>4th Grade</u> LynDee Capper Jordyn Foelske Brittni McCallister Morgan Schanbacher		
<u>5th Grade</u> Matt Danz Cathy Mochal Brittni Powell			<u>6th Grade</u> Tanner Blomme Jenn Jepson John Long Abby Sanchez			<u>Therapeutic Classroom</u> Jennifer Paul & Jenna Grell		
<u>Specials</u> Katie Berte (K-1 Music) Lauren Parrish (2-6 Music) Michelle Zirkel (Media) Grant Eckenrod (PE) Matt Matthes (PE) Kristen Jones (K-6 Art) Tom Landeros (Band) Leah Grant (Band)			<u>SPED</u> Rose Driscoll Traci Eckenrod Jannae Thompson Chad Thurm Sophie Wolf Hannah Zieser			<u>Specialist</u> Rachel Klein - ELP Coordinator K-12 Jennifer Lane - Title 1 Reading Interventionist Sheila Sayers - Reading Interventionist/At-Risk Heather Subbert -Reading Intervention/At-Risk Julie West - ELL/Reading Interventionist Kat Woods - Math Intervention/At-Risk Robert van Deusen- Math Intervention/At-Risk		

Support Staff Teams

McCalester PK3/4	Driscoll	Eckenrod	Kitchen
Lexi Ray PK3 Rylee Duwa PK4	Amber Heisdorffer Heather Jones Sandy Lynch/Kathy Schmitt Alex McCoy Christin Rodgers Kristi Wardenburg	Kennedy Axmear Tiffinay Batey Melissa Errthum Kristin Schminke	Liz Imhoff- Director Tina Aossey Patti Schropp Sherry Sinn Karla Stevenson Linda Weibert Amy Wille Pam Wolter
Strat 1- Miller, Thurm, Wolf		Custodial	
Deb Baker Sue Bigbee Annette Ehrenberger Shannon Hiner Kayla Vermillion		Phil Trimpe- Director Fayrene Sinn Zach Dillon Ray Meck Ben Schafer	

SCHOOL CALENDAR

2025-2026 School Calendar – Aug. 25 Start Proposed

Summary of Calendar
First Semester: 88 Days
Second Semester: 88 Days
TOTAL DAYS: 176 Days

CALENDAR LEGEND

Begin 
PreService/PD 
Early Dismiss 
Holidays 
Vacation Days 
Conferences 

176 Student Days
1 Floater
5 Pre-service Days
4 Full Days of PD
1 Work Day
2 Comp Days
1 TQ Prof. Dev. Day

August 2025					
M	T	W	Th	F	
28	29	30	31	1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	5
September 2025					
1	2	3	4	5	9
8	9	10	11	12	14
15	16	17	18	19	19
22	23	24	25	26	23
29	30				25
October 2025					
		1	2	3	28
6	7	8	9	10	33
13	14	15	16	17	38
20	21	22	23	24	42
27	28	29	30	31	46
November 2025					
3	4	5	6	7	51
10	11	12	13	14	56
17	18	19	20	21	61
24	25	26	27	28	63
December 2025					
1	2	3	4	5	68
8	9	10	11	12	73
15	16	17	18	19	78
22	23	24	25	26	79
29	30	31			79
January 2026					
			1	2	79
5	6	7	8	9	83
12	13	14	15	16	88
19	20	21	22	23	92
26	27	28	29	30	97
February 2026					
2	3	4	5	6	102
9	10	11	12	13	107
16	17	18	19	20	112
23	24	25	26	27	117
March 2026					
2	3	4	5	6	122
9	10	11	12	13	127
16	17	18	19	20	129
23	24	25	26	27	134
30	31				136
April 2026					
		1	2	3	138
6	7	8	9	10	142
13	14	15	16	17	147
20	21	22	23	24	152
27	28	29	30		156
May 2026					
				1	157
4	5	6	7	8	162
11	12	13	14	15	167
18	19	20	21	22	172
25	26	27	28	29	176
June 2026					
1	2	3	4	5	

180 Days/1080 Hours Calendar

Aug 4 Registration
Aug 4 Migrant/ELL Registration
Aug 11 New Staff Orientation
Aug 12 New Staff Orientation
Aug 14-15 Pre-service Days
Aug 18 New Staff Orientation
Aug 19 Mary Welsh Open House (4:00-6:00)
Aug 21 Jr./Sr. High School Open House
Aug 19-21 Pre-service Days
Aug 25 Begin 1st Semester
Aug 25 Early Dismissal
Aug 26 Early Dismissal

Sept 1 Labor Day (No School)
Sept 17 Early Dismissal
Sept 22 Prof. Development (No School)
Sept 22 Jr./Sr. High School Parent Teacher Conferences

Oct 1 Early Dismissal
Oct 22 Early Dismissal Mary Welsh Parent Teacher Conferences (2:00-8:00)
Oct 23 Mary Welsh Parent Teacher Conferences (4:00-8:00)
Oct 24 No School (Teacher Comp Day)
Oct 27 No School (Prof Development)
Oct 29 End Term 1 (44 Days)
Oct 30 Begin Term 2

Nov 5 Early Dismissal
Nov 19 Early Dismissal
Nov 24 Jr./Sr. High School Parent Teacher Conferences

Nov 26-28 No School (Thanksgiving)

Dec 3 Early Dismissal
Dec. 22-Jan. 2 Winter Break (No School)

Jan 2 (TQ Prof. Development, No School)
Jan 16 End Term 2/1st Semester (44/88 days)
Jan 19 Martin Luther King Day (Prof. Development, No School)
Jan 20 Begin 2nd Semester

Feb 4 Early Dismissal
Feb 18. Early Dismissal
Feb 26 Jr./Sr. High School Parent Teacher Conferences

Mar 4 Early Dismissal
Mar 16 Mary Welsh Parent Teacher Conferences (4:00-8:00)
Mar 17 Early Dismissal (Mary Welsh Parent Teacher Conferences (2:00-8:00))
Mar. 18 No School (Teacher Comp Day)
Mar 19-20 Spring Break (no school)
Mar 25 End Term 3 (44 Days)
Mar 26 Begin Term 4

Apr 1 Early Dismissal
Apr 3 No School
Apr 6 No School (Professional Development)
Apr 15 Early Dismissal
Apr 23 Jr./Sr. High School Parent Teacher Conferences

May 6 Early Dismissal
May 24 Commencement
May 25 Memorial Day (No School)
May 29 End Term 4/Semester 2 (44/88 days)

June 1 Teacher Professional Development
June 2 Teacher Work Day

ACCIDENTS AT SCHOOL

Our primary aim is to prevent accidents by explicitly teaching procedures in our learning spaces and at recess to ensure student's safety. All staff will utilize active supervision in all areas.

Accidents do happen at school and it is not always possible to know the exact extent of an injury until after x-rays or an examination by a doctor. For this reason, teachers should report accidents to the nurse. Staff members who are supervising a student involved in an accident must fill out an accident form and return it to the office.

The nurse will provide first aid, but in their absence, other school personnel will do so, and then will contact the nurse.

When an accident occurs or a student becomes ill, the nurse or other school personnel should notify the parents. A student is never sent home unless arrangements are made with the parents or other authorized persons as identified on the student's emergency card. If an emergency exists and no one can be reached, school personnel will contact the clinic, or the doctor of the parents' choice.

Students should not be allowed to remain in the nurse's office over long extended periods. All students visiting the nurse from the classroom or playground should have permission given to go see the nurse.

ATTENDANCE OF STUDENTS

Attendance Coding

At Williamsburg Schools, we take great pride in offering your student(s) the best educational experience possible. We recognize your crucial role as a parent/guardian in helping your student achieve their greatest potential. We desire to partner with you to achieve that outcome. This letter is a notification and informs you of your student's current attendance information.

The Iowa Legislature has passed and mandated new attendance requirements

This included a definition of Chronic Absenteeism and Truancy.

- **Chronically absent** means any absence from school for more than ten percent of the days or hours in the grading period established by a public school.
- **Truant** is defined as any child of compulsory attendance age who does not qualify for the specified exemptions listed in Senate File 2435, fails to follow the school board's attendance policy, lacks a reasonable excuse for their absence, and has been absent from school for at least 20% of the days or hours in the grading period.

New State Requirements Resulting from SF2435:

- **Absent for 10% of days in a grading period:** When a student is chronically absent, the District is required to notify the County Attorney and send a notice to parents.
- **Absent for 15% of days in a grading period:** When a student has been absent for 15% of days or hours in the grading period, a school official will initiate a school engagement meeting between the student, parent/guardian, and school official to create a prevention plan. The school will monitor compliance with the plan and contact the parent/guardian once a week.
- If the plan is violated or the student's **absences exceed 20% of days in a grading period**, the County Attorney may intervene.

The school recognizes that some absences may be due to illness, family emergencies, and/or other concerns. We take that into account as we partner with you regarding your student's attendance. We also acknowledge that discrepancies may exist in our records. If you believe an error exists, please contact us.

We are required to document whether each student is **present or absent (status)** each day and whether the absence is **excused or unexcused (excuse)**. Our attendance codes fall into three categories. Exempt refers to whether or not the absence counts towards Chronic Absenteeism and Truancy.

Present	Absent - Not Exempt	Absent - Exempt
Student is at school. Under supervision of school staff	Student is not at school. Absence is required in absenteeism reporting.	Student is not at school. Absence is exempt from absenteeism reporting.

Once a student's attendance has been coded to determine whether it is exempt, or not exempt, from Chronic Absenteeism, further coding will be used to show whether the absence is excused or not.

Excused	Not Excused
Used to inform parents that the absence has been reported to the school and coded.	Used to inform parents that the absence has not been reported to the school.

This table is to describe how absences will be coded and whether they will apply toward Chronic absenteeism.

Code	Name	Description	Status
AB	Absent	Absent without contact or reason given within 48 hours.	Absent - Not Exempt and Unexcused
UN	Unexcused Absence	Absent without excuse. There may be consequences due to behavior.	Absent - Not Exempt and Unexcused
AA	Administrator Approved	Absent and excused. Used to cover unusual circumstances.	Absent - Not Exempt and Excused
CV	College Visit	Absent and visiting a college.	Absent - Not Exempt and Excused
FAM	Family Leave	Absent due to any reason a parent gives other than illness.	Absent - Not Exempt and Excused

Code	Name	Description	Status
MED	Medical	Absent due to medical reason.	Absent - Not Exempt and Excused
OS	Out of School Suspension	Student is suspended & absent due to behavior.	Absent - Not Exempt and Excused
SRNP	School Related Non-Participant	Student is present and participating in a school activity off-site, under the supervision of school staff.	Present - Not Exempt but Excused
ISS	In School Suspension	Student is present at school, schedule is adjusted due to behavior.	Present - Not Exempt but Excused
SOV	School Office Visit	Student is present at school, in the office, with the counselor or nurse, with an administrator, or other on-site activity.	Present - Not Exempt but Excused
SRP	School Related Participant	Student is in a school-related event but not in the regular class	Present - Not Exempt but Excused
504X	504 Exempt	Absence is related to the diagnosis/purpose outlined in a Section 504 plan under the Federal Rehabilitation Act.	Absent - Exempt and Excused
CRTX	Court Exempt	Excused for sufficient reason by any court of record or Judge such as a juvenile detention center.	Absent - Exempt and Excused
GRDX	Completed Graduation Requirements	Student is absent because all graduation requirements and coursework is complete, therefore the student does not need to be in attendance.	Absent - Exempt and Excused
IEPX	IEP Exempt	Student is absent due to conditions related to the disability stated in the IEP.	Absent - Exempt and Excused
MEDX	Medical Exempt	Unable to attend school due to a legitimate medical condition that has caused: hospitalization, an extended illness that requires a student to be away from school, or requires the student to be in their doctor's care for needed treatment. This does not include basic illnesses (whether a doctor's note is provided or not), elective surgeries, or scheduled appointments (therapy, check-ups, etc.). A doctor's note is provided or there has been consultation with the school nurse, counselor, or administrator.	Absent - Exempt and Excused
RELX	Religious Exempt	Attending religious services, observance activities, or receiving religious instruction.	Absent - Exempt and Excused

Attendance thresholds for letters and intervention.

Mary Welsh Elementary		
Percentage	1st Semester	2nd Semester
10%	9 Days	9.0 Days
15%	13.5 Days	13.5 Days
20%	18 Days	18.0 Days

- Each building will review student attendance regularly and monitor student attendance in accordance with SF2435.

- It is the responsibility of the family to provide documentation or communicate with school officials when they believe an exemption is appropriate.
 - We will also comply with the expectations set forth by the State and County, and we will accurately report student absences each day.
-

ATTENDANCE OF EMPLOYEES AND WORKDAY

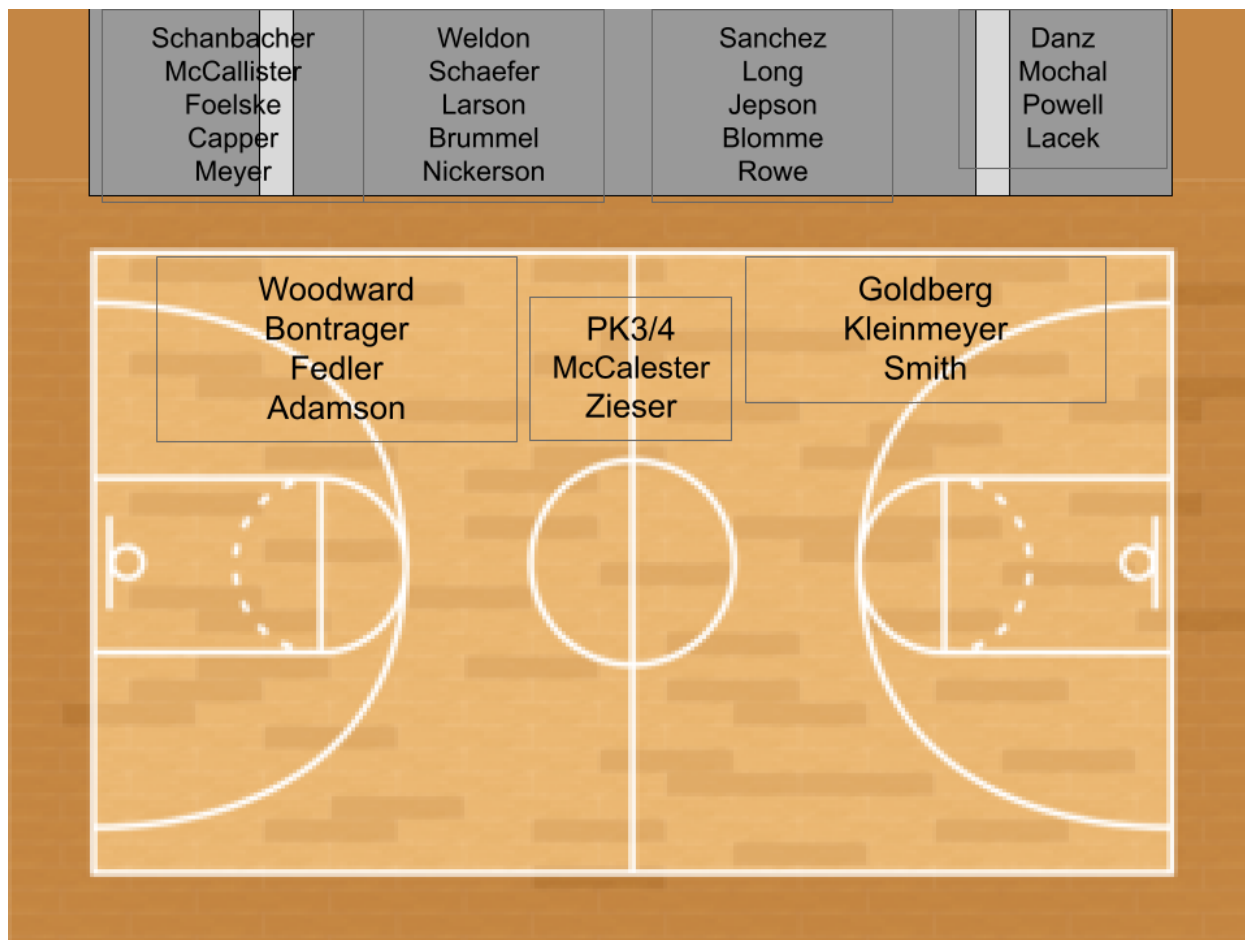
Employee attendance is critical to the success of students. If you are ill or find it necessary to be away from school the morning of, for any reason, notify our sub caller, Lori Wanner, at 319-330-0624, as soon as possible so that a substitute may be contacted between 6:00 and 6:15 a.m. For planned absences, follow the district's leave request procedures. Information concerning teacher absences for all reasons is detailed in the master contract. Absences of more than 3 consecutive days will require a doctor's excuse and release to return to work. Staff members are responsible for completing leave request forms upon their return. Staff members are then responsible for completing the details of the leave request form, to sign required forms, and submit them to the designated administrator.

Employees may choose each semester to have a workday of 7:30 am to 3:30 pm, 7:45 am to 3:45 pm, or 8 am to 4 pm as stated in the master contract. If for any reason, an employee is going to be late or needs to leave early, the employee should contact the principal ahead of time to gain permission and allow for supervision needs to be met.

Attendance for building or district professional development is expected. Collaboration is essential in our profession and employees need to be present to collaborate, learn, and grow professionally. Appointments should be avoided during professional development sessions. We understand that situations occur where employees may need to leave or arrive late but these should be approved by the building principal and the employee should sign out in the front office. As professionals, we desire to be treated professionally, which means we must hold ourselves to high standards of professionalism. Failure to gain permission may lead to disciplinary measures.

Blackout dates are days when multiple staff members are out of the building and additional leaves will not be granted. Blackout dates will be added to the building calendar and are exempt from being used for personal days.

ASSEMBLY SEATING



UNPAID LEAVE

Unpaid leave may be used to excuse an absence not provided for in other leave policies of the board. Unpaid leave for employees must be authorized by the superintendent. Leaves of absence without pay are not encouraged and such requests will generally be denied.

NON-CURRICULAR MATERIALS SENT HOME

Students, employees, parents, or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

Make certain to send clear copies that have been double-checked for correct English. Let a colleague proof your document. When appropriate, please consider using email or websites for bulletins and newsletters.

COMPUTERS

The use of school computers for personal needs should be kept to a minimum. Employees shall not have an expectation of privacy in the use of any District-provided laptop or mobile device, email, or any other District-owned technology.

CONFIDENTIALITY

We must all constantly remember to uphold confidentiality. Information involving parents and students should not be discussed with others unless there is a compelling reason. Be cautious of what is discussed in hallways, the workroom, and outside of the school. We all get frustrated at times, but remember that positive speech is an indicator of professionalism. Be careful of how and who you talk to. Trying to find a solution to a problem with a colleague is part of being professional, venting to a large group is not.

CUMULATIVE FOLDERS

Student cumulative records are located in the school office in locked file cabinets. Whenever a student file is accessed by anyone, the records technician (front office personnel) is to record your name and the reason you examined the student file. Records should remain in the school building at all times. The student's permanent record card is kept in a safe location in the school office. Cumulative folders and permanent record cards are to be kept up to date. Add only information that will help the student and future teachers.

CLASSROOM MANAGEMENT

Classroom management is a joint effort on the part of the teacher and the student. Both beginning and veteran teachers can be confronted with serious behaviors at times and we must be prepared to meet them.

1. Be on time and be prepared. As the teacher, you need to be ready to go when the class begins. Your students should also be ready with necessary books and supplies. The first 5-10 minutes of the class can determine the success of the experience.
2. Do not leave students unsupervised.
3. Be positive and give sincere praise. See that every child experiences some success each day. Utilize a 5:1 ratio of positive praise or interactions to student redirections.
4. When talking to a student about a discipline issue, keep it confidential. Use a calm, quiet

- voice, and when possible talk in the hallway or away from other students in the room.
5. Show a sense of humor. Funny things do happen in the classroom.
 6. Know your parents and the community. Try not to take unacceptable behavior as a personal affront. Let the child know that you disapprove of the behavior but not the child.
 7. Do not instigate the student into misbehaving and then punish them for that action.
 8. Plan specific rules for assemblies, field trips, parties, programs, and substitutes.
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DISMISSAL TIMES

Dismissal time for Mary Welsh Elementary is 3:20 pm. Students will be back in their homeroom classes to prepare for dismissal at 3:10 pm. Dismissal procedures will be outlined at the beginning of each year and will include information on busing.

DUPLICATING AND DIGITIZING

Materials put before the student for a learning activity and/or communication that is sent home should be clear and readable. Some savings can occur by using both sides of the paper for certain materials, coordinating among teachers who use common forms and worksheets, examining material to be duplicated to verify its appropriateness, and advance planning so that materials run are actually used. With the increase of duplicating supplies, it is important that everyone do their part to use supplies wisely. Color printing is expensive and should only be used in special circumstances. When possible, teachers should try digitizing materials and follow all pertinent copyright laws and creative commons guidelines.

Copyright is a form of intellectual property that protects original works of authorship including literary, dramatic, musical, and artistic works. The copyright laws of the United States make it illegal for anyone to duplicate copyrighted materials without permission. Severe penalties are provided for unauthorized copying of all materials covered by the act unless the copying falls within the bounds of the “fair use” doctrine. Any duplication of copyrighted materials by district employees must be done with the permission of the copyright holder or within the bounds of “fair use.” For additional information about copyright and fair use, please visit the “Frequently Asked Questions about Copyright” section of the United States Copyright Office located at copyright.gov/help/faq/index.html.

EVALUATION CYCLE

The following [cycle of evaluation](#) is tentatively set for the coming school year. It is subject to revision based on changes in the teaching staff and administration request.

EVALUATION

Teacher evaluation is designed to improve student achievement and staff efficacy through personal and professional growth. The following beliefs are central to the Williamsburg Community Schools' Teacher Evaluation Plan.

Teacher Evaluation Core Beliefs

1. For the framework to be clearly understood as a worthwhile process, it should:
 - Be tied to the 8 Iowa Teacher Standards;
 - Emphasize growth over time;
 - Be manageable for all those involved.
2. The process should lead to and support personal and professional growth. It should:
 - Provide opportunities for self-evaluation and reflection;
 - Be objective and based on evidence/artifacts;
 - Offer support for self-improvement;
 - Be a team process based on trust;
 - Be individualized with Individual Career Development Plans centered on goals and action steps grounded in research;
 - Be an ongoing process that is both formal and informal;
 - Be linked to our district goals, beliefs and standards/benchmarks.
3. Teacher evaluation should be focused on improving instruction resulting in improved student achievement. It should:
 - Be centered on creating successful experiences.
 - Be working toward increasing student proficiency.

The principal or designee must present and review the district teacher evaluation document before beginning any evaluative procedures. This document is available on the school website.

SOCIAL MEDIA

Staff should not post on their personal social media accounts anytime during the school day, unless there is a direct school need. No pictures of students should be posted unless parents grant permission. Please continue the practice of posting photos to private, classroom web pages. Parents should also be reminded not to post photos of other students at school functions on social media sites. Staff should not "friend" minors on social media under their authority until after the student graduates in order to protect both the staff member and the student.

FIELD TRIPS

Field trips are considered part of the core curriculum and should be optimum learning experiences, therefore they should not be removed from students unless by administrator approval. Community-based walking trips and local, partial day trips are encouraged to support and enhance student learning. Teachers who plan to take a class or group of students on a field trip should first discuss their plans with the principal. They should then complete the pertinent forms in the front office. The request form is located in the mailboxes in the main office.

Schools are no longer allowed to charge students a fee for field trips, however, we can accept donations from families to cover the expenses that may be associated. The district will assume the cost of any child's fees when a donation is not provided.

GUM

Students should not have or chew gum while in the building. Teachers should not provide students with gum as a reward. Dried gum is difficult to clean and remove from student areas so in order to assist with the proper maintenance of the building, gum will not be permitted.

GRADE PLACEMENT AND PROMOTION PRACTICES

A basic philosophy in educating elementary children is that they should remain with their same age peers whenever possible. Retention may occur when it is agreed by teachers, parents, and administrators that such action is desirable. Promotion practices in our school shall have as their objective the placing of the student in an environment where his/her maximum development will take place.

Despite the belief that repeating a grade is an effective remedy for students who have failed to master basic skills, the large body of research on grade retention is uniformly negative. Retained children may appear to do better in the short term, but they are at much greater risk for future failure than their equally achieving, non-retained peers. Retaining students in a grade is often used as a means to raise educational standards. The assumption is that by catching up on prerequisite skills, students should be less at-risk for failure when they go on to the next grade. Strict enforcement of promotion standards at every grade is expected both to ensure the competence of high school graduates and lower the dropout rate because learning deficiencies would never be allowed to accumulate. Due to the overwhelming body of research that indicates retention is not an appropriate intervention for low-achieving students, teachers, parents, and administrators must work together to plan and implement as many alternate interventions as possible to support "high-risk" students. Teachers should involve the Principal in discussions about interventions and individualized student plans. Any recommendation for retention must come from a planning team and can never be *made by any one person in isolation*. Principals must be involved in planning team meetings in which retention may be discussed.

PREP AND PRACTICE

Prep and Practice can be an important part of total education programming when used properly. Our guidelines are in line with research presented by the National Education Association (NEA).

- Prep and Practice serve various purposes in the learning process.
 - Participation- to increase the involvement of each student with the learning tasks
 - Personal development- to build student responsibility, honesty, perseverance, time management, and self-confidence
 - Parent-child relationships- to establish communication between parent and child on the importance of schoolwork and learning
 - Enrichment- an extension of learning activities
 - Exploration- to provide opportunities of discovery and insight into new learning
 - Practice/Repetition- to increase speed, mastery, or maintenance of skills
 - There are several responsibilities of the teacher regarding prep and practice
 - Communicate the policy and expectations clearly to students and parents.
 - Inform the parents when children are not fulfilling their prep and practice responsibilities
 - Give assignments that are relevant and clearly defined.
 - Provide timely feedback on all prep and practice assignments.
 - The frequency and length of prep and practice assignments vary from level to level.
 - In K-3, prep and practice may be assigned 1 to 3 times per week, and should require no more than 15 minutes per night to complete. However, reading practice should be encouraged nightly, and reading logs should be sent home to document this practice.
 - In 4th-6th grades, prep and practice may be assigned 2 to 4 times per week, and should require no more than 45 minutes total per night to complete.
 - On-going assignments (i.e. word study, reading time, math facts, and handwriting) that require nightly study time may be in addition to regular assignments. The additional time should not exceed 15 minutes or 60 minutes of total time spent out of school.
 - All prep and practice may not be formally evaluated; however, students will receive feedback on all assignments. All feedback will be used to monitor student progress and to differentiate instruction.
 - Teachers should be sensitive to students spending an inordinate amount of time on prep and practice.
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INSUBORDINATION

Insubordination is the failure or refusal to follow the written or oral instructions of supervisory authority or to carry out work assignments and will not be tolerated. Insubordination will result in discipline up to and including termination.

School district employees shall contact their principal or immediate supervisor if there are concerns regarding working conditions.

INSTRUMENTAL MUSIC LESSONS

Students in grades five and six are dismissed from class for individual instrumental music lessons. This is necessary because it is impossible for all individual lessons to be given before and after school or during study periods.

The only time a student is not to be dismissed is when he/she has an assessment. If you have an assessment scheduled, please see to it that the band teacher knows that the student lesson will need to be rescheduled.

LESSON PLANS

Well-written lesson plans are necessary for good teaching. Ensure a detailed plan using the [building template](#) is available when a substitute is requested. Explicit lesson plans are needed for a qualified adult to advance student learning in your absence. Please include account login and password information so that the substitute can complete attendance/lunch count. More detailed lesson plans may be required by the building administrator, during and around the time of classroom observation or upon request.

MANDATORY TRAININGS

All staff are required to be current with their certification in Bloodborne Pathogens, Chapter 103, [Dyslexia Overview Module](#), ELP Standards Modules 1-6, and Mandatory Reporter. Bloodborne Pathogens certification needs to be renewed annually and Mandatory Reporter certification every three years. Directions and passwords for these training sessions are communicated by the Curriculum Director. If you have any questions, please contact the school nurse for Bloodborne Pathogens and Michael Jepson for Mandatory Reporter and ELP Standards.

MOVIES

The use of video, DVD's, and streaming content can be an important part of our educational

programming. When used, these forms of media should either support our educational program or be used as a reward. Use as an incentive should be done sparingly, and not be the sole manner to reward.

When showing videos or digital content that support our educational programming, please identify what part of your curriculum is being supported by it. Identify the objective for your students, so that it can be communicated to parents. Let everyone know that you selected the video for a reason. As for content, make sure you know what is in the media you are showing. Only G or PG-rated media should be considered for showing. Any content that could be considered sensitive in nature should be communicated ahead time to parents/guardians, students, and building administration in order to determine whether passive consent should be obtained.

NEW STUDENTS

Frequently, new students are enrolled in our school during the year. It is important to give new students a real warm reception. Assign a peer to help them through the first few days. Parents of new students should be called or contacted within the first two weeks to be updated on the transition.

PARENT/TEACHER CONFERENCES

A schedule of parent/teacher conferences is arranged twice yearly. All members of the certified staff are to be present during conferences. Shared and part-time staff should confer with administration to schedule their time during conferences. If you feel a conference with a parent is necessary at other times during the year, please request the parent come to the school. You must keep in mind, however, that parents work schedules may make it necessary for you to return to your room after normal working hours for such a conference. Building administration should be notified in advance of these conferences and will assist when possible.

PETS AND ANIMALS

Pets and animals should not be brought to school without prior administrative approval and should take into account the possible trauma, disruption, and/or allergies of all students. Classroom pets are allowed with administrative approval and should be cared for by the classroom teacher and students.

PROFESSIONAL DEVELOPMENT REQUESTS

Teachers interested in seeking out a professional development opportunity must first contact building administrators prior to registration. Please turn in this form to the building administration for approval. Upon approval, staff members are responsible for arranging transportation and lodging if needed.

PROFESSIONALISM

Each of us must be cognizant of public relations and make a conscious effort to improve such relations. A few suggestions are as follows;

1. Remember that every time you have contact with any individual in the community you are helping create an impression of the public school. Go out of your way to meet and speak with the people in our community and especially with parents/guardians.
 2. Get to know the parents/guardians of each child you have in school. Approach this goal just as rapidly as you can. Work to form positive experiences and communicate those early with students and parents to build relationships.
 3. Children carry tales home of a true and of a modified nature. The teacher should feel that it is important how the child views things at school. Misunderstandings at home are often prevented when explanations to the children are clear.
 4. Do not 'talk shop' outside of school. People who complain about working conditions, speak about their students, or gossip about colleagues are not being professional. In fact, it is a breach of our professional code of ethics to speak unbecomingly about other faculty members. Things said at social gatherings can cause irreparable harm.
 5. Practice "positive speech" at all times in public or group settings. It is understandable that professionals need to vent at times, but this should be done behind closed doors and with a trusted colleague. Positive speech has the power to focus on what is right rather than what is wrong and goes a long way in developing a positive, supportive work and learning environment for all. Gratitude is the human emotion most closely connected to happiness.
-

PURCHASE ORDERS

Purchase orders must have the signature of the building principal to be valid. Purchases should not be made until the signature is obtained. Purchases made without a valid purchase order may be returned or charged to the individual staff member. Amazon orders need administrator approval. Please contact the front office or an administrator to receive a purchase order.

RECESS TEMPERATURE & COLD WEATHER EXPECTATIONS

Students will not have outdoor recess when the actual or "real feel" temperature is not conducive to students being outside. Determinations will be made and communicated by recess supervisors and/or building administrators when indoor recess will be held instead of outdoor recess. It will be left to the discretion of recess supervisors and building administrators to decide the location of recess when the outside temperature is not conducive to students being outside. When the "real feel" temperature is between 40-60°F, students are expected to at least have a sweatshirt or hoodie on. When the "real feel" temperature is between 20-40°F,

students are expected to wear coats and hats outside. Anytime “real feel” temperature is below 20°F, students should wear coats, gloves, and hats outside. Students must have boots on and snow pants to play in the snow and exit the blacktop area when there is snow on the ground or the ground is muddy.

ROOM REWARDS/PARTIES

Three school-wide parties will be conducted each year. These will be Halloween, Christmas, and Valentine's Day. Room parties are to be limited to a manageable period of time and should occur at the same time for each grade-level class. Classroom rewards and parties should not impact Core Instruction time during the master schedule. For class parties or birthdays, snacks and treats will need to be individually wrapped, prepackaged, and store-bought if they are being distributed to students in the classroom and should not be homemade due to health and sanitation concerns. Please keep in mind that students in our school may belong to religious groups that do not take part in holiday activities such as singing, playing music, acting in plays, marching in parades, drawing pictures, attending parties, etc.

SEATING CHARTS

Please have a seating chart available after you have assigned seats in your classroom. Seating charts should be kept current in order to benefit substitute teachers.

FRONT OFFICE SERVICE SPECIALIST

The elementary front office will be open from 7:30 a.m. until 3:45 p.m. each day, with a half-hour lunch break. The front office assists the principal with school-related tasks, performs normal office routines and practices associated with an elementary school office, handles lunch transactions, administers medication, and handles emergency situations. **PLEASE SECURE ALL MONEY WITH OUR FRONT OFFICE.**

SLEDDING

Sledding will not be permitted due to a history of injuries.

SPECIAL PROGRAMS

504: Qualified students may have a plan written for them that includes reasonable accommodations that will be made by the teacher and school.

AT-RISK: Students in Kindergarten through sixth grade needing support due to academic, organizational, or behavioral issues may possibly be identified as At-Risk. Students will be identified based on screenings, collected data, and staff input.

ELL: The English Language Learner program is designed to accelerate English acquisition for students whose first language is not English and to assist them in becoming successful learners in the regular classroom.

ELP (TALENTED AND GIFTED): This program provides differentiated learning opportunities to meet the educational and effective needs of identified students in grades K-6. In grades K-3, it provides appropriate enrichment and acceleration activities in both classroom experiences and student sub groups. Informal identification in collaboration with classroom teachers is conducted annually. Formal identification for initial admittance and continued participation in the Williamsburg ELP program will also be held annually. The classroom teachers and ELP instructor will differentiate at challenging levels of curriculum content in math and reading/language arts to meet individual student needs. Identified students may be pulled out of the classroom for instruction that meets the students' needs. by our district ELP instructor.

READING INTERVENTION: Students are screened three times a year using the FAST Screener to determine eligibility for additional Reading Support.

SPECIAL EDUCATION PROGRAM: The Special Education Program is designed to assist students who have identified learning, mental, and/or behavior disabilities. Special Education teachers are responsible for individualizing instruction for each student by use of an IEP (Individualized Education Program) and work closely with classroom teachers to assist the student in fulfilling classroom expectations.

TITLE 1 READING: Students are screened three times a year using the FAST Screener to determine their eligibility for Title 1 Reading support.

THERAPEUTIC CLASSROOM: This is a Tier II/III service provided to eligible students to promote student well-being and assist students in generalizing the necessary skills to be successful in the general education environment. The Therapeutic classroom is a proactive service that includes instruction, progress-monitoring of goals, and opportunities to practice the application of learned skills or techniques.

STAFF DRESS

Williamsburg School District employees serve as role models for the students and as representatives of Williamsburg Schools. Consistent with these roles, all employees, volunteers and substitutes should dress professionally and appropriately. Teachers are expected to project a professional image that sets positive dress and grooming examples for students and shall

adhere to standards of dress and appearance that are compatible with an effective learning environment. Jeans should be free of tears and holes.

STUDENT DRESS

Students should be reminded to follow the dress code listed below which is outlined in the family handbook. The following apparel is considered inappropriate for school:

1. Clothing that is considered indecent or causes a disruption to the educational environment
2. Clothing with message advertising or that implies the use of weapons, tobacco, alcohol, drugs, or are of a sexual nature
3. Hats, hoods, and bandannas are not to be worn in the building without administrative approval
4. Coats are not to be worn during the regular class day, unless conditions warrant
5. Flip-flops are strongly discouraged by the school nurses in the elementary building. Many playground accidents can be avoided by students wearing sturdy, close-toed shoes.

If a student is not following the dress code, please help them comply. If assistance is needed, please refer the student to the office.

STUDENT RESPONSIBILITY AND DISCIPLINE

The Williamsburg Board of Directors affirms support of the school student responsibility and discipline policies, with the intent to support school staff who enforce these policies and to also hold school staff accountable for implementing the policies.

SUPERVISION

Each teacher is responsible for students from the time students arrive until they leave the school. Some students will arrive before 8:00 a.m. Associate supervision will be provided from 7:45 am until 8:05 am for these students.

All K-6 students will report to their assigned areas in the morning once the doors open at 7:45 am. Students wanting to eat school breakfast may enter at 7:30 am. They will remain in their assigned areas under adult supervision until they are released to their homerooms in an orderly way. Unless students have an approved after school activity, they are to leave the building at the end of the school day. Those who are in school are under our supervision, and we are responsible for them. Students of staff members should also be supervised while in the building.

Even if you are not officially assigned to a supervision duty, each teacher should make it his/her duty to stop unnecessary confusion at school at any time. Teachers not on duty elsewhere should be in their room area or the hall to assist in supervision as the students enter the building

at morning, noon, and recess. Teachers shall escort their classes to lunch, in the hallways, and to the bus for dismissal.

The responsibility of supervision is an important aspect of our work. In the hallways, classrooms, and recess we all need to be responsible for all students. Do not leave students unsupervised. You open yourself up to scrutiny and liability when you leave kids unsupervised.

When you need to leave an area where you are supervising students, please ask another adult to help. Having another teacher monitor your classroom is a good idea.

You need to be in your classroom, or assigned area at 8:00 am daily. Everyone's day will get off to a better start if students are greeted by their teacher.

SUPPORT PERSONNEL (AEA)

Area education agencies lend support in educational services and special education. School psychologists, social workers, itinerant teachers, therapists, special education consultants, and curriculum experts are frequent visitors to our school. They are of great help to us and we should take advantage of opportunities to work with them. The cooperation of our faculty with the Grant Wood AEA personnel is always outstanding. It is especially gratifying to hear these people praise our teaching staff. Communication and cooperation with support personnel are well worth our time and effort when we consider the benefits received by our students.

TELEPHONE

We will not normally call a teacher on the telephone during scheduled teaching time. Under certain circumstances, our front office may ask you to come to the telephone if they believe the call needs your immediate attention. Students are to receive permission prior to using the telephone. All classroom phones have voicemail. Please be sure that you check your messages periodically. Staff should answer classroom phones instead of students.

DIAL 501 FOR "ALL CALL" FROM ANY CLASSROOM TELEPHONE IN THE BUILDING

EMPLOYEE USE OF CELLPHONES

School district and personal phones and message devices are to be used appropriately at times that do not conflict with the employee's duties. Cell phones should be put away unless it is being used for school-related business. All personal calls should be made during sanctioned breaks unless permission is granted by an administrator due to emergency situations. District telephones are only for official school business. Failure to follow this guideline may result in disciplinary action, up to and including termination.

TRAVEL

When traveling to professional meetings, workshops, or seminars, staff may request a school vehicle for travel. Visit the staff website resource page to fill out a [Transportation Request Form](#) to gain approval. If you use the van located at Mary Welsh Elementary, the keys and transportation slip are available in the front office. Please complete the mileage section on the form, and return to the building principal after your trip. If no school vehicle is available, you will be eligible for reimbursement. Please note that you will receive reimbursement only if a school vehicle is not available.

HEALTH INFORMATION

SCHOOL NURSE

We are fortunate to have a registered nurse available. She will coordinate such things as immunization reports, birth certificates, pupil health records, vision/hearing screenings, and classroom teaching. You will find her available as a valuable resource for the dispensation of medication in our buildings. When the nurse is not at the attendance center, personnel who have been trained to dispense medications will handle this responsibility.

DIABETES

What the teacher/coach/child care provider should know about the child with Diabetes:

Diabetes is a condition resulting from a failure of the pancreas to make a sufficient amount of insulin. Without insulin, food cannot be properly used. Treatment consists of following a diet, eating at specific times, testing the blood sugar, and taking daily insulin injections. Diabetes is NOT an infectious disease. Children with diabetes can participate in all school activities and, with few exceptions, they can and need to be treated the same as other students. It is important that all school personnel (teachers, associates, nurses, principal, bus drivers, coaches, counselors, and cooks) and/or daycare providers be informed that the child has diabetes.

School personnel-parent conferences held early in the school year will define more specific information about the student with diabetes and his/her specific needs. Understanding, communication, and cooperation between school personnel and parents can greatly help the student to have a happy, normal, and well-adjusted school experience and life.

Insulin Reactions ("I FEEL LOW ")

An insulin reaction occurs when the blood sugar goes below 65. This is caused by taking too much insulin, exercising or working more than usual, eating less food than normal or waiting for too long a period of time after taking insulin before eating. Under any of these conditions, the

body may send out many warning signs. The child may recognize many of the warning signs and needs to be encouraged to report them.

The symptoms listed below are early signs of an insulin reaction. If the child does not get sugar in some form immediately, it is possible that he may lose consciousness and in rare cases have convulsions. The child may experience one or several of the following reactions:

Signs of low blood sugar:

- inappropriate actions or responses (laughing, crying, inability to concentrate, confusion, aggressiveness, or irritability)
- Headache
- Stomach ache
- Dizziness/ lightheadedness
- Confusion
- Shakiness
- Excessive hunger
- Drowsiness/fatigue
- Blurred vision
- Pallor/sweating

Because symptoms of a reaction may vary, it is a safe rule that any child with diabetes behaving strangely or exhibiting any of the above symptoms should be given food at once.

Treatment

If a child has one or more of these symptoms, he/she needs to test their blood sugar. If it is 65 or lower, he/she needs to treat it immediately. If the blood sugar is 70 or higher, however, this is NOT a reaction and DOES NOT need to be treated. The child may be experiencing the symptoms because of adrenaline (epinephrine) release with a rapidly dropping blood sugar. If the symptoms persist, the blood sugar needs to be tested again in 30 minutes to see if it has dropped further. If the blood sugar is 65 or lower with NO symptoms of a reaction, it is still a reaction and needs to be treated. If the child notes any of these symptoms and supplies for testing the blood sugar are not available, he/she must treat it.

Treatment- Give sugar immediately in any of the following forms:

- sugar (3-4 cubes, packets, teaspoons)
- fruit juices (½ cup)
- Sweetened Kool-aid or Pop (½ cup)
- Candy mints (4-5)
- Glucose tablets (3 tablets)

NEVER send a student complaining of feeling “low” or “shaky” out to the office or nurse’s office alone. Always send with another student or staff member and explain that if a student is too weak to walk, help them to the ground and seek help from adults in the nearest classroom. You

must allow a diabetic student to treat themselves in the classroom if they feel low/shaky and have their supplies with them. Send them to the office/nurse's office when they feel able.

If you have any questions, please contact the building nurse.

LIFE-THREATENING ALLERGIES

If you have a student in your class with a life-threatening allergy, you will be notified by the school nurse. If a parent contacts you directly about the allergy, please refer them to the school nurse. The school nurse is responsible for the coordination of care, the education of the staff, and the facilitation of information to all appropriate departments (ie: cafeteria, transportation). All students and classrooms are treated with individual considerations. An Emergency Plan will be initiated by the school nurse. Please contact Nurse Jenna with questions regarding your student's life-threatening allergy information.

SEIZURE DISORDERS

General Information

- Approximately 300,000 American children and adolescents have seizure disorder (epilepsy).
- A seizure is a disruption of the electrical system in the brain. It can affect the whole brain and disrupt consciousness, or just part of the brain, in which case consciousness may or may not be affected.
- Anything the brain can normally do it can do during a seizure. That's why seizures take so many different forms. However, actions during a seizure are not under conscious control.
- Regular use of medication controls seizures in the majority of cases.
- Epilepsy is not a disease nor dangerous to others. It is not contagious nor a form of mental illness or mental retardation.

Seizure Types

Absence seizures- Teachers or other school personnel may be the first to notice that a child is having absence seizures. These are brief (1-4 seconds) lapses of consciousness that look like daydreaming but begin and end abruptly. FIRST AID – No first aid is needed, but teachers should be sure the student has an opportunity to catch up on any missed information. If noticed for the first time, parents should be informed.

Partial seizures- affect only part of the brain. Simple partial seizures may produce changes in mood movement and sensation but consciousness is unimpaired. FIRST AID – None needed other than reassurance and emotional support.

Complex partial seizures – the most common form of seizures in teenagers and adults. They affect consciousness. They typically produce automatic movements and a period of confusion in which the person having the seizure is unaware of what he is doing. Movements may look purposeful but are not. Because the youngster cannot respond while in the seizure, it is easy to misinterpret these episodes as behavior problems or drug use. **FIRST AID** – stay calm and reassure the other children. Gently direct away from hazards. Do not grab roughly or restrain. Do not expect verbal instructions to be obeyed. Stay with the student until he is fully recovered. Help reorient him to his surroundings. In the first episode, make sure parents are informed.

Generalized tonic-clonic (grand mal) seizures- affect the whole brain and the entire body. The student loses consciousness, falls, stiffens, and then jerks. Breathing may be shallow and skin pale or even bluish. Bladder or bowel control is sometimes lost. Vomiting at the end of the seizure sometimes occurs. Some students need to rest after a seizure of this kind: others can remain in the classroom. Average seizure lasts one to two minutes. **FIRST AID** – stay calm and reassure the other children. Protect from nearby hazards. Turn on one side to keep the airway clear. Loosen tight clothing around the neck. Remove glasses. Protect head from injury. Wait for the seizure to end. **DO NOT** put anything in the mouth. **DO NOT** try to hold the tongue. It can't be swallowed. **DO NOT** hold down or restrain. Reassure and help reorient the student to his surroundings as he regains consciousness. It is usually not necessary to call an ambulance unless:

- the seizure continues longer than five minutes or
- another seizure starts without the student regaining consciousness or
- there is no history of seizure or epilepsy in that student.

However, if the student is injured, has diabetes, or is pregnant, call for aid at once.

The Student at School

- Seizures produce psychological and social effects as well as physical ones. Teachers and other personnel have an important role to play in minimizing the damage and re-establish the child's position in the class.
- Talk to the other students about what happened, giving them an opportunity to ask questions. If possible, involve the student who had the seizure as an expert resource. Reassure the others that the condition is not contagious and the student is not in danger.
- Students with seizure disorders should be encouraged to participate fully in school life, including recreational and sports activities. Vigorous activity does not usually increase seizure frequency. Even swimming and climbing is possible with extra supervision. In most cases, over-protection is more of a danger than participation.
- Students with severe and frequent seizures, or other disabilities, can and should be fully included in school activities.
- Medications, seizures, and missed class time because of medical tests and treatment can all affect school performance. If tutoring and changes in medicine don't help, a full battery of tests should be given to identify any attendant learning disabilities or need for special services.

- Seizure disorders are a part of life for thousands of youngsters at school. With understanding, acceptance, and encouragement, these young people can achieve and participate fully in school life.

***Be sure to update the school nurse if a seizure occurs.**

CERTIFIED **S**TAFF **I**NFORMATION

Master Agreement Articles



- Voluntary/Involuntary Transfer Procedures
- Teacher Evaluation Procedure
- Staff Reduction Procedure
- Insurance
- TLC system
- Peer Review

ARTICLE VIII
VOLUNTARY TRANSFER PROCEDURE

A. Definition

The movement of an employee to a different assignment, grade level, subject area or building shall be considered a transfer.

B. Filing Requests

Employees who desire a change in grade and/or subject assignment or who desire to transfer to another building may file a written statement of such desire with the Superintendent. Such a statement shall include the grade and/or subject which the employee desires to be transferred, in order of preference. Such requests for transfers and reassignment for the following year shall be submitted not later than May 1st.

C. Notification of vacancies will be provided in the staff bulletin after the written resignations received by the Superintendent of Schools.

D. Approval for voluntary transfer will be an administrative decision requiring approval of Principals involved and Superintendent.

E. The reasons for denying a voluntary transfer will be submitted in writing to the employee requesting the transfer, if the employee so requests.

ARTICLE XIV
INVOLUNTARY TRANSFER PROCEDURE

A. Definition

The movement of an employee to a different assignment, grade level, subject area or building shall be considered a transfer.

B. Notice

Notice of an involuntary transfer or reassignment shall be given in writing to employees as soon as practical and in no case later than July 15th.

C. Meeting

An involuntary transfer or reassignment shall be made only after a meeting between the employee involved, the Principal and the Superintendent, at which time the employee shall be given written reason(s) therefore.

D. Use of Voluntary Requests

No position shall be filled by means of involuntary transfer or reassignment if there is a qualified volunteer within the system available to fill said position.

ARTICLE XV

TEACHER EVALUATION SYSTEM PROCEDURE

TRACK 1

Teachers in their first or second year of the profession, or career teachers, who are in their first year of teaching for the District, shall be considered Track 1 teachers. The cycle for Track 1 shall consist of both formal and informal observations, initiated by the administrator. The administrator shall conduct a minimum of three formal and informal observations and a minimum of three walkthroughs. At least one of the observations shall also include a pre-observation conference and a post-observation conference between the administrator and teacher. Teachers in Track 1 will be involved in a minimum of one summative conference in year one. In year two (year one for career teachers new to the District), teachers in Track 1 will be involved in a comprehensive review.

TRACK 2 (CAREER TEACHERS)

Track 2 is for licensed teachers who have earned regular teaching licenses and are not in Track 3. Each teacher in Track 2 shall be required to develop an individual career development plan every three years.

During year one of the cycle, each staff member shall create an individual career development plan. Individual career development plans shall reflect continuing professional growth in the areas of the Iowa Teaching Standards and Criteria and be aligned with the District's Comprehensive School Improvement Plan and Career Development Plan.

During year one and year two of the cycle, the administrator and teacher shall meet and discuss the progress of the teacher on the Individual Career Development Plan and on the Iowa Teaching Standards and Criteria. Each year of the three-year cycle, the administrator shall conduct a minimum of three walkthroughs. The administrator shall also formally observe the teacher a minimum of one time in year three of the cycle. At least one formal observation shall include a pre-observation conference and a post-observation conference between the administrator and the teacher. Also in year three, the completion of the Individual Career Development Plan will occur. Two activities will then occur. First, a written review will be completed by the administrator after the teacher and administrator have discussed the teacher's progress and outcomes on the Individual Career Development Plan. The second activity is a three year summative review. The teacher shall provide a portfolio linking artifacts to the Iowa Teaching Standards and Criteria.

TRACK 3 (INTENSIVE ASSISTANCE)

When the administrator determines, at any time, the teacher is not meeting one or more of the following:

1. District expectations under the Iowa Teaching Standards 1 – 7 and Criteria (Standard 8 is excluded);
2. The Individual Career Development Plan; or
3. Any other standards and criteria that the administrator deems appropriate,

The administrator shall recommend to the Superintendent that the teacher participate in the Intensive Assistance Plan. The process may begin at any time but is not to exceed six (6) months (excluding summer) in duration.

ARTICLE XVI

PROCEDURE FOR STAFF REDUCTION

A. Coverage--All employees under this Agreement.

B. Notification

1. If the Board is contemplating the layoff of any employee(s) for staff reduction purposes, it will notify the Association and the affected employee(s) as required by the Iowa Code.

2. The authority for determining numbers and assignments of staff rests with the School Board.

3. Natural attrition shall be used first in staff reduction.

C. Procedure for Layoffs

1. If a PK-6 position is to be eliminated or reduced, the Board shall give notification of layoff to the least senior employee in that position. If a 7-12 position in a district offered curricular area is to be eliminated or reduced, the board shall give notification of layoff to the least senior employee in that position. An employee who is notified of layoff or reduction to part time status will have the right to displace any less senior employee whose work he/she is certified to perform. If that person being displaced has extra curricular responsibilities, the person assuming the position must assume those responsibilities if he/she is certified to do so. However, the certification in the extra curricular activities is not a requirement for assuming the position. Written notice of intent to exercise this right must be given to the Superintendent, with a copy to the Association, within five (5) school days after an employee is notified of layoff or reduction to part time status. Within five (5) school days after the employee gives such notification, the Superintendent will notify the less senior employee that he/she is to be displaced.

2. An employee who is to be displaced pursuant to this Section will have the same displacement rights vis-à-vis less senior employees as an employee whose position is to be eliminated or reduced.

3. If an employee displaces another employee and has not taught the displaced employee's assignment within the last five (5) years or has not taken six (6) hours of coursework within the last five (5) years that relate to the new assignment(s), then the District will have a conference with the employee to determine the adequacy of his/her preparation for the new teaching assignment(s) that result from the displacement. If the District determines that the employee's preparation is not adequate, it may require that the employee successfully complete up to six (6) hours of coursework within the teaching area within two (2) years of displacement.

D. Recall

1. If there is a vacancy in a negotiation unit position, laid off employees who are certified to perform the work in question will be recalled in order of the person with the most seniority being recalled first.
2. If a laid-off employee has displaced another teacher or has been recalled to a position other than that held immediately prior to a layoff, the employee will remain eligible for recall in accordance with the provisions of Subsection 1 above.
3. Notice of recall will be given by registered mail to the last address given to the Board by the employee. A copy of the notice of recall will be given to the Association at time of mailing notice. If an employee fails to respond by certified mail within twenty one (21) calendar days after mailing the above notice of recall, the employee will be deemed to have refused the position offered. Once a former employee refuses recall, he/she has forfeited future recall rights.
4. An employee who is laid off will remain on the recall list for two (2) years after the effective date of layoff unless the employee waives recall rights in writing.
5. Once a teacher on the recall list accepts a teaching position in another public school system, they forfeit recall rights.

E. Benefits

All benefits to which an employee was entitled at the time of his/her layoff will be restored to the employee upon his/her return to active employment and the employee will be placed on the proper step of the salary schedule for the employee's current position according to the employee's experience in the system and education.

ARTICLE XVII

INSURANCE

A. Group health and accident insurance premiums may be deducted from the salaries of personnel members. The School District shall contribute one hundred percent (100%) of the premium for single full time employees. No contribution will be made to the premium of a family plan for new employees beginning in the 2011-2012 school year. For employees employed by the District prior to July 1, 2011, the School District shall continue to contribute fifty (50%) of the amount of the premium for a family plan or one hundred percent (100%) of the premium for a single full-time employee. For married couples employed by the District prior to July 1, 2011 wishing to enroll in a family plan, the District will pay the equivalent of one (1) single plan premium and fifty percent (50%) of the amount of the family premium and one (1) of the employees will make up the difference for the premium of a family plan. In addition, the Board shall contribute the full amount of the premium for long term disability insurance and the full amount of the premium for life insurance, for all certified staff working 20 hours or more per week.

Part-time regular contracted employees will be eligible for health insurance benefits under the following conditions: For single plan, the board will pay a prorated amount based on contract percentage of a full contract, with the employee paying any remaining amount to meet premium. For the family plan, the Board will pay a prorated amount of premium based on contract percentage of a full contract as it applies to fifty percent (50%) of the premium; the employee will pay the difference of the full family premium. (Married couples which may come under this regulation will be handled by mutual agreement between the Superintendent and parties involved.)

B. Types

1. Health and Major Medical: The District will pay the premiums for Option #1 below.

Option #1: HMO Coverage, deductible-\$1000/\$2000, coinsur.-10%/20%, Out of pocket-\$2000/\$4000, Office visit- \$25, Rx-\$10/\$20/\$30/\$30/\$150/\$300

Option #2: PPO Coverage, deductible-\$1000/\$2000, coinsur.-10%/20%, Out of pocket-\$2000/\$4000, Office visit- \$25, Rx-\$10/\$20/\$30/\$30/\$150/\$300

Option #3: HMO Coverage, deductible-\$2000/\$4000, coinsur.-20%/40%, Out of pocket-\$4000/\$8000, Office visit-\$25, Rx-\$10/\$20/\$30/\$30/\$150/\$300

Option #4: HMO Coverage, deductible-\$3000/\$6000, coinsur.-20%/40%, Out of pocket-\$5000/\$10000, Office visit-\$25, Rx-\$10/\$20/\$30/\$30/\$150/\$300

Option #5: HMO Coverage, \$2,700/\$5,400 High Deductible Plan, no coinsur, \$90 contribution to HSA to full time certified staff selecting single The lifetime maximum is \$5,000,000. The infertility benefit maximum is \$25,000.

2. Life-Coverage shall be twenty thousand dollars (\$20,000.00) of term life insurance.

3. School Liability

All employees shall be covered by a school financed liability insurance covering job-related performance of duties.

C. Coverage

The Board provided insurance program shall be in effect for all certified staff under contract, for twelve (12) consecutive months (beginning July 1st and ending June 30th of the contract year), or while under contract by the Williamsburg Community School District. Employees new to the District shall be covered by Board provided insurance no later than one (1) month after initial employment.

D. Descriptions

The Board shall provide each employee a description of the insurance coverage provided, which shall include a clear description of conditions and limits of coverage as provided above. The

Board will be responsible for providing insurance information in the form of applications and enrollment meetings as that information becomes available.

E. Continuation

In the event that an employee, absent because of illness or injury, has exhausted sick leave accrual the above mentioned benefits shall continue throughout the balance of the school year.

Memorandum of Understanding Between

The Williamsburg Community School District and The Williamsburg Education Association

Regarding Compensation of Teachers Grades 7-12 for covering classes

Payment of compensation for covering classes during a teacher's planning time will result in a payment of twenty (20) dollars per period.

This agreement is for a one (1) year trial period covering the contract year of 2017-2018. This memorandum is considered on-precedent setting and could not be used against the District in an arbitration hearing.

**WCSD and Williamsburg Community Education Association
Memorandum of Understanding Regarding
Teacher Leadership and Compensation (TLC) System
Effective from July 1, 2018, through June 30, 2019**

The Williamsburg Community School District (the "District") and the Williamsburg Education Association (the "Association") have reached agreement to the items listed below in regard to Master Contract articles that will be affected by implementation of the local Teacher Leadership and Compensation ("TLC") System.

Except as otherwise outlined in this Memorandum of Understanding ("MOU"), all terms and conditions of the Master Contract shall continue in full force and effect. This MOU shall be in effect beginning July 1, 2018, and ending June 30, 2019, unless the parties mutually agree to modify it, including modifying it to comply with legal requirements or guidelines.

1. Selection Committee

The selection committee will be formed annually by mutual agreement between the administration and Williamsburg Education Association. All leadership positions are one-year positions. Teachers interested in serving on the committee will notify their building administrator of their interest. This selection committee will be composed of three administrators and three teachers recommended by the association. Teachers interested in applying for a leadership position may not serve on the selection committee for that specific leadership position. The selection committee will screen applicants, review application materials, interview, and make recommendations for teacher leadership positions to the superintendent. The superintendent will submit recommendations to the board for approval.

2. Selection of Teacher Leaders

A. The Board will review recommendations and shall appoint teachers to serve in the TLC positions. In making appointments, the Board will consider the needs of the school district and the performance, qualifications, experience and professional development of the applicants.

B. If the selection committee does not feel any applicant is qualified to fill a particular teacher leadership position or no one has applied for the position, the recommendation will be to leave the position unfilled. The Selection Committee may recommend teachers who had not applied; however, accepting positions will be on a voluntary basis only.

3. Assignment of Teacher Leaders

A. Teachers assigned to TLC positions shall retain their regular teaching contract issued in accordance with Iowa Code Chapter 279 and shall be issued a supplemental contract for a one-year assignment relating to their teacher leadership position.

B. The assignment of teachers to TLC positions shall not be subject to the transfer procedures contained in the collective bargaining agreement. No employee may request a transfer nor will an involuntarily transfer be made to a TLC position.

C. Any employee receiving a supplemental contract for a one-year assignment for a TLC role shall not receive any other supplemental and/or extended contract pay for the employee's fulfillment of his or her TLC role. The supplemental contract shall not be subject to Iowa Code Chapter 279.

D. In the event that a teacher wishes to resign their TLC position they will notify the Superintendent by March 15. If a position becomes vacant in the staff member's previous staff reduction classification per the working agreement, and the teacher possesses the necessary certification and endorsements, the teacher may be awarded the position. If a position does not become vacant through attrition in the staff member's previous staff reduction classification per the working agreement for which he/she possesses the necessary certification and endorsements the negotiated staff reduction procedures will be followed. The displaced teacher will have recall rights but will not have recall rights to a teacher leadership position.

E. In the event that the District decides to terminate a TLC contract the teacher will be notified by March 30. If a position becomes vacant in the staff member's previous staff reduction classification per the working agreement, and the teacher possesses the necessary certification and endorsements, the teacher may be awarded the position. If a position does not become vacant through attrition in the staff member's previous staff reduction classification per the working agreement for which he/she possesses the necessary certification and endorsements the negotiated staff reduction procedures will be followed.

4. Seniority

An employee receiving a supplemental contract for a one-year assignment for a TLC role will be considered to be a regular, full-time bargaining unit position, and will maintain and continue to accrue seniority as specified in the Master Contract.

5. **Reduction or realignment**

If staff reductions or realignment occur due to a reduction in TLC funding or a modification in the District's TLC plan, the parties will follow the current staff reduction procedures in the Master Contract.

6. **Assessment of Performance**

The assignment of a teacher to a TLC position will be subject to evaluation by the school district's administration annually. Teacher leaders failing to meet established criteria will receive notification of non-renewal by March 30. The Intensive Assistance process will not be offered.

7. **Separation from Teacher Evaluation**

Teachers contracted for a teacher leadership position will not evaluate other teachers.

8. **Funding for Program**

Teacher leadership supplement foundation aid from the state shall be required to sustain the TLC program. The TLC salary will not be included in the salary schedule. Any reduction or elimination of this support will result in a corresponding reduction or elimination of the assignments and compensation described in this Memorandum of Understanding.

9. **Miscellaneous**

The District acknowledges that mandatory topics of bargaining in Chapter 20 of the Iowa Code may be bargained.

Memorandum of Understanding Between
The Williamsburg Community School District and The Williamsburg Education Association
Peer Review

The following is a letter of understanding regarding peer review.

Definition

The parties agree that peer review is a collegial process among a peer group of teachers to enhance and improve instruction in order to increase student achievement.

Process

1. A peer group may be a group of two or more colleagues. The peer group will be self-selected. Each teacher will have a peer group. If a peer group cannot be found for a teacher a peer group will be selected in consultation with the building administrator.
2. Peer review will be based on professional dialogue that may or may not include a classroom observation. The decision regarding classroom observation will be made by the peer group.
3. The peer review process will be formative and will be focused on assisting each peer group member in achieving the goals of the teacher's individual professional development plan. Peer reviews shall be supportive and collaborative and will be conducted in an informal manner.
4. The members of the peer group will complete the attached form after the peer review process is completed. The form will be submitted to the administration within a week of the completion of the review. All peer reviews should be completed prior to April 1st.
5. Peer group review shall not be the basis for recommending the teacher participate in an intensive assistance program and shall not be used to determine the compensation, promotion, layoff, or any other determination affecting a teacher's employment status.
6. Training for peer review will be provided prior to its implementation.
7. Time required for the peer review process will be scheduled by the peer group with the Principal of the building. If a substitute teacher is needed for the peer review process, the peer group will first contact the Principal to seek approval and to make the appropriate arrangements.
8. If a conflict exists between or among members of a peer review group, an attempt will be made to mediate the conflict. Based on the results of the mediation, the employee(s) will then decide if it is necessary to join another peer group.