

**Policy Recommendations for Board Approval – July 7, 2025**

*The following policies were reviewed by the Policy Committee on May 1, 22, 27, and June 10, and are being submitted for second reading with additional edits. Edits are highlighted in yellow on the individual policies contained in this packet.*

<b>Policy #</b>	<b>Policy Title</b>	<b>Reviewed/Revised/New</b>
505.7	Parent & Family Engagement	Revisions recommended
505.11	Use of Personal Electronic Devices by Students	Proposed new policy
805.2	Care, Maintenance, and Disposal of District Records	Revisions recommended
<b>1000 Series – School &amp; Community Relations</b>		
1003.3	Public Complaints	Revisions recommended

**Policy 505.7**  
**Parent and Family Engagement**

Parent and family engagement are important components in a student's success in school. The school board encourages parents and families to become involved in their student's education to ensure their academic success. In order to facilitate parent and family involvement, it is the goal of the district to conduct outreach and implement programs, activities, and procedures to further involve parents and families with the academic success of their students.

**The board will:**

- 1. Involve parents and families in the development of the District Title I Plan, the process for school review of the plan, and the process for improvement by:**
  - a. Jointly reviewing and revising the Title I Plan at an annual evaluation in the spring of each school year;
  - b. Ensuring evaluation tools are included, but not be limited to, a parent survey, contact logs, and information gathered at the annual Parent Advisory meeting; and
  - c. Utilizing findings from the annual evaluation to design and implement evidence-based strategies for more effective parent and family involvement.
- 2. Provide the coordination, technical assistance, and other supports necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance by:**
  - a. Collaborating between the district and schools to plan and implement effective parent and family engagement activities to improve student academic achievement and school performance;
  - b. Providing professional learning opportunities regarding effective parent and family engagement during Title I parent events;
  - c. Educating teachers, specialized instructional support personnel, principals, and other school leaders and staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the schools;
  - d. Fostering community partnerships to engage parent and families more effectively;
  - e. Providing parents and families timely responses to all parent recommendations; and
  - f. Providing opportunities for all parents to participate in Title I activities and any appropriate training/learning experiences.
- 3. To the extent feasible, coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies outlined in other relevant federal, state, and local laws and programs by:**

- a. Ensuring the Title I program works cooperatively with other programs and integrates parent involvement programs and activities, as appropriate, such as Junior Achievement and building volunteers. Title I will work with the Homeless Liaison to coordinate needs of students.
4. **Conduct group meeting with stakeholders, With the involvement of parents, and family members, and other stakeholders an annual evaluation will be conducted of the content and effectiveness of the Parent and Family Engagement policy in improving academic quality of the schools served; including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient [LEP] parents, parents of any racial or ethnic minority, parents with disabilities, and parents with limited literacy), needs of parents and families to assist their children's learning, and strategies to support successful school and family interactions by:**
  - a. Conducting an annual review at the parent advisory meeting to determine the effectiveness of this policy; and
  - b. Ensuring the jointly agreed upon policy is distributed to parent and family members participating in Title I through the Title I parent meetings with each family. Parents will be notified of this policy in an understandable and uniform format and to the extent practicable, it will be provided in a language appropriate for parents (i.e. English and/or Spanish).
5. **Use the findings of the annual evaluation to design strategies for more effective parent and family involvement and to revise, as necessary, the parent and family involvement policies by:**
  - a. Ensuring the findings and feedback from the annual parent advisory meeting are used to identify and mitigate barriers to participation, identify needs parents may have so they can support their child's learning, and identify strategies to improve school and family interactions;
  - b. Ensuring policy evaluation findings are used to design evidence-based strategies for effective parent and family involvement and improve the parent and family engagement policy; and
  - c. Ensuring all Title I parents are invited to, and encouraged to attend, the annual parent advisory meeting to review and revise the parent and family engagement policy.
6. **Involve parents and families in Title I activities by:**
  - a. Ensuring parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities including transportation, childcare, and/or home visit expenses to enable parents to participate in school-related meetings and training sessions;
  - b. Involving parents at open houses, conferences, Title I parent nights, and other school activities;
  - c. Contacting parents in a variety of formats such as written correspondence, phone calls, email correspondence, and face-to-face meetings; and provide timely responses to all parent recommendations and/or questions;
  - d. Hosting an annual parent meeting to inform parents and family members of the school's participation in Title I and explain the requirements of the program and their right to be involved;

- e. Ensuring parents are given assistance in understanding the requirements of Title I law and Iowa academic standards, as well as state and local assessments at the fall informational meeting;
- f. Ensuring the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and respond to any such suggestions as soon as practicably possible;
- g. Ensuring parents are informed through written notification of the reasons for their children's participation, the curriculum, and the instructional objectives and methods of the program as students are selected for Title I services;
- h. Ensuring through annual meetings and parent-teacher conferences that parents are provided with a description and explanation of curriculum in use, the assessments used to measure academic progress, and the proficiency levels students are expected to meet;
- i. Ensuring a school/parent compact outlines how parents, students, and the entire school staff share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the local, high standard. The compact is signed upon notification of student involvement in the program and reviewed at the annual parent advisory meeting.
- j. Ensuring the Title I or schoolwide program provides opportunities for parents to become partners with the school in promoting the education of their children at home and at school, parents are given help monitoring their student's progress, the school provides assistance to parents on how they can participate in decisions related to their student's education, and the school provides reasonable support for parental involvement activities as requested by parents (Parent trainings, materials, phone calls, volunteer opportunities, parent involvement conference, child study teams, etc.).
- k. Providing materials and trainings to help parents work with their children to improve their children's achievement such as literacy trainings and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and
- l. Ensuring all Title I parent and family communication and reports, to the extent practicable, are provided in a language and format understood by parents and families in the Title I program to ensure opportunities for informed participation.

The district will involve parents in determining how to allocate reserved Title I funds in accordance with applicable laws.

The school board will review this policy annually. The superintendent [or designee] is responsible for notifying parents and families of this policy annually, or within a reasonable time after it has been amended during the school year. The superintendent [or designee] may develop an administrative process or procedures to implement this policy.

Adopted: 12/16  
 Reviewed: 11/17; 12/20  
 Revised: 10/19; 10/23  
 Related Policy: 505.7-R; 505.8  
 Legal Reference (Code of Iowa): 20 USC §6318  
 IASB Reference: 505.08; 505.0-8-R(1)  
 Mandatory Policy

**(Proposed New Policy)**

**Policy 505.11 Use of Personal Electronic Devices by Students**

It is the policy of the Linn-Mar Community School District that students may not use personal electronic devices during classroom instructional time. See additional expectations delineated by grade levels:

Grade	Expectations
K-8	Student personal electronic devices are not allowed during school hours. This is defined as the time students arrive on campus until dismissal.
9-12	Student personal electronic devices are restricted during the entire class time which is defined as bell to bell. Student personal electronic devices are only allowed during passing times, campus release time, during lunch and before/after school hours (unless noted below in the general rules section).

**DEFINITIONS**

For purposes of this policy, a “personal electronic device” is a device that is used by a student to send or receive information or create or review content, including cellular and mobile phones, watches or other wearable devices in a receive or transmit mode, laptop or notebook computers, tablets, video game devices, portable media players, and any applications or programs installed by the student on a school-owned or issued device. A “personal electronic device” does not include a device possessed by the student for documented legal, health, and safety purposes and used solely for those purposes or issued by the district for instructional purposes.

A student's personal electronic device may be used for instructional purposes, in grades 9-12, under the following conditions: a member of the school's instructional staff permits use of personal electronic devices for a specific instructional purpose or activity or a course policy, syllabus, or handbook indicates that personal electronic devices are permitted in the course for a specific purpose or purposes.

The following are the district-provided educational technologies and devices that will be made available to students for instructional purposes:

Kindergarten students are assigned an iPad, first through twelfth grade students are assigned a laptop and some students utilize communication devices due to their specific needs.

“Instructional time” is any time during which a student is under the guidance and supervision of licensed instructional staff or instructional assistants (i.e. bell to

bell). This impacts grades 9th-12th as grades K-8th are not provided an option for cell phone use during the day (see the table above).

### **COMMUNICATION BETWEEN PARENTS/GUARDIANS and SCHOOL**

- Parents/Guardians
  - A parent or guardian, after verification by school officials, may communicate with a student through the school office.
  - If there is a family emergency requiring the student's immediate attention, a parent or guardian may contact the school office.
  - Parents/guardians with students in grades 9-12 may reach their students during times students have **been** granted access to their devices.
- School
  - In the event of an emergency at the school, the school will contact the parent or guardian by the method most recently listed by the parent in the school's student information system (i.e. PowerSchool) immediately when it becomes safe to do so.
  - In the event of an emergency involving the broader school community, the school will contact parents and guardians by phone or email and therefore it is critical that PowerSchool, the district's student information system, is up to date with parent/guardian contact information.
  - In either scenario, a school emergency supersedes this policy about use of personal electronic devices and any student will be allowed to access their device during this type of situation.

A student's personal electronic device (as defined on page 1), not otherwise allowed to be used under this policy,

- K-4 Grades - must be securely stored and out of sight at all times in the student's locker or book bag.
- 5-12 Grades - must be securely stored and out of sight at all times.
- Devices, in the school's possession, will be securely stored in the office.

### **VIOLATIONS OF POLICY**

Grade	Discipline for use during instructional time
K-8	<b>1st Offense:</b> Documented student warning and student secures device. <b>2nd Offense:</b> Device held by teacher/staff member until dismissal and parent notification from teacher. <b>3rd+ Offense:</b> Teacher/staff member delivers device to school office and administrator or designee notifies parent and possible parent meeting and action plan.
9-12	<b>1st Offense:</b> The Responsibility Centered Discipline process will be implemented in cases of inappropriate device use or when a student refuses

	<p>to stop using their device during a time when it is not permitted for class activities.</p> <p><b>2nd Offense:</b> Device may be held by teacher/school staff for the remainder of the class. Parent contact and documentation.</p> <p><b>3rd Offense:</b> May fall under disruptive behavior, disorderly conduct, harassment, verbal threat, or insubordination using the Responsibility Centered Discipline for inappropriate use or use when a student refuses to discontinue use of device when they are not to be on it for a class.</p>
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If the student uses a personal electronic device during the administration of any assessment, the student will face disciplinary action. If the student uses a personal electronic device in a state or federal mandated assessment, the school will follow any protocols for that assessment's security.

### **STUDENT-SPECIFIC EXCEPTIONS TO POLICY**

Petition by Parent or Guardian: A parent or guardian of a student may petition to allow their child to maintain access to a personal electronic device for a legitimate reason related to the student's physical or mental health, based on the unique facts of the student's case. The petition shall be addressed to the building principal. If not granted, a parent or guardian may appeal to the superintendent or designee, whose decision shall be final. A parent or guardian has the burden of providing a legitimate reason for allowing the child to maintain access to a personal electronic device contrary to [school's] policy.

Student Plans: A student who has a current Individualized Education Plan (IEP), a plan under section 504 of the federal Rehabilitation Act, or health plan may maintain access to a personal device during an appropriate portion of the school day as documented in the plan. The device should be used solely in the manner necessary and documented.

Adopted:  
Related Policy:  
Iowa Code: 279.87

## **Policy 805.2 Care, Maintenance, and Disposal of District Records**

School district records are housed in the central administration office of the school district. It is the responsibility of the superintendent and board secretary **as custodian of district records, or their designee**, to oversee the maintenance and accuracy of the records. The following records are kept and preserved according to the schedule below:

<b>Record</b>	<b>Length of Time</b>
Board Secretary's Financial Records	Permanently
Board Treasurer's Financial Records	Permanently
School Board Election Results	Permanently
Board of Directors Open Meeting Minutes	Permanently
Recordings and Minutes of Closed Board Meetings	1 year
Individual Student's Permanent Records	Permanently
Annual Audit Reports	Permanently
Annual Budgets	Permanently
Real Property Records (e.g. Deeds, Abstracts, etc.)	Permanently
Records of Payment of Judgements Against the District	20 years
Bonds and Bond Coupons	11 years after maturity, cancellation, transfer, redemption, and/or replacement
Written Contracts	11 years
Cancelled Warrants, Check Stubs, Bank Statements, Bills, Invoices, and Related Records	5 years
School Meal Program Accounts/Records	3 years after submission of the final claim for reimbursement
Program Grants	As determined by the grant
Non-Payroll Personnel Records	7 years after leaving the district
Payroll Personnel Records	3 years after leaving the district
Payroll Records	3 years
Employment Applications	2 years
<b>Records of complaints of sex discrimination and conduct that reasonably may constitute sex discrimination, plus all responsive records, outcomes, and training materials on the topic</b>	<b>7 years</b>
<b><del>Text Messages and Other District Records Stored on Employee Personal Devices or Accounts**</del></b>	<b>30 days</b>
<b>District Emails</b>	<b>At least 1 year, unless otherwise specified by law based on the subject matter of the email</b>
<b>Surveillance Video Footage</b>	<b>30 days</b>

In the event that any federal or state agency requires a record to be retained for a period of time longer than that listed above for audit purposes or otherwise, the record shall be retained beyond the listed period as long as is required for the resolution of the issue by the federal or state agency.

Employee records are housed in the central administration office of the district. ~~Records of employees no longer working for the district can be stored in a~~



~~secure off-site location.~~ Employee records are maintained by the superintendent ~~[or designee]~~, the building administrator, ~~the employee's~~ immediate supervisor, the human resources director, and the ~~board secretary~~ ~~custodian of district records.~~

An inventory of the furniture, equipment, and other nonconsumable items other than real property of the district is conducted annually under the supervision of the superintendent. This report is filed with the board secretary.

The permanent and cumulative records of students currently enrolled in the district are housed in the central administration office of the attendance center where the student attends. Permanent records shall be housed in a fire resistant safe or vault or electronically with a secure backup file. The building administrator ~~[or designee]~~ is responsible for keeping these records current. Permanent records of students who have graduated or are no longer enrolled in the district will be housed in an appropriately safe and secure storage area or facility and will be retained permanently. These records will be maintained by the ~~superintendent~~ ~~custodian of district records~~ ~~[or designee]~~. Cumulative records will be maintained for a period of at least five years after the student graduates or otherwise ends enrollment in the district. Special education records shall be maintained in accordance with ~~the~~ applicable federal or state law.

The ~~superintendent~~ ~~custodian of district records~~ ~~[or designee]~~ may digitize or otherwise electronically retain district records and may destroy paper copies of the records. An electronic record which accurately reflects the information set forth in the paper record after it was first generated in its final form as an electronic record and which remains accessible for later reference meets the same legal requirements for retention as the original paper record.

**\*\*** District officers, administrators, and employees are strongly encouraged to use district-provided accounts and devices to conduct all district business. If an officer, administrator, or employee conducts district business on a personal device or account, the individual is hereby notified that those constitute records of the district and must be retained in accordance with this policy. Furthermore, records of the district that exist on an individual's personal device or account may be subject to disclosure upon a Freedom of Information Act (FOIA) request.

Adopted: 6/99  
Reviewed: 10/12; 12/18; 1/22  
Revised: 5/15; 4/16; 8/23  
Related Policy: 403.16-16R; 505.61  
Legal Reference (Code of Iowa): §§ 22.3; 22.7; 91A.6; 279.8; 291.6;  
554D.114; 554D.119; 614.1(13); 281 IAC 12.3(4); 41.624  
IASB Reference: 708  
Mandatory Policy

### Policy 1003.3 Public Complaints

The board recognizes situations may arise in the operation of the district which are of concern to parents and other members of the district community. ~~While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.~~

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. ~~It will first be the responsibility of the building administrators to resolve questions and problems raised by the employees and/or the students they supervise or by other members of the district community.~~ Prior to board action, however, the following should be completed:

- a. Matters should first be addressed to the ~~teacher or~~ employee ~~the individual has a complaint or concern about;~~
- b. Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's ~~direct supervisor or the~~ building principal;
- c. Unsettled matters from (b) above or problems and questions concerning the district should be directed to the superintendent; and
- d. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board for consideration. ~~To bring a concern for formal board consideration of action, the individual shall notify the board president or board secretary in writing, who may will bring it to the attention of the entire board leadership as a consideration for a future agenda.~~

~~If there is no resolution or a plan for resolution by the superintendent within 10 school days of the individual's discussion with the superintendent; the individual may ask to have the question or problem placed on the board agenda by submitting a request in writing to the board secretary. Refer to policies 204.7 and 204.9 for additional information on requesting items be placed on the board agenda.~~

~~Per State of Iowa House File 868 and Iowa Code 256.9(63),~~ Parents, guardians, and community members of the district who have concerns about the district or the board may refer to the student handbook for additional guidance from the Iowa Department of Education ~~or directly to the Iowa Department of Education website at: <https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>.~~

It is within the discretion of the board to address complaints from the members of the district community, and the board will only consider whether to address complaints if they are in writing, signed, and the complainant has complied with this policy. The board is not obligated to address a complaint and may defer to the decision of the superintendent. If the board elects not to address a complaint, the decision of the superintendent shall be final. If the board does elect to address a complaint, its decision shall be final.

Adopted: 5/97  
Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17  
Revised: 1/06; 9/19; 6/20; 9/21; 7/22  
Related Policy: 204.7; 204.9; 502.12  
Legal Reference (Code of Iowa): § 279.8  
IASB Reference: 213.01