



## Board of Directors – Specific Duties of the Board

### Policy Title: School Board Conflict of Interest Code 202.7

School board members must be able to make decisions objectively. It is a conflict of interest for a board member to receive direct compensation from the school district, unless exempted in law or policy, for anything other than reimbursement of actual and necessary expenses, including travel, incurred in the performance of official duties. A board member will not act as an agent for school textbooks or school supplies, including sports apparel or equipment, in any transaction with a director, officer, or other staff member of the school district during the board member's term of office. It will not be a conflict of interest for board members to receive compensation from the school district for contracts for the purchase of goods or services which benefit a board member, or to receive compensation for part-time or temporary employment which benefits a board member, if the benefit to the board member does not exceed \$6,000 in a fiscal year or if the contracts are made by the board, upon competitive bid in writing, publicly invited and opened.

The conflict of interest provisions do not apply to a contract that is a bond, note, or other obligation of a school corporation if the contract is not acquired directly from the school corporation, but is acquired in a transaction with a third party, who may or may not be the original underwriter, purchaser, or obligee of the contract, or to a contract in which a director has an interest solely by reason of employment if the contract was made by competitive bid in writing, publicly invited and opened, or if the remuneration for employment will not be directly affected as a result of the contract and duties of employment do not involve any of the preparation or procurement of any part of the contract. The competitive bid section of the conflict of interest provision does not apply to a contract for professional services not customarily awarded by competitive bid.

It will also be a conflict of interest for a board member to engage in any outside employment or activity which is in conflict with the board member's official duties and responsibilities. In determining whether outside employment or activity of a board member creates a conflict of interest, situations in which an unacceptable conflict of interest is deemed to exist shall include, but are not be limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment, and supplies or the use of the school district badge, uniform, business card, or other evidence of office to give the board member or member of the board member's immediate family an advantage or pecuniary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to a board member.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of money or other consideration by the board member or a member of the board member's immediate family from anyone other than the state or the school district for the performance of any act that the board member would be required or expected to perform as part of the board member's regular duties or during the hours in which the board member performs service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit, or enforcement authority of the board member during the performance of the board member's duties of office or employment.

If the outside employment or activity is employment or activity in (1) or (2) above, the board member must cease the employment or activity. If the employment or activity falls under (3) then the board member must:

- a. Cease the outside employment or activity; or
- b. Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmation action to influence any vote, determining the facts or law in a contested case or rulemaking proceeding, conducting any inspection, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

When procurement is supported by Federal Child Nutrition Funds, board members will not participate in the selection, award, or administration of a contract if there is a real or apparent conflict of interest in the contract. Contract, for purposes of this paragraph, includes a contract where the board member, board member's immediate family, partner, or non-school district employer of these individuals is a party to the contract.

It is a conflict of interest for the board to enter into business with an **immediate family member** of a school board **member** during their term of service to the district.

*For purposes of this policy, "immediate family members" includes one's parents, step-parents, siblings, spouse/partner, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews.*

It is the responsibility of each board member to be aware of an actual or potential conflict of interest. It is also the responsibility of each board member to take the action necessary to eliminate such a conflict of interest. Should a conflict of interest arise, a board member should not participate in any action relating to the issue from which the conflict arose.

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Adopted: 6/70

Reviewed: 10/11; 4/13

Revised: 8/14; 4/16; 9/16; 10/19; 3/20

Related Policy (Code#): 201.4-5; 202.1; 205.3

Legal Reference (Code of Iowa): 22 CFR § 518.42; §§ 68B; 71.1; 277.27; 279.7A; 301.28

IASB Reference: 203



**Policy Title: Equal Employment Opportunity  
Code 400.1**

The Linn-Mar Community School District shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives, and regulations of federal, state, and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination.

The district shall provide a workplace that fosters respect and appreciation for the cultural diversity found in our country; an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society; and reduce stereotyping and bias on the basis of age, color creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, genetic information, physical or mental ability or disability, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the board will consider the qualifications, credentials, and records of the applicants without regard to age, color creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, genetic information, physical or mental ability or disability, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status.

The district will take affirmative action in major job categories where women, men, minorities, and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy on an annual basis.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility of drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

Prior to final offer of employment for any teaching position, the district will perform the background checks required by law. The district may determine on a case-by-case basis that, based on the duties, other positions within the district will also require background checks. Based upon the results of the background checks, the district will determine whether an offer will be extended. If the candidate is a teacher who has an initial license from the BOEE, then the requirement for a background check is waived.

Advertisements and notices for vacancies within the district will contain the following statement: "The Linn-Mar Community School District is an EEO/AA employer." The statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunities and/or affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Linn-Mar Equity Coordinators and/or Affirmative Action Coordinator by writing to:

**Linn-Mar Community School District Equity Coordinators:**

Mr. Nathan Wear, Associate Superintendent  
319-447-3028 / Nathan.wear@Linnmar.k12.ia.us

Mrs. Karla Christian, Chief Officer of Human Resources  
319-447-3036 / kchristian@Linnmar.k12.ia.us

**Affirmative Action Coordinator**

Mrs. Karla Christian, Chief Officer of Human Resources  
319-447-3036 / kchristian@Linnmar.k12.ia.us

Address: 2999 N 10<sup>th</sup> Street, Marion, IA 52302  
Fax: 319-377-9252

Inquiries by employees or applicants for employment regarding compliance with equal opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to either or both of the following:

Equal Employment Opportunity Commissions  
Milwaukee Area Office - Reuss Federal Plaza  
310 West Wisconsin Avenue, Suite 800  
Milwaukee, WI 53203-2292  
(800) 669-4000 or TTY (800) 669-6820  
<http://www.eeoc.gov/field/milwaukee/index.cfm>

Iowa Civil Rights Commission  
400 E 14<sup>th</sup> Street  
Des Moines, IA, 50319-1004  
Phone: (515) 281-4121 or (800) 457-4416  
<http://www.state.ia.us/government/crc/index.html>

An inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint to the local level.

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Adopted: 7/81

Reviewed: 12/11; 2/14; 9/14; 12/16

Revised: 1/11; 4/13; 11/18; 3/20

Related Policy (Code#): 400.1-E; 401.1

Legal Reference (Code of Iowa): 29 USC §§ 621-634; 42 USC §§ 200e *et seq*; 42 USC §§ 12101 *et seq*; §§ 19B; 20; 35C; 73; 216; 279.8; 281 IAC 12.4; 95

IASB Reference: 401.1



## Staff/Personnel – All Employees

### Policy Title: Equal Employment Opportunity Code 400.2

The Linn-Mar Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives, and regulations of federal, state, and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. It is a goal of the district to have a diverse workforce. Employees will support and comply with the district's established equal employment opportunity and diversity hiring practices. Employees will be given notice of this policy annually.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals the Linn-Mar Community School District will provide equal opportunity to employees and applicants for employment without regard to race, color, religion, creed, gender, national origin, age, disability, marital status, sexual orientation, gender identity, genetic information, as a covered veteran, or any other classification that is protected in accordance with applicable equal employment opportunity and affirmative action laws, directives, and regulations of federal, state, and local governing bodies.

Advertisements and notices for vacancies within the district will contain the following statement: *The Linn-Mar Community School District is an EEO employer dedicated to employing a diverse workforce of highly qualified employees.* This statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and polices including but not limited to complaints of discrimination will be directed to Linn-Mar Equity Coordinators who have been designated by the school district to coordinate the district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, §504, and Iowa Code §280.3 (2007).

## **Linn-Mar Community School District Equity Coordinators:**

Mr. Nathan Wear, Associate Superintendent  
319-447-3028 / Nathan.wear@Linnmar.k12.ia.us

Mrs. Karla Christian, Chief Officer of Human Resources  
319-447-3036 / kchristian@Linnmar.k12.ia.us

Address: 2999 N 10<sup>th</sup> Street, Marion, IA 52302

Fax: 319-377-9252

Office Hours: 7:30 AM to 4:30 PM (M-Th) and 7:30 AM to 4:00 PM (Fri)

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and federal employment laws and policies including but not limited to complaints of discrimination may also be directed in writing to the Iowa Civil Rights Commission (400 E. 14<sup>th</sup> Street, Des Moines, IA, 50319 / 800-457-4416), the Director of the Region VII Office of the United States Equal Employment Opportunity Commission (601 East 12<sup>th</sup> Street, Room 353, Kansas City, MO, 64106 / 800-368-1019), or the US Department of Education, Office for Civil Rights (Lyndon Baines Johnson Department of Education Bldg., 400 Maryland Avenue, SW, Washington, DC, 20202-1100 / 800-421-3481). This inquiry or complaint to the federal office may be done instead of or in addition to an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the district's central administrative office and the administrative office in each attendance center.

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Adopted: 11/05

Reviewed: 1/11; 12/11; 4/13; 2/14; 9/14; 3/20

Revised: 2/10; 9/16; 11/18

Related Policy (Code #): 400.1; 400.1-E

Legal Reference (Code of Iowa): 29 USC §§ 621-634 (2012); 49 USC §§ 12101 et seq (2012);  
§§ 19B; 20; 35C; 73; 216; 279.8; 281 IAC 12.4; 95;  
281 IAC 14.1; 2000



**Policy Title: Limitations to Employment References  
Code 400.4**

The Linn-Mar Community School District believes in taking appropriate measures to promote the health and welfare of all students. Any school employee, volunteer, contractor, or agent shall not assist another school employee, volunteer, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, volunteer, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

This limitation does not apply if the matter has been properly reported to law enforcement and any other regulatory authorities required by law, and either:

- The matter has been officially closed by the law enforcement agency;
- The individual is acquitted or otherwise exonerated of the alleged misconduct; or
- More than four years has passed since the case was opened, and no charges or indictment have been filed.

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Adopted: 3/20

Reference (Iowa Code): 20 USC §7926; 281 IAC 12.3(14)

IASB Reference: 401.6



**Policy Title: Child Abuse Reporting by Licensed Personnel  
Code 401.15**

All licensed personnel, nurses, teachers, coaches, and paraeducators are mandatory reporters as provided by law and are to report alleged incidents of child abuse they become aware of within the scope of their professional duties.

When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter will make an oral report of the suspected child abuse to the Iowa Department of Human Services within 24 hours of becoming aware of the abusive incident and shall make a written report to the Iowa Department of Human Services within 48 hours following the oral report. If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency will also be notified.

Within six months of their initial employment, mandatory reporters will take a two-hour training course involving the identification and reporting of child abuse, or submit evidence they've taken the course within:

- The previous five years for training certificates issued prior to July 1, 2019; or
- The previous three years for training certificates issued after July 1, 2019.

After July 1, 2019, employees who have previously taken mandatory reporter training will be required to take the two-hour training course before the expiration of their current training certificate. Once the training course has been taken, the certificate will remain valid for three years. Employees who have taken the post-July 1, 2019 two-hour training course will take the one-hour follow up training course every three years and prior to the expiration of their certificate.

The superintendent is responsible for drafting administrative regulations to implement this policy.

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Adopted: 7/79

Reviewed 1/11; 12/11; 4/13

Revised: 9/14; 12/16; 3/20

Related Policy (Code#): 401.15-R

Legal Reference (Code of Iowa): §§ 232.67-77; 232A; 235A; 280.17; 441 IAC 9.2; 155; 175

IASB Reference: 402.2, 402.3





## School District – Educational Philosophy

### Policy Title: **Vision, Mission, and Beliefs** of the District Code 101.1

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 belief statements govern all actions of the district:

#### **Vision:**

**2020**

Spirit. Opportunity. **Future**>>

#### **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/guardians, 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; and
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.

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Adopted: 6/15/70

Reviewed: 4/13; 5/14; 9/16

Revised: 10/11; 3/20

Legal Reference (Code of Iowa): §§ 256.11 (2013)

IASB Reference: 101



Curriculum development and its improvement is of primary importance and as such will be a part of the continuous improvement process put in place in the Linn-Mar Community School District.

The superintendent [or designee] will:

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

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

All curriculum may be reviewed by the school board. Curricular proposals from certified staff may be presented to the superintendent [or designee]. Curriculum maps, including standards and aligned assessments, will be developed and used for the various subject areas or interdisciplinary offerings. The curriculum maps will present a framework for proposed instructional strategies and assessment as a basis for further development of any particular area. The curriculum maps reflecting a correlation of standards, Iowa Core curriculum, and Common Core will be designed to assist all users in strengthening and clarifying their teaching, philosophy of learning, differentiation of instruction, and use of materials. The superintendent [or designee] will design procedures for the development and use of the curriculum maps.

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Adopted: 9/99

Reviewed: 4/13; 9/16; 3/20

Revised: 9/10

Related Policy (Code #): 101.1; 602.10-13

Legal Reference (Code of Iowa): 20 USC § 1232h; 34 CFR PT 98; 216.9; 256.7; 279.8; 280.3; 281 IAC 12.5, .8

IASB Reference: 602.1 – Mandatory Policy



**Policy Title: Curriculum Development  
Code 602.10**

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what/how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc., tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learning for the students.
- Increases the probability that students will acquire the desired knowledge, skills, and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination
- Improves classroom instruction

The superintendent [or designee] is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends, research, and expert advice regarding the content/discipline
- Study the current status of the content/discipline (what/how well student are currently learning)
- Identify content standards, benchmarks, and grade level expectations for the content/discipline
- Describe the desired learning behavior's teaching and learning environment related to the content/discipline
- Identify differences in the desired and present program and develop a plan for addressing the differences
- Communication with internal and external publics regarding the content area
- Involve staff, parents/guardians and legal custodian, students, and community in curriculum development decisions

- Verify integration of local, state, and/or federal mandates (MCGF, Iowa Core, etc.)
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level

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

All curriculum may be reviewed by the school board. Curricular proposals from certified staff may be presented to the superintendent [or designee]. Curriculum maps, including standards and aligned assessments, will be developed and used for the various subject areas or interdisciplinary offerings. The curriculum maps will present a framework for proposed instructional strategies and assessment as a basis for further development of any particular area. The curriculum maps reflecting a correlation of standards, Iowa Core curriculum, and Common Core will be designed to assist all users in strengthening and clarifying their teaching, philosophy of learning, differentiation of instruction, and use of materials. The superintendent [or designee] will design procedures for the development and use of the curriculum maps.

It is the responsibility of the superintendent [or designee] to keep the board apprised of necessary curriculum revisions, progress, or each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

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Adopted: 6/70

Reviewed: 6/11; 10/13; 4/15

Revised: 7/12; 3/20

Related Policy (Code#): 600.1-2; 602.11-13

Legal Reference (Code of Iowa): §§ 216.9; 256.7; 279.8; 280.3; 281 IAC 12.5, .8

IASB Reference: 602.1



**Policy Title: Quality of Instruction  
Code 101.3**

The quality of instruction the students receive is essential to their growth as lifelong 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.

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Adopted: 7/05  
Reviewed: 9/10; 4/13; 5/14; 9/16; 3/20  
Revised: 10/11  
Related Policy (Code #): 602.27-29-E

Delete - Duplicate Policy



The purpose of assessments is to measure individual student achievement. As students progress through the educational program at Linn-Mar, their progress as learners is to be assessed consistently in their classrooms with regard to attainment of the essential learnings and curriculum standards, including content and process, as outlined in the curriculum maps.

Assessments shall include formative assessments designed to monitor learning and adjust instruction, to optimize student achievement as appropriate, and summative assessments for the purpose of measuring achievement of curriculum standards.

In addition to formative and summative assessments, the district will employ standardized, norm-referenced testing systems for reporting student progress and comparison of student performance, as well as benchmarking with other comparable school districts.

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Adopted: 7/05  
Reviewed: 10/11; 4/13; 9/16; 3/20  
Revised: 9/10; 5/14  
Related Policy (Code #): 602.15; 605.2; 605.6  
Legal Reference (Code of Iowa): 20 USC § 1232h; §§ 280.3  
IASB reference: 505.4



A comprehensive testing program shall be established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

The purpose of assessments is to measure individual student achievement. As students progress through the educational program at Linn-Mar, their progress as learners is to be assessed consistently in their classrooms with regard to attainment of the essential learnings and curriculum standards, including content and process, as outlined in the curriculum maps.

Assessments shall include formative assessments designed to monitor learning and adjust instruction, to optimize student achievement as appropriate, and summative assessments for the purpose of measuring achievement of curriculum standards.

In addition to formative and summative assessments, the district will employ standardized, norm-referenced testing systems for reporting student progress and comparison of student performance, as well as benchmarking with other comparable school districts.

No student shall be required as part of any applicable program funded by the United States Department of Education to submit, without prior written consent from the student's parent, guardian, or legal custodian to surveys, analysis, or evaluation which reveals information concerning:

- a. Political affiliations or beliefs of the student or the student's parents, guardians, or legal custodians;
- b. Mental and psychological problems of the student or the student's family;
- c. Sexual behaviors and attitudes;
- d. Illegal, anti-social, self-incriminating, and demeaning behavior;
- e. Critical appraisals of other individuals with whom students have close family relationships;
- f. Legally recognized, privileged, and analogous relationships such as those of lawyers, physicians, and ministers;
- g. Religious practices, affiliations, or beliefs of the student or student's family; or
- h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parents, guardians, or legal custodians.

It shall be the responsibility of the superintendent [or designee] in conjunction with the principals to develop administrative regulations regarding this policy.

It shall be the responsibility of the superintendent [or designee] to provide the board annual reports on the testing program.

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Adopted: 6/70

Reviewed: 6/11; 2/15; 4/18

Revised: 9/12; 10/13; 12/16; 3/20

Legal Reference (Code of Iowa): 280.3; 20 USC 1232h





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, and 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, and who are resourceful in responding to change.

**Responsible Citizens** who recognize the relationships between self and others, who accept responsibility for their personal actions, and who actively participate in improving themselves, their families, 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 Lifestyles** who are aware of physical, social, and emotional health and wellness and incorporate appropriate practices into their everyday lives.

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Adopted: 6/70

Reviewed: 10/11; 4/13; 5/14; 9/16

Revised: 9/10

Related Policy (Code #): 600.1

Legal Reference (Code of Iowa): §§ 600

IASB Reference: 600 Options I & II



**Policy Title: Long-Range Needs Assessment**

**Code: ~~103.1~~ 102.1**

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectations of students, and determine how well students are meeting learning goals. The school board will conduct ongoing and in-depth needs assessments by soliciting information from businesses, 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 School Improvement Advisory** 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 process and guidance in making recommendations to the Board of Education.

It is the responsibility of the superintendent [or designee] to ensure the school district community is informed of student progress on state and locally-determined indicators. The superintendent [or designee] will report annually to the school board about the means used to keep the community informed.

As a result of the board and committee's work, the school board will 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 district's progress made under the plan to the committee, community, and Iowa Department of Education.

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Adopted: 7/81

Reviewed: 10/11; 5/14; 9/16

Revised: 9/10; 4/13; 3/20

Related Policy (Code #): 100.1; 901.3

Legal Reference (Code of Iowa): §§ 21; 256.7; 280.12 (2013); 281 IAC 12.8(1)(b)

IASB Reference: 103 – Mandatory Policy