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EDUCATIONAL OBJECTIVES

Policy Title LEGAL STATUS OF THE SCHOOL DISTRICT

Code 100

Iowa law authorizes the creation of a Common Schools System. As part of this Common Schools System, this school district is a school corporation created and organized under Iowa law. This school district shall be known as the Linn-Mar Community School District.

This school corporation is located in Linn County, and its affairs are conducted by elected school officials, the Linn-Mar Community School District Board of Directors. This school corporation has exclusive jurisdiction over school matters in the territory of the school district.

Adopted 6/5/00 Reviewed 7/05; 11/08; 9/10; 10/11 Revised _____

Related Policy: (Code Numbers) _____

Legal Reference: (Code of Iowa) §§ 274.1, .2, .6, .7; 278.1(9); 279.8; 594A (2007)

EDUCATIONAL OBJECTIVES

Policy Title EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT Code 101

As a school corporation of Iowa, the Linn-Mar Community School District, acting through its Board, is dedicated to promoting an equal opportunity for a quality public education to its students commensurate with the school district's ability to furnish financial support to provide for students. In cooperation with parents/guardians, the school district will strive to provide a nurturing learning environment that gives guidance and develops critical thinking in students for a lifetime.

The following vision, mission and beliefs statements govern all actions of the District.

Vision:



Mission Statement:

Inspire Learning. Unlock Potential. Empower Achievement

Beliefs:

1. Effective teaching and meaningful learning are our highest priorities.
2. Individuals are unique and learn at different rates in a variety of ways.
3. Quality instructional programming requires a rigorous curriculum, effective teaching, and ongoing assessment.
4. Our schools and facilities shall provide safe and engaging environments where civility is evident and individuality is respected.
5. Students, staff, parents and community members are partners and all have responsibility in the educational process.
6. Meeting the learning needs of every student is an essential factor in their achievement.
7. Staff make an essential difference in the lives of children, communities, and the larger context of the role that students will play as adults in the world.

Adoption 6/15/70 Reviewed 6/00; 7/05; 11/08; 9/10 Revised 10/95; 9/99; 9/10; 10/10/11

Related Policy: (Code Numbers) _____

Legal Reference: (Code of Iowa) §§256.11, (2007)

EDUCATIONAL OBJECTIVES

Policy Title CURRICULUM

Code 101.1

Curriculum development and its improvement is of primary importance, and as such, will be a part of the continuous improvement processes put in place in this district. The superintendent or designee shall:

- Have general coordinating authority over development of curriculum;
- Ensure that curricula is research based and developed prior to selection of instructional materials;
- Develop a process for curriculum review and development;
- Include the participation of teachers, administrators, students, parents/legal guardians, and representatives from higher education and business and industry in its curriculum development, as appropriate;
- Keep the Board informed regarding current district curriculum efforts and student achievement;
- Provide all necessary assistance to the Board in reviewing reports, information and data on each curricular area for evaluation and adoption by the Board.

The superintendent or designee will establish a curriculum material review and evaluation process for each area of the curriculum, which shall serve the procedure for district-wide curriculum development. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time, and staff development.

All curriculum may be reviewed by the Board. Curricular proposals from certified staff may be presented to the superintendent or designee. Curriculum maps shall be developed and used for the various subject areas or interdisciplinary offerings. The maps shall present a framework for proposed instructional strategies and assessment as a basis for further development of any particular area. These maps, reflecting a correlation of standards, the Iowa Core Curriculum, and the Common Core shall be designed to assist all users in strengthening and clarifying their philosophy regarding teaching, learning, variety for possibilities of instruction, and use of materials.

The superintendent and/or designee will design procedures for the development and the use of curriculum maps.

Adopted 9/7/99 Reviewed 6/00; 7/05; 11/08 Revised 7/05; 11/08; 9/10; 10/10/11
Related Policy: (Code Number) 101, 602.22, 602.23, 602.24, 602.25, 602.26, 602.27
Legal Reference: (Code of Iowa) _____

EDUCATIONAL OBJECTIVES

Policy Title INSTRUCTION

Code 101.2

The quality of instruction the students receive is essential to their growth as life long learners and productive community members. The success of students in achieving the educational goals and essential learnings of the District is determined, in part, by the capacity of professional staff to select and deliver the appropriate instructional strategy that aligns with curriculum content, process, application and learner need. Professional staff development designed for continuous improvement and the acquisition of research-based methodology is necessary to build a repertoire for effective instruction for all students. Implementation of multiple teaching strategies in classroom instruction is critical to student growth and learning as students progress through the educational program at Linn-Mar.

Adopted 7/18/05 Reviewed 7/05; 11/08; 9/10 Revised 10/10/11

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____

EDUCATIONAL OBJECTIVES

Policy Title ASSESSMENT

Code 101.3

The purpose of assessment is to measure individual student achievement. As students progress through their educational program at Linn-Mar, their progress as learners is to be assessed consistently in their classroom with regard to attainment of the essential learnings and curriculum standards, including content and process, as outlined in the curriculum maps. The assessments shall include formative assessment designed to monitor learning and adjust instruction to optimize student achievement as appropriate; and summative assessment for the purpose of measuring achievement of curriculum standards. In addition to formative and summative assessment, the District will employ a standardized, norm referenced system for testing and reporting student progress for comparison with other students' performance.

Adopted 7/18/05 Reviewed 7/05; 11/08; 10/11 Revised 9/13/10

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____

EDUCATIONAL OBJECTIVES

Policy Title GOALS OF THE EDUCATIONAL PROGRAM

Code 102

Educational Goals:

As productive, responsible, lifelong learners, it is essential Linn-Mar students be:

Competent in Core Skills and Knowledge – who are proficient in reading comprehension, computation, mathematical reasoning, and technology skills and who can use cultural, artistic, historical, scientific, and technological applications to explain, assess, and anticipate change as well as construct knowledge, as needed..

Thinkers - who independently access information and resources; who create and critically investigate multiple options; who make decisions that effectively solve a variety of problems.

Self-Directed Learners - who are aware of their strengths, needs, interests, and wants; who can set achievable goals, monitor and evaluate their progress; who are resourceful in responding to change.

Responsible Citizens - who recognize the relationships between self and others; who accept responsibility for their personal actions; who actively participate in improving themselves, their family, and local and global communities.

Effective Communicators - who listen, speak, write, read, and respond clearly to a variety of audiences and purposes.

Collaborative Workers - who use their interpersonal skills to develop constructive relationships with diverse individuals and groups.

Practitioners of Healthy Life Styles - who are aware of physical, social and emotional health and wellness and incorporate appropriate practices into their everyday life.

Adopted 6/15/70 Reviewed 6/00; 11/08; 9/10; 10/11 Revised 7/91; 10/95; 7/05; 9/3/10

Related Policy: (Code Numbers) _____

Legal Reference: (Code of Iowa) 280.12

EDUCATIONAL OBJECTIVES

Policy Title LONG-RANGE PLANNING

Code 103

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectations of students and determines how well students are meeting student learning goals. The Board shall conduct ongoing and in-depth needs assessment, soliciting information from business, labor, industry, higher education and community members, regarding their expectations for adequate student preparation as responsible citizens and successful wage earners.

Feedback from district patrons, staff, and students will be gathered on a regular basis. The Strategic Planning Committee, working with the superintendent, will gather input from the district's patrons, staff, and students on the district's long-range goals, student learning goals, and other areas as deemed appropriate by the committee. This input will be used in the committee's decision-making processes and guidance in making recommendations to the Board of Education.

It shall be the responsibility of the superintendent to ensure the school district community is informed of students' progress on state and locally determined indicators. The superintendent or designee shall report annually to the Board about the means used to keep the community informed.

As a result of the Board and committee's work, the Board shall determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Iowa Department of Education.

Adopted 7/9/81 Reviewed 11/08; 9/10; 10/11 Revised 7/99; 6/00; 7/05; 9/13/10

Related Policy: (Code Number) 100; 102; 204.8

Legal Reference: (Code of Iowa) §§21; 256.7; 280.12,.18; 281 I.A.C. 12.8(1)(b)

EDUCATIONAL OBJECTIVES

Policy Title ANTI-BULLYING/HARASSMENT POLICY Code 104

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Board. The Board is committed to providing all students and employees with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers will not be tolerated in the school or school district.

The Board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including but not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the Board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If, after an investigation, a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Adopted 8/20/07 Reviewed 7/08; 11/08; 9/10 Revised 7/08; 10/10/11

Related Policy: (Code Number) 401; 403.13; 502.14

Legal Reference: (Code of Iowa) 20 USC §§1221-1234i(2004); 29 USC §794 (1994); 42
§§2000d-2000d-7 (2004); 42 USC §§12001 et. Seq. (2004);
Senate File 61, 1st Reg. Session, 82nd Gen. Assy. (2007);
IA Code §§ 216.9; 280.3 (2007); 281 IAC 12.3(6);
Morse v Frederick, 1275 S Ct. 2618 (2007)

EDUCATIONAL OBJECTIVES

Policy Title ANTI-BULLYING/HARASSMENT POLICY Code 104

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student or employee which is based on any actual or perceived trait or characteristic of the student or employee and which creates an objectively hostile school/work environment that meets one or more of the following conditions:

- Places the student or employee in reasonable fear of harm to the student's or employee's person or property;
- Has a substantially detrimental effect on the student's or employee's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance or the employee's work performance; or
- 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.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances;

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc., that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, pictures, graphics, or activities directed at the victim that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a victim's performance or creation of an intimidating, offensive, or hostile learning/work environment.

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Adopted 8/20/07 Reviewed 7/08; 11/08; 9/10 Revised 7/08; 10/10/11

Related Policy: (Code Number) 401; 403.13; 502.14

Legal Reference: (Code of Iowa) 20 USC §§1221-1234i(2004); 29 USC §794 (1994); 42
§§2000d-2000d-7 (2004); 42 USC §§12001 et. Seq. (2004);
Senate File 61, 1st Reg. Session, 82nd Gen. Assy. (2007);
IA Code §§ 216.9; 280.3 (2007); 281 IAC 12.3(6);
Morse v Frederick, 1275 S Ct. 2618 (2007)

EDUCATIONAL OBJECTIVES

Policy Title ANTI-BULLYING/HARASSMENT POLICY Code 104

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits or the employee's employment or benefits;
- Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student or affecting employment status of the employee; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance or the employee's work performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The Equity Investigator at the building level (principal) or designee will be responsible for handling all complaints by students alleging bullying or harassment. The District Equity Investigator (Executive Directors of Human Resources Karla Christian or Instructional Services Dirk Halupnik) or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

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Adopted 8/20/07 Reviewed 7/08; 11/08; 9/10 Revised 7/08; 10/10/11

Related Policy: (Code Number) 401; 403.13; 502.14

Legal Reference: (Code of Iowa) 20 USC §§1221-1234i(2004); 29 USC §794 (1994); 42

§§2000d-2000d-7 (2004); 42 USC §§12001 et. Seq. (2004);

Senate File 61, 1st Reg. Session, 82nd Gen. Assy, (2007);

IA Code §§ 216.9; 280.3 (2007); 281 IAC 12.3(6);

Morse v Frederick, 1275 S Ct. 2618 (2007)

EDUCATIONAL OBJECTIVES

Policy Title ANTI-BULLYING/HARASSMENT POLICY Code 104

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment to the Board. The superintendent shall report on the progress of reducing bullying and harassment to the Board.

The Board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook;
- Inclusion in the employee handbook;
- Inclusion in the registration materials;
- Inclusion on the school or school district's web site;
- Inclusion on student and employee display boards.

A copy shall be made available to any person at the Learning Resource Center at 2999 North 10th Street, Marion, Iowa 52302.

Adopted 8/20/07 Reviewed 7/08; 11/08; 9/10 Revised 7/08; 10/10/11

Related Policy: (Code Number) 401; 403.13; 502.14

Legal Reference: (Code of Iowa) 20 USC §§1221-1234i(2004); 29 USC §794 (1994); 42

§§2000d-2000d-7 (2004); 42 USC §§12001 et. Seq. (2004);

Senate File 61, 1st Reg. Session, 82nd Gen. Assy, (2007);

IA Code §§ 216.9; 280.3 (2007); 281 IAC 12.3(6);

Morse v Frederick, 1275 S Ct. 2618 (2007)

ADMINISTRATIVE REGULATIONS REGARDING ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - Tell a teacher, counselor or principal; and
 - Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - What, when and where it happened;
 - Who was involved;
 - Exactly what was said or what the harasser did;
 - Witnesses to the harassment;
 - What the student said or did, either at the time or later;
 - How the student felt; and
 - How the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the building Equity Investigator, the designated investigator. The alternate investigator is the District Equity Investigator. 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, 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.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

ADMINISTRATIVE REGULATIONS REGARDING
ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion, or in the case of an employee, termination.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.

ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Name of student or employee target: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident(s): _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

	Age		Physical Attribute		Sex
	Disability		Physical/Mental Ability		Sexual Orientation
	Familial Status		Political Belief		Socio-economic Background
	Gender Identity		Political Party Preference		Other – Please specify
	Marital Status		Race/Color		
	National Origin/Ethnic Background/Ancestry		Religion/Creed		

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of harassment or bullying; i.e., letters, photos, etc. (attach evidence, if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____ / _____ / _____

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of instance witnessed: _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

DISPOSITION OF ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Name of student or
employee target: _____Grade and building of
student or employee: _____Name and position or grade of
Alleged perpetrator/respondent: _____

Date of initial complaint: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

	Age		Physical Attribute		Sex
	Disability		Physical/Mental Ability		Sexual Orientation
	Familial Status		Political Belief		Socio-economic Background
	Gender Identity		Political Party Preference		Other – Please specify
	Marital Status		Race/Color		
	National Origin/Ethnic Background/Ancestry		Religion/Creed		

Summary of investigation: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____ / _____ / _____

EDUCATIONAL OBJECTIVES

Policy Title SECTION 504 COMPLIANCE

Code 104.1

It is the policy of the Board of Education of the Linn-Mar Community School District not to discriminate against any otherwise qualified individual with disability, solely by reason of his/her disability, in admission or access to, or treatment or employment in, any program or activity sponsored by this school district.

Inquiries regarding compliance with this policy should be directed to the district Section 504 Coordinator (Executive Director of Student Services Julie Jensen), 2999 North 10th Street, Marion, Iowa 52302 (319-447-3000), or to the U.S. Department of Education, Office for Civil Rights – Chicago Office, 500 W. Madison Street, Suite 1475, Chicago IL 60661.

Adopted _____ Reviewed 6/00; 7/05 Revised 7/05; 11/08; 9/10; 10/10/11

Related Policy: (Code Number) 104

Legal Reference: (Code of Iowa) Section 504 of the Rehabilitation Act of 1973

SECTION 504 STUDENT AND PARENTAL RIGHTS NOTIFICATION

The following statement is to be published in written and electronic form in the District official documents and on the web site.

The Linn-Mar Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided students without disabilities;
- Receipt of information, either orally or written, about your child and your child's educational programs and activities in your native language;
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- Hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or *Iowa Code* § 280.3 should be directed to:

(Title) Executive Director of Student Services
(Where Located) 2999 North 10th Street, Marion, IA 52302 (Telephone No.) 319-447-3003

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and *Iowa Code* § 280.3 (2007).

Adopted 11/3/08 Reviewed 10/11 Revised _____

EDUCATIONAL OBJECTIVES

Policy Title EQUAL EDUCATIONAL OPPORTUNITY Code 105.1

The Board will not discriminate in its educational activities on the basis of race, color, national origin, creed, religion, sex, disability, sexual orientation, gender identity or marital status.

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

The Board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, creed, color, religion, gender, age, national origin, marital status, sexual orientation, gender identity, disability and genetic information. Further, the Board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Adopted 11/3/08 Reviewed 9/10; 10/11 Revised 9/13/10

Related Policy: (Code Number) 101; 401, 500, 505.6

Legal Reference: (Code of Iowa) 20 USC §§ 1221 et seq. (2004); 20 USC §§ 1681 et seq. (2004); 20 USC §§ 1701 et seq. (2004); 29 USC § 794 (2004); 42 USC §§ 12101 et seq. (2004); 34 CFR Pt. 100 (2004); 34 CRF Pt. 1004 (2004); Iowa Code §§ 216.9, 256.11, 280.3 (2007); 281 IAC 12

ADMINISTRATIVE REGULATIONS REGARDING
EQUAL EDUCATIONAL OPPORTUNITY GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One – Principal, Immediate Supervisor or
Human Resources Contact Person
(Informal and Optional – may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, creed, religion, age, sexual orientation, gender identity, or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with the Human Resources contact person. This paragraph is for employees and “marital status” isn’t a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, creed, religion, marital status, sexual orientation, gender identity or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two – Compliance Officer

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

Level Three – Superintendent/ Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officers, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If in cases of disability grievances at the elementary and secondary level the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

ADMINISTRATIVE REGULATIONS REGARDING
EQUAL EDUCATIONAL OPPORTUNITY GRIEVANCE PROCEDURE

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four – Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the Board within five days of the decision. It is within the discretion of the Board to determine whether it will hear the appeal.

The Compliance Officers are:

Name: Executive Director of Human Resources, Executive Director of Instructional Services

Office Address: 2999 North 10th Street, Marion, IA 52302

Phone Number: 319-447-3036 319-447-3028

Office Hours: 8:00 a.m. – 4:30 p.m.

NOTICE OF NONDISCRIMINATION

The following statement is to be published in written and electronic form in the District's official documents and on the web site.

Student, parent, employees and others doing business with or performing services for the Linn-Mar Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), religion national origin, sex, marital status, sexual orientation, gender identity or disability in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, sex, sexual orientation, gender identity or disability in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504, or *Iowa Code* § 280.3 is directed to contact:

Title: Executive Director of Human Resources or Executive Director of Instructional Services

Where Located: 2999 North 10th Street, Marion, IA 52302

Telephone Number: 319-447-3036 or 319-447-3028

who have been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504, and *Iowa Code* § 280.3 (2007).

GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS
REQUIRING NON-DISCRIMINATION

I, _____, am filing this grievance because

(Attach additional sheets, if necessary)

Describe incident or occurrence as accurately as possible:

(Attach additional sheets, if necessary)

Signature _____

Address _____

Phone Number _____

If student, name _____ Grade Level _____

Attendance Center _____

GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Grievance Date _____

State the nature of the complaint and the remedy requested.

Indicate Principal's or Supervisor's response or action to above complaint.

Signature of Principal or Supervisor _____