



Dubuque Community School District

2300 Chaney Rd Dubuque, IA 52001

Phone: 563-552-3000 Fax: 563-552-3006 Website: www.dbqschools.org

Substitute Handbook 2023-2024

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~ Welcome ~

We are thankful to have you as part of our support system. We know the importance of substitutes in our classrooms, buildings, and our students' education. Please feel free to contact Val Ethier, 563-552-3000, if you have any questions and/or concerns while you are in our district.

The purpose of this handbook is to provide you with a general explanation of the policies and procedures governing substitute employees, provide links to important information and assist you in fulfilling the numerous and varied substitute responsibilities within our district. This handbook does not take precedence over the policies of the Dubuque Board of Education, nor does it supersede individual building policy. It is all substitutes' responsibility to read and understand the information provided in this handbook as well as all information referenced within this handbook, to include but not limited to Dubuque Community School District Board Policies.

Your role affects the overall effectiveness of the educational program in the Dubuque Community Schools. Substitutes are an important member of our team, responsible for enhancing our students' educational and personal growth and development.

On behalf of the Dubuque Community School District and the Dubuque Community, we thank you for your dedication and commitment to excellence in the Dubuque Public Schools.

Qualifications and Requirements for Subbing

All potential Substitute Employees will have to complete the following steps:

1-Application Process:

Complete the on-line application, be sure to include all supporting documentation appropriate for the position you are applying. Applications can be found by going to our website: dbqschools.org, click on careers at the top. Once the application is submitted, someone from the appropriate department will contact you with further information.

2-Required Paperwork (All paperwork must be completed prior to starting work):

Background check

Completed W-4 Forms (both federal and state)

Direct Deposit form

Completed I-9 (Including 2 original forms of approved government issued ID)

Confidentiality Agreement

Account User Credential Understanding

Job Description (Paraprofessional only)

Proof of License/Education/Certification Requirements (see chart below)

Position	Mandatory Reporter Training*	Valid License	Background check	Education/Skills
Sub Teacher/Nurse	X	X	X	Appropriate college coursework
Sub Paraprofessional	X		X	2 years of college or High School Diploma and completion of skills test
Sub Transportation/ Sub Food Service	X		X	High School Diploma

* If you do not currently have a valid Mandatory Reporter Training-Child and Dependent Adult Abuse Certificate, you have 6 months from the completion of your paperwork to obtain and submit the certificates. Directions to obtain certificates can be found on page 11 of the handbook.

Please note during busy hiring times it can take up to 4 weeks for Human Resources to process the background check and payroll paperwork. Please note you are not able to commit to sub jobs or start work until everything has been processed.

New hire paperwork will be kept for 6 months, if you do not begin subbing within that time your information will become deactivated. If you wish to sub after your paperwork has become deactivated, you will need to begin the process all over again.

Payroll and Benefits

Payroll

Substitute Teachers and Nurses are paid on the last working day of the month. Paraprofessionals, Food Service and Transportation substitutes are paid every other Friday. Please see Pay Schedules located on the HUB in our staff section of the website.

Pay Rates for Substitutes are as follows

Position	Regular Rate	Long Term Rate
Teacher/Nurse	135.00	172.00
Paraprofessional/Food Service	13.50	14.50
Relief Drivers	21.23	X
Relief Attendants	17.78	X

Long Term Rate:

In order to receive long-term pay rate, you must be assigned to the same position for an extended period (longer than 5 days for teachers/nurse and longer than 10 days for paras/food service.) Once that assignment ends you will revert back to the regular rate.

Recording Time Worked:

Substitute Teachers/Nurses/Paraprofessionals- You do not have to clock in when you get to your assigned work location. You are paid based on reports that are pulled from Frontline/AESOP (more information in the following section).

Substitute Food Service/Transportation- You will use your Employee ID number to sign in and out using the time clock.

Direct Deposit:

All Employees are paid through direct deposit, which you will set up when you complete your new hire paperwork. If changes need to be made to your direct deposit, you will need go to the employee web portal and login to Employee Access to make those changes. See page six for information on how to log in to Employee Access.

Payroll Deductions:

The District is required to withhold Federal and State taxes along with Social Security payments from each paycheck. After a substitute has been paid \$1,000 or more for two consecutive quarters, substitutes must contribute 6.29% of their wages to the Iowa Public Employees Retirement System (IPERS) at that time the District will contribute 9.44% of the substitute's wages to the Iowa Public Employees Retirement System (IPERS).

Friday Late Start:

Substitute teachers and paraprofessionals will report to school 1 hour late on "late start Fridays." Substitute teachers will be paid for a full day even though they worked one hour less than a full day. A substitute teacher that works ½ day in the morning on Friday will report to school 1 hour late but will be paid as if they worked the entire ½ day. Substitute paraprofessionals will be paid for hours actually worked. Please be sure to verify start time in Frontline, any questions regarding start time should be directed to the staff you are working for or the secretary at the school you will be subbing at.

Benefits

Substitutes are not eligible for health benefits through the Dubuque Public Schools.

Credentials:

You will receive an email to set up your credentials (user name and password). These credentials will give you access to your district email account, the Employee Portal-Employee Access, the HUB and the ability to log in to a school computer as yourself. **Please write down your username and password for future use.**

District Email- For substitutes, we generally try to use your personal email address as much as possible. We do want you to go in and check your school district email account occasionally.

Employee Web Portal-Employee Access-

Here you can:

View and print all your pay stubs

Change your Tax Withholding information

Change your Direct Deposit information

Update your personal information (address, phone number, etc.)

The HUB- is the location for lots of useful information, district policy, procedures and forms.

All of the above-mentioned links can be found by going to our website dbqschools.org, put your cursor over the word staff and select the appropriate page under the quick links pop up.

Frontline (For sub teacher/nurses/paraprofessionals)

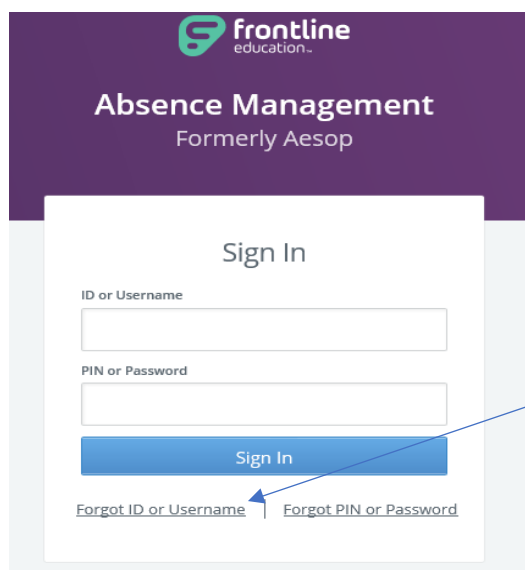
(Substitutes working in Transportation and Food Service are contacted by that department to schedule sub days.)

Your information will be entered into Frontline, our absence management system. Please watch for two emails from frontline instructing you on how to get yourself setup. The first email will have your user ID and pin to use when you call in to the system or the system calls you. In the second email, there will be an invitation that you will need to click on to create a username and password to use when you log into the system online. We ask that you create your username and password as soon as possible, the link in the email is only active for 30 days.

As a new user of Absence Management System, the easiest way to get familiar with the sub system is to watch the training videos. The videos can be found by clicking on the (?) in the upper right-hand corner of the main page on the Absence Management System website, then click on Frontline Support. Please review the Getting Started section as well as the Advanced Training video.

Frontline/AESOP Absence Management System

Frontline is a web-based system used for absence reporting and Substitute Employee assignment coverage. The system requires a touchtone telephone or a computer with internet capabilities


The image shows the login page for the Frontline Absence Management system. At the top, there is a purple header with the 'frontline education.' logo and the text 'Absence Management Formerly Aesop'. Below this is a white box titled 'Sign In'. Inside the box, there are two input fields: 'ID or Username' and 'PIN or Password'. Below these fields is a blue 'Sign In' button. At the bottom of the sign-in box, there are two links: 'Forgot ID or Username' and 'Forgot PIN or Password'. A blue arrow points from the 'Can't remember your login info?' text to the 'Forgot ID or Username' link.

Logging in on the Web

To log into Frontline, go to dbqschools.org put your cursor on the word staff and choose Frontline (Leave Request) from the quick links menu. Enter the username and password you created then, click **Sign In**.

Can't remember your login info?

If you are having trouble logging in, you will need to use the Forgot ID or Username option on the login screen.

The image shows the 'Available Jobs' section of the Frontline system. At the top, there is a calendar view with dates 13 through 31. A red arrow points to the date 15, which is highlighted in green. Below the calendar, there are three tabs: '3 Available Jobs', '1 Scheduled Jobs', and '0 Past Jobs'. The 'Available Jobs' tab is selected. Below the tabs, there is a table with columns: Date, Time, Duration, and Location. The table shows one job: 'Fox, Tim - High School Science' on 'Tue, 7/15/2014' from '8:00 AM - 3:00 PM' for a 'Full Day' at 'Coal Hill School'. To the right of the table, there is a circular callout showing a 'Reject' button (with a red X) and an 'Accept' button (with a green checkmark).

Finding Available Jobs

Frontline makes it easy to find available jobs right on the homepage. Jobs available for you to accept show in green on the calendar and in list form under the "Available Jobs" tab.

To accept a job, simply click the **Accept** button next to the absence. If you do not want to accept this job, click the **Reject** button, instead.

Using Frontline on the Phone

Not only is Frontline available on the web, but you can also find and accept available jobs, manage personal information, change your PIN number, and more, all over the phone.

When You Call Frontline

To call Frontline, dial **1-800-942-3767**. You will be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

When calling Frontline, you can:

- ☐ Find available jobs – **Press 1**
- ☐ Review or cancel upcoming jobs – **Press 2**
- ☐ Review or cancel a specific job – **Press 3**
- ☐ Review or change your personal information – **Press 4**

When Frontline Calls You

If an available job has not been filled by another substitute two days before the absence is scheduled to start, Frontline will automatically start calling substitutes, trying to fill the job. Keep in mind, when Frontline calls you, it will be calling about one job at a time, even if you are eligible for other jobs. You can always call into Frontline (see “When You Call Frontline” section above) to hear a list of all available jobs.

Note: When Frontline calls you, be sure to say a loud and clear “Hello” after answering the call, so that the system knows you picked up the call.

When you receive a call from Frontline, you can:

- ☐ Listen to available jobs – **Press 1**
- ☐ Prevent Frontline from calling again today – **Press 2**
- ☐ Prevent Frontline from ever calling again – **Press 9**

If you are interested in the available job, **Press 1**. You will be asked to enter your PIN number (followed by the # sign). At this point, Frontline will list the job details, and you will have the opportunity to accept or reject the job.

Confirmation Number: Each time a Substitute Employee accepts an assignment they will be issued a confirmation number.

Unable to Work

If a substitute is going to be unavailable for a period of time, please log into Frontline to block out the time you will be unavailable. Frontline will not call you during the time you are not available. If a substitute should become ill and cannot report to a previously accepted assignment, he/she should cancel the assignment in Frontline and then notify the school of the cancellation. If it is after school hours please leave a voicemail for the secretary. If it is past the deadline to cancel in Frontline, please call the school so that a new substitute can be arranged. Contact information for all schools can be found on pages 12 & 13 of the handbook.

Settings

Please go to the preferences tab on the left side of the screen, select schools from the pop-up window and select all schools you wish to sub at. You also have the ability to change call times in the preferences section.

When seeing jobs listed on Frontline, after the staff person's name, will be listed a Title/Position Type. While most Title/Position Types will be obvious (Grade 3, PE, Music etc.), some may not be. Listed below are some Title/Position Types and a small description to help you understand the position you might be subbing in. This is not a complete list of all the positions we have, just some of the most common, this is not a complete job description. We are trying to give you a small overview so you have a better understanding of what you may be signing up for. If you still have questions, please contact the secretary at the school to get clarification.

Title/Position Type	Alternate Title/Position Type	Brief Description
Autism		Working in the general or special education setting working with students eligible for special education. Duties include supervision, working 1-1 or with small groups of students on instructional routines, providing sensory breaks, aiding with physical tasks, and assisting with transitions within the building throughout the day.
BD	Behavior Disorder	Working in the general or special education setting working with students eligible for special education requiring behavior support. Duties include supervision, working 1-1 or with small groups of students, providing breaks and assistance to students throughout the day.
Clerical		Filing, answering phones, assisting visitors any and all other duties that may be assigned.
EC	Early Childhood	Working in the preschool programs with students as young as 4 years old.
ECSE	Early Childhood Special Education	Working in the preschool classrooms with students as young as 3 years old who are eligible for special education supports and services. Duties include supervision, working 1-1 or with small groups of students on instructional tasks, providing assistance with positioning/movement, toileting, and physical tasks, and assisting with transitions throughout the building.
ELL	English Language Learner	Working with students whose first language is something other than English.
Health		Working in the nurse's office. This position requires additional training.
LRC	Learning Resource Center	Working in the library doing things such as checking in/out books, re shelving books, assisting students in finding needed materials.
LS	Life Skills	Working in the general or special education setting working with students eligible for special education. Duties include supervision, working 1-1 or with small groups of students on instructional tasks, providing sensory breaks, aiding with physical tasks, and assisting with transitions within the building throughout the day.
MC	Multi Categorical	Working in the general or special education setting working with students eligible for special education. Duties include supervision, working 1-1 or with small groups of students on instructional tasks, providing sensory breaks, and aiding with activities throughout the day.

PLP	Personal Learning Program	Working in the general or special education setting working with students eligible for special education. Duties include supervision, working 1-1 or with small groups of students on instructional tasks, providing assistance with positioning/movement, toileting, and physical tasks, and assisting with transitions throughout the building.
RBT	Registered Behavior Tech	
SE	Special Education	Working in the general or special education setting working with students eligible for special education. Duties include supervision, working 1-1 or with small groups of students on instructional tasks, providing sensory breaks, and aiding with activities throughout the day.
Security Elem		Generally, a security position in the Elementary schools would be combined with another position ex: MC/Security. In this instance, it would be an additional duty such as crossing guard.
Security MS/HS School		MS/HS security would include, but not limited to, monitoring of parking lots, hallways, cafeteria and restrooms, arrival and dismissal duties, escorting students as needed, checking for student I. D's and any and all other duties that may be assigned.
Supervision		
TAG	Talented and Gifted	Assisting students with accelerated lessons. Usually small pull out groups.
Title I		Reading assistance to small groups of students or co teaching in a classroom.

Reporting to Work

When you arrive at your assignment please report to the main office. You will be required to show your driver's license/state ID the first time you report to a school. The school will issue a form of visitor ID to be worn while you are there. It is important to adhere to the individual school's safety policies they have in place.

Any questions or concerns that come up about the position/school you are working should be addressed to the secretary or principal of the school you are at, please do not question procedures or policies in front of students. If it is a question regarding district policy, please direct the question to Val Ethier 552-3000.

Appearance:

Professional appearance (business casual attire at a minimum) and neat grooming are expected of all substitutes in Dubuque School District. Employees are expected to dress in a manner that is appropriate and consistent with the job assignment. They should not wear clothing or accessories, which create a safety hazard, is excessively revealing or provocative. Employees should not wear clothing that displays words, pictures, slogans, or designs that are vulgar, profane, or otherwise inappropriate for the workplace. Flip flops, short shorts, spaghetti strap tank tops or sweat suits (unless subbing as a PE teacher) are not appropriate work attire.

Acceptable Use of the Internet:

Access to the District's Electronic Network must be (a) for the purpose of education or research and be consistent with the educational objectives of the District, or (b) for legitimate non-commercial business use. The District's Network may not be used for personal financial gain.

Cell Phone Usage:

While you are working with students, cell phone use is strictly prohibited. Cell phones are not to be used to make phone calls, to send/check text messages, to send/check email or to check for assignments in Frontline while you are working as a substitute in our district. This can be done during your lunch break, between periods or on a break. Students should be your number one priority while working in our district.

Conduct:

Substitutes will:

- conduct themselves in a professional manner.
- demonstrate respect, fairness and dignity when interacting with students, parents, staff, visitors, volunteers, and others substitutes.
- refrain from making adverse comments about the regular employee or his/her procedures to the students or other staff members.
- obey local, state, and national laws and hold themselves to high ethical, moral, personal and professional standards.
- notify Human Resources of any felony conviction. Notification must occur within five (5) business days of notification to the employee.
- notify Human Resources of any founded complaints of child abuse/dependent adult abuse. Notification must occur within five (5) business days of notification to the employee.

A breach of conduct may result in the termination of a substitute's involvement with the Dubuque Community School District.

Confidentiality:

While you are working as a substitute, you may hear or see privileged (confidential) information. Any information you may hear or see must be kept private. Even unintentional mention of confidential information during conversations, inside or outside of school, is still a breach of confidentiality and doing so risks the right of privacy of our students, staff and/or their family members. Substitutes must hold any information about all aspects of our students completely confidential. Communication about a student (other than a substitute's own child) is restricted to the teacher and school administration. A breach of confidentiality may result in the termination of a substitute's involvement with the Dubuque Community School District.

DCSD Credentials:

As an employee of the District, it is *your* responsibility to safeguard and prevent *your* account user credentials (i.e., username and password) from being shared. Under **NO CIRCUMSTANCES**, should *your* credentials be shared or divulged to others. Your account user credentials are personal to you, the District has no need for your credentials, and the District will **NEVER** ask you to provide your credentials or other personal information through any electronic message, notice or solicitation; therefore, any such request will almost certainly be fraudulent. Your credentials give you access as part of your employment to various DCSD systems and to data stored within those systems. If you divulge your credentials to others, they will have the same access that you have, and your personal information, including personal identity and payroll and bank account information, will be at risk. Again, under **NO CIRCUMSTANCES** should your credentials (i.e., username and password) be shared or divulged to others

Food and Drinks:

Substitutes should not consume food in the classroom during instructional time.

Policy regarding Use of Cigarettes, Alcohol or Illegal Drugs:

Dubuque Community School policy states that smoking on district property is not permitted. This includes smoking in your car that is parked on district property. Use of alcohol or drugs on district property is strictly prohibited.

Report Pay: Should a substitute report for work as scheduled and find that the assignment is not necessary, the substitute may be reassigned to an alternate assignment mutually agreed to by the substitute and the school administration or they may choose to go home and will not be paid for the day.

Responsibilities of Substitutes:

Substitutes will:

- follow, as closely as possible, the plans provided by the regular employee.
- assume all duties of the regular employee (unless certain restriction prevent). See page 14-20 for Job Descriptions.
- request assistance when necessary from the main office or building principal.
- follow all policies, rules and procedures to which regular employees are subject.
- maintain a professional attitude, keep the classroom conducive to good work habits, and learning situations.
- perform other duties as assigned by the principal. (i.e., cover classes during the teacher's planning period.)
- report to school on time and be prepared to work the assigned hours. Schools run on a very tight schedule; tardiness may result in loss of job assignment. If an emergency arises, cancel the job assignment in Frontline immediately and contact the school. Failure to show up for an assigned job, without giving prior notice to the school, may result in the substitute being removed from the available list of subs for that school. Substitutes are paid based upon the hours worked.
- stay on campus during the entire assignment.

- ensure the students are safe. NEVER LEAVE STUDENTS UNSUPERVISED. If an emergency occurs, the principal or principal's designee must be notified to provide temporary supervision.
- notify the office of any accidents or student illness. You may be required to complete an incident report. It is imperative that complete and accurate information be included. Notify the office immediately if an injury occurs.

Licensure/Certification/Training Requirements

It is the responsibility of the substitute to ensure their licensure/certification/training is kept up to date and submitted to the human resource office or appropriate department in a timely manner. Failure to submit required information may result in you being removed from the list of available substitutes.

Employee 5 Year Background Checks:

The School District is required to run background check on every employee every 5 years. You will be notified when it is time to renew your background check. Please return forms in a timely manner.

Teacher Licensure Renewal:

Information regarding license renewal can be found on the Iowa Board of Educational Examiners website.

Mandatory Reporter Training:

Due to a new state regulation, beginning July 1, 2019, the child and dependent adult abuse training course will only be available through the DHS website. This free course will now consist of separate child abuse/dependent adult abuse training. Separate certificates will be issued for each course; these certificates will be good for 3 years. All certificates issued prior to July 1, 2019 will remain effective for 5 years.

All employees are required to provide proof of Mandatory Reporter Training within 6 months of completing new hire paperwork. Failure to provide proof of training will result in you being removed from our list of available subs.

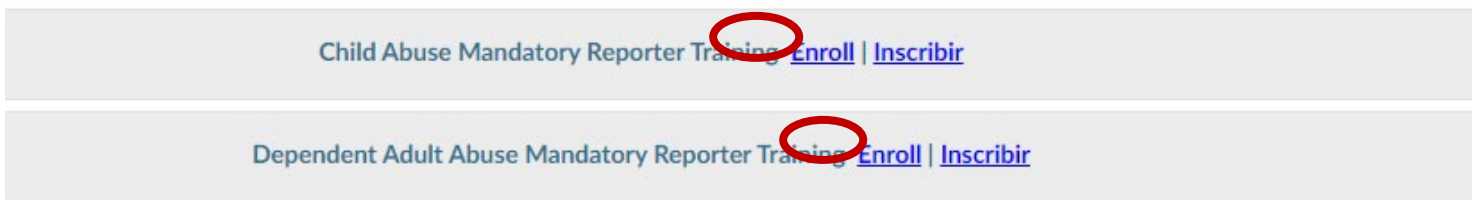
When you have completed both Child Abuse and Dependent Adult Abuse training, you will send the certificates to Val Ethier at vethier@dbqschools.org.

Instructions for training are on the following page.

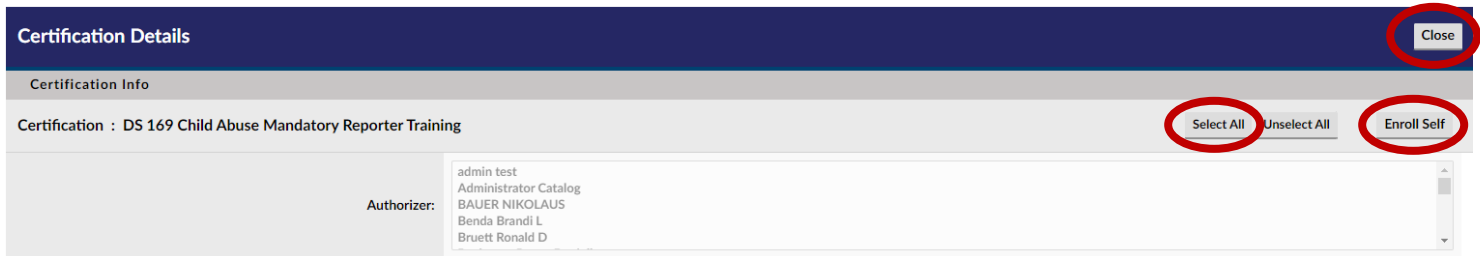
Important information for taking Mandatory Reporter training

The Iowa Department of Human Services is participating in a statewide initiative to enhance training delivery through implementation of Learnsoft, a new Learning Management System (LMS). **You are required by your employer to complete both the Child Abuse and Dependent Adult Abuse Trainings.** Follow the instructions below to log into the system to take Mandatory Reporter training. The login process below is a critical first step for all mandatory reporters! Once you have completed the trainings, please send Val Ethier (vethier@dbqschools.org) a copy of **both** certificates.

1. Log into the learning management website:
 - o Access the following site using Google Chrome:
<https://lsglm700.learnsoft.com/LSGLM/Login/iowalogindhs.aspx>
 - o Go to: External Mandatory Reporters, Click Here to create your user account for access to mandatory reporter training.
 - o Fill in the fields with **red** text and Save. It will ask you to log in, use the username and password you just created. It will ask you to change your password, you can re enter the password you just created.
2. Near the top of your screen, you will see the following information




Click on enroll for Child Abuse Mandatory Training



Click on Select All, click on Enroll Self then click on Close

Follow these same steps for the Dependent Adult Abuse Training.

Once you have enrolled in both trainings, go down to the blue My Task bar and change the drop-down menu to Classroom, then change it again to Courses. The courses you need to take will appear under the My Task bar. Once they appear you can scroll down under My Task and begin the training by clicking on  after the training you wish to start. You must complete the courses in the following order Mandatory reporter training then Post Test. You must do this for both Child Abuse and Dependent Adult Abuse.

Please follow the step-by-step instructions above before directing any questions regarding Mandatory Reporter training to MandatoryReporter@dhs.state.ia.us

Ending Employment

When you wish to be removed from our list of available subs, please send me an email. In the email, I will need your name, your last day worked and reason for resigning. Please be sure to have updated contact information in the Employee Web Portal before emailing your resignation so we can send you your W2 at the end of the year.

School Contact Information

Elementary Schools

Audubon Elementary School
605 Lincoln Avenue, Dubuque, Iowa 52001-3411
P: 563/552-3300 | F: 563/552-3301
Parking available in parking lot or on side street

Principal
Ed Glaser
Secretary
Deb Rausch

Bryant Elementary School
1280 Rush Street, Dubuque, Iowa 52003-7597
P: 563/552-3400 | F: 563/552-3401
Parking available in lot across from school or on street

Principal
Megan Richardson
Secretary
Tara Franklin

Carver Elementary School
2007 Radford Road, Dubuque, Iowa 52002-2535
P: 563/552-4500 | F: 563/552-4501
Parking available in front lot

Principal
Andy Peterson
Secretary
Becky Neuman

Eisenhower Elementary School
3170 Spring Valley Road, Dubuque, Iowa 52001-1500
P: 563/552-3500 | F: 563/552-3501
Parking available in lower lot off JFK or Upper lot off Spring Valley Rd

Principal
Andy Ferguson
Secretary
Julie Banigan

Hoover Elementary School
3259 St. Anne Drive, Dubuque, Iowa 52001-3998
P: 563/552-3700 | F: 563/552-3701
Parking available in lot

Principal
Kathleen Walech-Haas
Secretary
Laura Kunkel

Irving Elementary School
2520 Pennsylvania Avenue, Dubuque, Iowa 52001-3036
P: 563/552-3800 | F: 563/552-3801
Parking available in lot

Principal
Susan Meehan
Secretary
Meg Gilligan

Kennedy Elementary School
2135 Woodland Drive, Dubuque, Iowa 52002-3826
P: 563/552-3900 | F: 563/552-3901
Parking available in front and side lots

Principal
Nick Hess
Secretary
Karrie Moeller

Lincoln Elementary School
555 Nevada Street, Dubuque, Iowa 52001-6499
P: 563/552-4050 | F: 563/552-4051
Parking available in lot off Forest Ln at Booth St or on street parking

Principal
Megan Elsinger
Secretary
Amy Schmitt

Marshall Elementary School
1450 Rhomberg Avenue, Dubuque, Iowa 52001-2242
P: 563/552-4100 | F: 563/552-4101
Parking available anywhere but south side of Marshall St

Principal

Secretary
LoriAnn Smith

Prescott Elementary School
1151 White Street, Dubuque, Iowa 52001-5070
P: 563/552-4200 | F: 563/552-4201
Parking available in lots located at corner of 11th and Central,
In front of school and on the street.

Principal
Chris Nugent
Secretary
Kim Sheldon

Sageville Elementary School
12015 Sherrill Road, Dubuque, Iowa 52002-9731
P: 563/552-4300 | F: 563/552-4301
Parking available in the lot

Principal
Erik Johnson
Secretary
Karen Bahl

Table Mound Elementary School
100 Tower Drive, Dubuque, Iowa 52003-8074
P: 563/552-4400 | F: 563/552-4401
Parking available in the front lot

Principal
Matthew Hull
Secretary
Julie Koontz

Middle Schools

Jefferson Middle School
1105 Althausen Street, Dubuque, Iowa 52001-2099
P: 563/552-4700 | F: 563/552-4701
Parking available in the rear lot

Principal
Greg Lehman
Main Office Secretary
Judy Sheridan

Roosevelt Middle School
2001 Radford Road, Dubuque, Iowa 52002-2535
P: 563/552-5000 | F: 563/552-5001
Parking available in north or east lot

Principal
Jeff Johll
Main Office Secretary
Angela Pickel

Washington Middle School
51 North Grandview Avenue, Dubuque, Iowa 52001-6390
P: 563/552-4800 | F: 563/552-4801
Parking available in rear lot off Lombard or south drive

Principal
Chris Oberhoffer
Main Office Secretary
Ann Droeszler

High Schools

Hempstead High School
3715 Pennsylvania Avenue, Dubuque, Iowa 52002-3792
P: 563/552-5200 | F: 563/552-5241
Parking available in the lot

Principal
Julia Jorgenson
Main Office Secretary
Pam Scales

Senior High School
1800 Clarke Drive, Dubuque, Iowa 52001-4199
P: 563/552-5500 | F: 563/552-5721
Parking available in West Locust east lot

Principal
Brian Howes
Main Office Secretary
Allison Pusateri

Alta Vista Campus
1090 Alta Vista Street, Dubuque, Iowa 52001-6197
P: 563/552-5800 | F: 563/552-5801
On Street Parking

Administrator
Eddie Santiago
Secretary
William McClellan

Dubuque Online School
1105 Althausen Street, Dubuque, Iowa 52001-2099
P: 563/552-4900
Parking available in the rear

Principal
Val Loewenberg
Main Office Secretary
Pam Farley

Job Descriptions

Position Title: Teacher

Minimum Educational Requirements:

- Valid Iowa Teaching License, Certification Required
- Mandatory training in Child Abuse Reporting

Desirable Experience Requirements:

- One to three years teaching experience, highly desirable

Organizational Demographics:

- Recruitment and Employment: Executive Director of Human Resource Services and Principal
- Reports to: Principal
- Consults with: Principal, staff, and parents

Basic Function:

The successful candidate is a student-centered teacher with excellent classroom management skills, is able to work with students with a wide-range of abilities and interests in the regular classroom and who can provide evidence of successful collaboration with other adults to make classroom learning an active and meaningful experience for all students.

Core Teaching Requirements:

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

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

Demonstrates competence in planning and preparing for instruction. Criteria The teacher: a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction. b. Sets and communicates high expectations for social, behavioral, and academic success of all students. c. Uses students' developmental needs, background, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction.

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

Uses a variety of methods to monitor student learning. Criteria a. Aligns classroom assessment with instruction. b. Communicates assessment criteria and standards to all students and parents. c. Understands and uses the results of multiple assessments to guide planning and instruction. d. Guides students in goal setting and assessing their own learning. e. Provides substantive, timely, and

constructive feedback to students and parents. f. Works with other staff, building, and district leadership in analysis of student progress.

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

Engages in professional growth. Criteria The teacher: a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

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

Other Requirements:

- Ability to lift, push and pull up to 50 lbs.
- Ability to sit, stand, walk and climb stairs
- Perform other duties as assigned
- Demonstrate a commitment to multicultural gender - fair policies and practices
- Model to students and peers a commitment to appropriate public behavior toward all students, workplace, colleagues and the public

Position Title: Paraprofessional

General Characteristics:

Required Qualifications:

- 1) High school diploma
- 2) Keyboarding skills
- 3) Successful completion of or willingness to successfully complete training in dealing with behavioral interactions with students
- 4) Successful completion of or willingness to successfully complete training in instructional support
- 5) Physical and emotional stamina to meet daily student care needs

Desirable Qualifications

- 1) Post high school coursework
- 2) Experience working with children

Working Relationships:

Type of Authority: Staff
Reports To: Supervising Teacher, Building Administrator(s)
Consults With: Building Administrator(s), Staff and AEA Personnel

Basic Function:

This person will be working with students, teachers and other building staff members to assist in the delivery of the educational program.

Position Responsibilities:

The substitute must be able to:

- 1) Demonstrate professionalism in the workplace and in the community
- 2) Communicate clearly and appropriately with students and staff
- 3) Work effectively and cooperatively with others
- 4) Follow directions of supervising teacher and building administrator(s)
- 5) Exercise maturity and sound judgment in making decisions
- 6) Maintain accurate records
- 7) Assist teacher in computer entry of data and the application of technology
- 8) Maintain effective discipline based on the policies and guidelines of the District
- 9) Provide input and feedback to supervising teacher as requested
- 10) Support guided practice or monitor educational program as directed
- 11) Assist with accommodations for students with special needs
- 12) Maintain confidentiality
- 13) Demonstrate a willingness to participate in staff development
- 14) Recognize and demonstrate a commitment to multicultural nonsexist policies and practices
- 15) Meet the daily care student needs, including, but not limited to lifting, repositioning, diapering, toileting, restraining, etc.
- 16) Communicate with parent when appropriate
- 17) Supervise children on the playground and in the lunchroom
- 18) Perform other duties as assigned

Other Requirements:

- Ability to lift, push and pull up to 50 lbs.
- Ability to sit, stand, walk and climb stairs
- Perform other duties as assigned
- Demonstrate a commitment to multicultural gender - fair policies and practices
- Model to students and peers a commitment to appropriate public behavior toward all students, workplace, colleagues and the public

Position Title: Bus Driver

GENERAL CHARACTERISTICS:

- Qualifications:
1. High School diploma or equivalent
 2. Able to meet all requirements of the Department of Education for school bus drivers. Including licensing, training, background checks, drug screens and health standards.
 3. Ability to work with, lead and teach students appropriate bus behavior and rules.
 4. Have positive, patient, flexible attitude to work in a structured environment.
 5. Ability to keep bus in clean working condition.
 6. Must have strong communication skills.

- Experience:
1. School bus or large vehicle driving experience preferred.
 2. Acceptable driving record.
 3. Knowledge of the streets and roads of the DCSD area.
 4. Some knowledge of automotive mechanics preferred.
 5. Experience working with or supervising children preferred.

Recruited by: Executive Director of Human Resources and/or Transportation Manager

Recommended for Employment by: Executive Director of Human Resources and/or Transportation Manager.

WORKING RELATIONSHIPS:

- Works with: Drivers, Attendants, Dispatchers, Mechanics & General Public
Supervises: Students
Reports to: Assistant Manager and Manager of Transportation.

BASIC FUNCTION:

To provide safe, efficient and reliable transportation for eligible students of the Dubuque Community School District.

POSITION RESPONSIBILITIES

Bus drivers and attendants work together as a team for the safety and wellbeing of their student passengers. The bus driver is primarily responsible for the overall safe operation of the vehicle. The attendant is primarily responsible for supervising children on the bus as well as assisting with the loading and unloading of students. Consistency and communicating common expectations from both adults is critical for behavior management on the bus.

1. Maintain a current commercial driver's license, CDL physical and school bus permit.
2. Observe all state laws and regulations to be a safe, defensive and courteous driver.
3. All employees are subject to pre-hire and periodic back ground investigation.
4. All drivers are subject to pre-hire alcohol and drug screen at employer's expense.
5. All drivers are subject to and must report on demand for random or post-accident drug and alcohol testing.
6. Report to work in a timely manner to perform all duties as scheduled.
7. Complete pre-use bus inspection, report any faults to Mechanics.
8. Acquire current knowledge of the roads and streets within the Dubuque Community School District.
9. Use provided route information to run on scheduled time.
10. Supervise safe loading, unloading and transportation of students from age 2 to 21.
11. Be a positive role model for students by exhibiting professional work habits.
12. Teach students safe riding habits and emergency evacuation procedures.
13. Be able to relate to and successfully work with students with medical, mental or physical needs.
14. Follow any required special handling requirements that the students may need.
15. When required or present, ensures child restraint equipment or seat belts are properly used
16. Maintains order with respect. Refers misbehaved student activity to the Transportation Manager.
17. Maintain confidentiality of all records and student information
18. Legibly & accurately, complete all required paperwork and record keeping.
19. Report accurate description of child abuse when observed.
20. Keep route or trip vehicle interior and exterior in clean condition.
21. Fuel vehicle, post trip inspection and perform other minor maintenance tasks.
22. Report operational condition to mechanics as needed for repair.
23. Be available and successfully complete all required training.
24. Be able to learn technology requirements as needed.

25. Be able to communicate information clearly and in appropriate, professional manner.
26. Be able to work effectively in stressful, emergency situations when they occur.
27. Report to supervisor any, and all, traffic accidents and/or violations when they occur.
28. Use positive professional attitude with co-workers, school staff, parents and students.
29. The above responsibilities and duties are intended to describe the general nature and level of work performed by a person in the position. Duties may be added to, or eliminated at any time.

WORKING CONDITIONS:

1. Risk of exposure to blood, body fluids or tissues.
2. Risk involved with working in a moving environment. Driving in traffic, on highways, side streets, parking lots and rough rural roads.
3. Risk of exposure to communicable diseases.
4. Acceptable to work in varying temperatures; extreme heat or cold.
5. The ability to work around vehicles with loud, noisy, moving parts.
6. Possible exposure to vehicle exhaust and cleaning supplies.

POSITION EXPECTATIONS REGARDING PROFESSIONALISM, CONFIDENTIALITY AND TRAINING

1. Maintain professional emotional behavior at all times, regardless of the situation.
2. Profanity is strictly prohibited.
3. Personal cell phone use while students are on the bus or in your care is not allowed.
4. Limit accessories such as scarves, long necklaces, dangling earrings, loose clothing or drawstrings as these items could cause harm to you in the event of an altercation or be a snag hazard.
5. Close toed and heeled shoe should be worn. For your safety, no sandal like shoes should be worn. Dress for expected and worst possible weather conditions.
6. Personal items such as a purse, cell phone, iPod, earphones unworn clothing should be stowed.
7. Avoid personal grooming products with strong fragrance or scent, as they can have a negative effect on students with sensory issues.
8. Avoid having long finger nails as they might accidentally scratch a student, cause a snag issue or prevent you from completing required tasks.
9. Have good personal hygiene.
10. Seat belt must be worn at all times.
11. Be mindful that all district employees are under high public scrutiny. All employees should demonstrate positive courteous behavior around students, parents, staff, co-workers and especially while driving in traffic. Be sensitive to the needs of all people.
12. Do not have unprofessional conversations about your students, staff or co-workers.
13. Do not discuss students' needs in front of other students, parents, or non-pertinent staff.
14. Be respectful to the parents of your students by politely greeting them. Do not engage in conversations of parenting or of a personal nature. Keep your opinions to yourself.
15. The information you have on students is confidential. It must not be shared with others not involved in the care of those children.
16. All decisions regarding the care of your students is a team decision. Please bring concerns to the appropriate staff; supervisor, manager, principal.
17. Drivers and attendants need to treat each other with respect at all times. It is important for a good working relationship and presenting a unified approach to your passengers. Disagreements should never be aired in front of your students, parents, or other school staff. Disputes should be solved privately or with the help of transportation Management.
18. Those deemed by management unable to physically complete the duties of this position may be required to successfully pass a job specific physical. Such physicals will be performed by Tri-State Occupational Health and be paid for by the district.
19. Training will be provided at district expense for;
 - a. first aid/CPR
 - b. Quality Behavioral Solutions(QBS),
 - c. Body fluid kit
 - d. Seatbelt use
 - e. Wheelchair securement
 - f. Safety vest use and securement
 - g. Evacuation procedures
 - h. Emergency response
 - i. Bus operation
 - j. Mandatory reporter

Position Title: Bus Attendant

GENERAL CHARACTERISTICS:

- Qualifications:
1. High School diploma or equivalent
 2. Ability to work with, lead and teach students appropriate bus behavior and rules.
 3. Have positive, flexible, patient attitude to work in a structured environment for students that may have special needs.
 4. Ability to keep bus in clean working condition.
 5. Must be able to comply with and pass a background investigation.
 6. Must have strong communication skills.
 7. Must have good hand and finger dexterity. Ability to lift 50 lbs. Physical demands exceed what might be considered "light work".
 8. Must be able to quickly stoop, bend, kneel, squat, push, pull, twist, & reach overhead without help from others.
 9. Must be able to board and exit the bus without the support of others.

- Experience:
1. Successfully worked with child supervision.
 2. Successfully worked with people having special needs.
 3. Display professional communication and relationships with co-workers.

Recruited by: Chief of Human Resources and/or Transportation Manager

Recommended for Employment by: Chief of Human Resources and/or Transportation Manager.

WORKING RELATIONSHIPS:

- Works with: Other Attendants, Drivers, Dispatchers, Mechanics & General Public
Supervises: Students
Reports to: Assistant Manager and Manager of Transportation.

BASIC FUNCTION:

To provide safe, efficient and reliable transportation for eligible students of the Dubuque Community School District by assisting students with disabilities on the bus.

POSITION RESPONSIBILITIES AND DUTIES

Bus drivers and attendants work together as a team for the safety and wellbeing of their student passengers. The bus driver is primarily responsible for the overall safe operation of the vehicle. The attendant is primarily responsible for supervising children on the bus as well as assisting with the loading and unloading of students. Consistency and communicating common expectations from both adults is critical for behavior management on the bus.

- 1 All employees are subject to pre-hire and periodic background investigation.
- 2 Report to work in a timely manner to perform all duties as scheduled.
- 3 Use provided student information to safely run on scheduled time. Update as needed.
- 4 Supervise safe loading, unloading and transportation of students from age 2 to 21.
- 5 Be a positive role model for students by exhibiting professional work habits.
- 6 Teach students safe riding habits and emergency evacuation procedures.
- 7 Be able to work under pressure to provide first aid and assist emergency personnel.
- 8 Maintains order with respect. Refers inappropriate student activity to the Transportation Manager.
- 9 Be able to relate to and successfully work with students with medical, mental or physical needs.
- 10 Follow any required special handling, or medical requirements that the students may need. Including, but not limited to operation of, wheelchairs, safety vests, epi-pens, assistive animals, technology, walkers or canes.
- 11 When required or present, ensures child restraint equipment or seat belts are properly used.
- 12 Keep route vehicle interior and exterior in clean condition.
- 13 Legibly & accurately, complete all required paperwork and record keeping. Including billing records, behavior records.
- 14 Maintain confidentiality of all records and student information.
- 15 Report accurate description of child abuse when observed.
- 16 Be available and successfully complete all required training.
- 17 Be able to learn technology requirements as needed.

- 18 Be able to communicate information clearly and in appropriate, professional manner.
- 19 Be able to work effectively in stressful, emergency situations when they occur.
- 20 Use positive professional attitude with co-workers, school staff, parents and students.
- 21 Become familiar with all routes to and from school to be able to assist drivers with directions when needed.
- 22 The above responsibilities and duties are intended to describe the general nature and level of work performed by a person in the position. Duties may be added to, or eliminated at any time.

WORKING CONDITIONS

- 1 Risk of exposure to blood, body fluids or tissues.
- 2 Risk involved with working in a moving environment. Riding in traffic, on highways, side streets, parking lots and rough rural roads.
- 3 Risk of exposure to communicable diseases.
- 4 Acceptable to work in varying temperatures; extreme heat or cold.
- 5 The ability to work around vehicles with loud, noisy, moving parts.
- 6 Possible exposure to vehicle exhaust and cleaning supplies.

POSITION EXPECTATIONS REGARDING PROFESSIONALISM, CONFIDENTIALITY AND TRAINING

- 1 Maintain professional emotional behavior at all times, regardless of the situation.
- 2 Profanity is strictly prohibited.
- 3 Personal cell phone use while students are on the bus or in your care is not allowed.
- 4 Limit accessories such as scarves, long necklaces, dangling earrings, loose clothing or drawstrings as these items could cause harm to you in the event of an altercation or be a snag hazard.
- 5 Close toed and heeled shoe should be worn. For your safety, no sandal like shoes should be worn. Dress for expected and worst possible weather conditions.
- 6 Personal items such as a purse, cell phone, iPod, earphones unworn clothing should be stowed.
- 7 Avoid personal grooming products with strong fragrance or scent, as they can have a negative effect on students with sensory issues.
- 8 Avoid having long finger nails as they might accidentally scratch a student, cause a snag issue or prevent you from completing required tasks.
- 9 Have good personal hygiene.
- 10 For your safety, try to remain seated when bus is in motion. Move only when bus is stopped or in emergency situations.
- 11 Be mindful that all district employees are under high public scrutiny. All employees should demonstrate positive courteous behavior around students, parents, staff and co-workers. Be sensitive to the needs of all people.
- 12 Do not have unprofessional conversations about your students, staff or co-workers.
- 13 Do not discuss students' needs in front of other students, parents, or non-pertinent staff.
- 14 Be respectful to the parents of your students by politely greeting them. Do not engage in conversations of parenting or of a personal nature. Keep your opinions to yourself.
- 15 The information you have on students is confidential. It must not be shared with others not involved in the care of those children.
- 16 All decisions regarding the care of your students is a team decision. Please bring concerns to the appropriate staff; supervisor, manager, principal.
- 17 Drivers and attendants need to treat each other with respect at all times. It is important for a good working relationship and presenting a unified approach to your passengers. Disagreements should never be aired in front of your students, parents, or other school staff. Disputes should be solved privately or with the help of transportation Management.
- 18 Those deemed by management unable to physically complete the duties of this position may be required to successfully pass a job specific physical. Such physicals will be performed by Tri-State Occupational Health and be paid for by the district.
- 19 Training will be provided at district expense for;
 - a. first aid/CPR
 - b. Quality Behavioral Solutions(QBS),
 - c. Body fluid kit
 - d. Seatbelt use
 - e. Wheelchair securement
 - f. Safety vest use and securement
 - g. Evacuation procedures
 - h. Emergency response
 - i. Bus operation
 - j. Mandatory reporter

**DUBUQUE COMMUNITY SCHOOL DISTRICT
ATTENTION ALL EMPLOYEES
WORKERS' COMPENSATION MEDICAL TREATMENT**

Tri-State Occupational Health has been designated as the District's provider of occupational medicine services for employees injured on the job.

Employees injured on the job should report to the School Health Office to pick up the proper forms. Nurse will assess the injury and complete an Incident Report. If treatment is needed, Health Office / employee will call Tri-State Occupational Health to schedule an appointment.

Employees seeking emergency treatment for job-related injuries and not reporting their injury in a timely (immediate) manner to an immediate supervisor may forfeit their right to job related compensation and/or medical benefit payments. Employees who choose to be treated by a provider other than Tri-State Occupational Health may not qualify for any workers' compensation insurance benefits and may be responsible for all medical costs related to the injury. Iowa law allows an employer to designate service providers for employees injured on the job.

The occupational health/workers' compensation program is designed to provide immediate reporting and documentation of on-the-job injuries. Employees benefit from the program by returning to work as soon as possible, by early referral to specialists, by timely payments for loss time, by job modifications, if necessary, and by priority medical care at the offices of the providers.

If you need **medical treatment** due to a work-related injury or illness, seek treatment as follows:

A. For injury during the hours of 8:00 am - 5:00 pm, call **(563) 584-4600**. The following site is available:

**Tri-State Occupational Health
4155 Pennsylvania Ave
Dubuque, IA 52001**

B. When Tri-State Occupational Health is closed, or when injury is an emergency, seek treatment at either:

**Medical Associates
Acute Care
1000 Langworthy St.
Dubuque, IA 52001
(563) 584-3455**

**Mercy Medical Center
Emergency Room
250 Mercy Dr.
Dubuque, IA 52001
(563) 589-9666**

**Open Monday-Friday 7 am-8 pm
Sat/Sun 8 am-5 pm
Holidays 8 am-5 pm
Closed Thanksgiving and Christmas**

Open 24 hours

24 Hour Help Nurse: (563) 556-4357 or (800) 325-7442

IF YOU HAVE ANY QUESTIONS REGARDING THESE PROCEDURES, PLEASE CALL THE SCHOOL DISTRICT WORKERS' COMPENSATION CONTACT IN THE PAYROLL/BENEFITS OFFICE AT **(563) 552-3046** AND **EMPLOYEE TO CALL THIS NUMBER ONCE TREATMENT RECEIVED.**

2021 Annual Eligibility Notice

Iowa Retirement Investors' Club (RIC) 403b Plan

Did you know that Dubuque Community School District offers a supplemental retirement savings plan?

You have the opportunity to save for retirement by participating in our 403b plan offered through the Iowa Retirement Investors' Club (RIC). You may participate by making pretax contributions and, if authorized by your employer, post-tax Roth contributions, to one of the RIC core investment providers.

What do I have to do to contribute to this 403b plan?

To contribute, you must open an account with one of the RIC investment providers and submit the RIC *403b Salary Reduction Form* (<https://das.iowa.gov/RIC/403b/documents>) to our payroll office. The provider you choose will have all of the investment information and forms necessary to open your accounts (at no extra cost). Provider information is available at <https://das.iowa.gov/RIC/403b/providers>.

How much may I contribute?

The 2021 regular contribution limit is \$19,500. If you are age 50 or older, the limit is \$26,000. *These amounts may be adjusted annually by the IRS.* A catch-up contribution option (up to an additional \$3,000 per year for 5 years) may be available if you have been our employee for at least 15 years and your average annual contributions have been \$5,000 or less. Salary reductions may be changed or stopped at any time by completing the RIC *403b Salary Reduction Form*.

What if I am already contributing?

Take full advantage of your benefit! Consider increasing the amount you are saving for retirement up to the maximum limits (See "How much may I contribute"). If you wish to change the amount you are contributing, simply complete and submit a RIC Core Provider *403b Salary Reduction Form* (<https://das.iowa.gov/RIC/403b/documents>) to our payroll office. Call your investment advisor to review your statement and retirement income goals.

How can I receive more information about the plan?

Information is available at <https://das.iowa.gov/RIC/403b>. You may also contact the RIC providers (see <https://das.iowa.gov/RIC/403b/providers>), or RIC toll-free at 866-460-4692, option 1. If you currently participate, you can call your investment advisor to review your account and retirement income goals.

Prevention of False Claims, Fraud & Abuse In Government Funded Health Programs

To All DCSD Employees: As a recipient of federal health care program funds, including Medicaid, the Dubuque Community School District is required by law to include in its policies and provide to all employees and/or, associates detailed information regarding the federal False Claims Act and applicable state civil and criminal laws intended to prevent and detect fraud, waste and abuse in federal health care programs. Please review this information.

What is the False Claims Act?

The False Claims Act is a federal law that makes it a crime for any person or organization to knowingly make a false record or file a false claim regarding any federal health care program, which includes any plan or program that provides health benefits, whether directly, through insurance, or otherwise, which is funded directly, in whole or in part, by the United States Government or any State health care program. "Knowingly" includes having actual knowledge that a claim is false or acting with "reckless disregard" as to whether a claim is false. Examples of potential false claims include knowingly billing Medicare for services that were not provided, submitting inaccurate or misleading claims for actual services provided, or making false statements to obtain payment for services.

The False Claims Act contains provisions that allow individuals with original information concerning fraud involving government health care programs to file a lawsuit on behalf of the government and, if the lawsuit is successful, to receive a portion of recoveries received by the government.

State Laws

In most states it is a crime to obtain something (e.g., such as a Medicaid payment or benefit) based on false information.

Penalties for Violation of the False Claims Act

There are significant penalties for violating the federal False Claims Act. Financial penalties to an organization that submits a false claim can total as much as three times the amount of the claim plus fines of \$5,500 - \$11,000 per claim. In addition to fines and penalties, the courts can impose criminal penalties against individuals and organizations for willful violations of the False Claims Act.

Protections Under the False Claims Act

The federal False Claims Act protects anyone who files a lawsuit under the Act from being fired, demoted, threatened or harassed by his or her employer as a result of filing a False Claims Act lawsuit.

DCSD Commitment to Integrity,

The Dubuque Community School District is committed to fully complying with all laws and regulations that apply to our organization's operation. We have established the organizational protocol as evidence of our commitment to operating with the highest degree of integrity. The protocol includes district policies and procedures, employee background checks with the Office of Inspector General (OIG), access to in-district Medicaid claim consultation/training, on-going monitoring, voluntary quarterly quality reviews performed by Timberline Services, full participation in any formal Medicaid audit process, and mechanisms for individuals to raise issues and concerns without fear of retaliation.

Whether you are Teacher, Registered Nurse, Paraprofessional, or any other employee of the Dubuque Community School District, **you are reminded to:**

- ☐ Act with honesty and integrity in all of your employment or business activities
- ☐ Follow all laws/regulations/policies and procedures that apply to your work activities, including requirements of the district, Medicaid and other state/federal health care programs. These requirements generally include maintaining complete and accurate medical records, and submitting only complete and accurate claims for services provided.
- ☐ Contact one of the following resources available within the Dubuque Community School District if you have questions or possess knowledge or concern regarding a potential false claim:
 - ☐ Your DCSD Contacts available at (563)552-3000:
 - ☐ DCSD Medicaid Lead
 - ☐ Health Services Coordinator
 - ☐ Director of Special Education Services
 - ☐ Director of Human Resources
 - ☐ Director of Finance

The Dubuque Community School District strictly prohibits retaliation, in any form, against an individual reporting an issue or concern in good faith.

Any retaliation is subject to discipline, up to and including dismissal from employment or termination of the individual's relationship with the Dubuque Community School District.

Thank you for your commitment to the Dubuque Community Schools and to conducting your employment responsibilities with integrity and the highest standards of ethical behavior.

NOTE: For further information refer to DCSD Policy #7201 on Prevention of False Claims, Fraud and Abuse in Government Funded Health Programs located on the district website:

<http://www.dbqschools.org/schoolboard/policies/index.html>.

Dubuque Community School District 10/10/2019 reviewed

Board Policy and Procedures

It is the substitute's responsibility to review and understand the School Board policies and procedures. This information can be found by going to our website dbqschools.org putting your cursor on School Board and clicking on Policies. All policies should be reviewed on an annual basis. Please pay particular attention to the following

Policy

1001 Anti-Harassment and Bullying

4101 Non-Discrimination, Equal Employment Opportunity and Affirmative Action

4601 Tobacco Free Environment

4606 Abuse of Students by School District Employees

4609 Substance Free Workplace

4610 Notification of Felony Convictions and Founded Complaints

4613 Employee Responsible Use of Technology

5503 Reporting Child/Dependent Adult Abuse and Neglect

Revised 11/10/2021