### Policy Recommendations for Board Approval - August 4, 2025

The following policies were reviewed by the Policy Committee on May 1, 22, 27, and June 10, and were approved by the board for first reading on July 7, 2025, to reflect updates to the Equity Coordinator titles for second reading on 8/4/25.

Policy#	Policy Title	
104.1-E1	Annual Notice of Nondiscrimination	
104.1-E2	Continuous Notice of Nondiscrimination	
104.1-E3	Discrimination Complaint Form	
104.1-E4	Discrimination Witness Disclosure Form	
104.1-E5	Discrimination Disposition of Complaint Form	
400.1-E	Equity Complaint Form	
400.3	Personnel Qualifications, Recruitment, Selection	
401.1	Code of Professional Conduct and Ethics	
403.33	Affirmative Action	
600.2	Objectives of the Education Program	
602.27-R	Selection of Instructional Materials Regulation	



## Policy 104.1-E1 Annual Notice of Nondiscrimination

The Linn-Mar Community School District offers career and technical education programs in the following areas of study:

- Agricultural-Science
- Business
- Design, Engineering, and Materials
- Family & Consumer Sciences

It is the policy of the Linn-Mar Community School District not to discriminate on the basis of race, color, national origin, sex, physical or mental ability or disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, socioeconomic status (for programs), physical attributes, genetic information, ancestry, political party preference, political belief, military status, pregnancy, or familial status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Equal Employment/Nondiscrimination Coordinators.

Equity Equal Employment/Nondiscrimination Coordinator/Title IX Coordinator/Affirmative Action Coordinator:

Karla Christian, Chief Human Resources Officer 319-447-3036 / <a href="mailto:kchristian@Linnmar.k12.ia.us">kchristian@Linnmar.k12.ia.us</a>

**Equity Nondiscrimination Coordinator:** 

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

Special Education/Student Services Equity Nondiscrimination Coordinator: Melissa Frick Anne Faber, Executive Director of Student Services 319-730-3663 / melissa.frick@Linnmar.k12.ia.us anne.faber@Linnmar.k12.ia.us

Address: 3556 Winslow Road, Marion, IA 52302

Fax: 319-403-8008

Adopted: 10/17 Reviewed: 5/14; 9/16; 3/23

Revised: 7/17; 10/17; 11/18; 6/20; 10/23; 9/24 Related Policy: 104.1; 104.1-R; 104.1-E2-E5

IASB Reference: 102-E(1)



Policy 104.1-E2
Continuous Notice of Nondiscrimination

It is the policy of the Linn-Mar Community School District not to discriminate on the basis of race, color, national origin, sex, physical or mental ability or disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, socioeconomic status (for programs), physical attributes, genetic information, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's equity Equal Employment/Nondiscrimination Coordinators.

Equity Equal Employment/Nondiscrimination Coordinator/Title IX Coordinator/Affirmative Action Coordinator:

Karla Christian, Chief Human Resources Officer 319-447-3036 / <a href="mailto:kchristian@Linnmar.k12.ia.us">kchristian@Linnmar.k12.ia.us</a>

Equity Nondiscrimination Coordinator: Nathan Wear, Associate Superintendent 319-447-3028 / nathan.wear@Linnmar.k12.ia.us

Special Education/Student Services <u>Equity Nondiscrimination Coordinator</u>: <u>Melissa Frick Anne Faber</u>, Executive Director of Student Services 319-730-3663 / <u>melissa.frick@Linnmar.k12.ia.us</u> <u>anne.faber@Linnmar.k12.ia.us</u>

Address: 3556 Winslow Road, Marion, IA 52302

Fax: 319-403-8008

Adopted: 10/17 Reviewed: 3/23

Revised: 11/18; 6/20; 10/23; 9/24 Related Policy: 104.1; 104.1-R; 104.1-E1, E3-E6

IASB Reference: 102-E(2)



Policy 104.1-E3
Discrimination Complaint Form

Do	ite of Complaint:		
No	ıme of Complainant:		
		ourself or someone else? (Ple behalf of someone else):	<u>-</u>
Wł	no or what entity do you beli	eve discriminated against you	u (or someone else)?
Da	ite and Place of Alleged Inci	ident:	
No	imes of Witnesses:		
No	ture of alleged discrimination		Tan a
	Age	Marital Status	Other – Please specify
	Color	Sex	below:
	Creed	Sexual Orientation	
	National Origin	Gender Identity	
	Race	Political Party Preference	
	Religion	Political Beliefs	
	Ancestry	Socioeconomic Status	
	Physical Attributes	Familial Status	
	Genetic Information	Pregnancy	
	Physical/Mental Ability or Disability	Military Status	
SO	•	scribe what happened and w ninated against. Please be as essary.	

agree that all the information on this form is accurate and true to the best of my knowledge.		
Complainant's Signature:	Date:	
Return this completed form to:		

<u>Equity Equal Employment/Nondiscrimination Coordinator/Title IX Coordinator/Affirmative Action Coordinator:</u>

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

Equity Nondiscrimination Coordinator: Nathan Wear, Associate Superintendent 319-447-3028 / nathan.wear@Linnmar.k12.ia.us

Special Education/Student Services Equity Nondiscrimination Coordinator: Melissa Frick Anne Faber, Executive Director of Student Services 319-730-3663 / melissa.frick@Linnmar.k12.ia.us anne.faber@Linnmar.k12.ia.us

Address: 3556 Winslow Road, Marion, IA 52302

Fax: 319-403-8008

Adopted: 10/17 Reviewed: 3/23 Revised: 6/20; 10/23; 9/24

Related Policy: 104.1; 104.1-R; 104.1-E1-E2, E4-E5

IASB Reference: 102-E(4)



Policy 104.1-E4
Discrimination Witness Disclosure Form

Name of Witness:		
Date of Interview:		
Date of Initial Complaint:		
Name of Complainant (Include	e whether the complainant is	a student or employee):
Date and Place of Alleged Inci		
Nature of alleged discrimination	·	Tou o
Age	Marital Status	Other – Please specify
Color	Sex	below:
Creed	Sexual Orientation	
National Origin	Gender Identity	
Race	Political Party Preference	
Religion	Political Beliefs	
Ancestry	Socioeconomic Status	
Physical Attributes	Familial Status	
Genetic Information	Pregnancy	
Physical/Mental Ability or Disability	Military Status	
Description of incident witnesse	ed (Attach additional sheet, if	needed):
- <u></u>		

Additional Pertinent Information (Attach additional sheet, if needed):		
I agree that all the information on this form is a knowledge.	accurate and true to the best of my	
Witness' Signature:	Date:	

#### Return this completed form to:

Equity Equal Employment/Nondiscrimination Coordinator/Title IX Coordinator/Affirmative Action Coordinator:

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

Equity Nondiscrimination Coordinator: Nathan Wear, Associate Superintendent 319-447-3028 / nathan.wear@Linnmar.k12.ia.us

<u>Special Education/Student Services Equity Nondiscrimination Coordinator:</u>

<u>Melissa Frick Anne Faber</u>, Executive Director of Student Services

319-730-3663 / <u>melissa.frick@Linnmar.k12.ia.us</u> anne.faber@Linnmar.k12.ia.us

Address: 3556 Winslow Road, Marion, IA 52302

Fax: 319-403-8008

Adopted: 10/17 Reviewed: 3/23 Revised: 6/20; 10/23; 9/24

Related Policy: 104.1; 104.1-R; 104.1-E1-E3; E5

IASB Reference: 102-E(5)

Policy 104.1-E5



**Discrimination Disposition of Complaint Form** Today's Date: \_\_\_\_\_ Name of Complainant (include whether the complainant is a student or employee): Date of Initial Complaint: Date and Place of Alleged Incident: \_\_\_\_\_ Name of Respondent (Include whether the respondent is a student, employee, or volunteer): \_\_\_\_\_ Nature of alleged discrimination: (Check all that apply) Marital Status Other – Please specify below: Age Color Sex Creed Sexual Orientation National Origin Gender Identity Race Political Party Preference Religion Political Beliefs **Ancestry** Socioeconomic Status Physical Attributes Familial Status Genetic Information Pregnancy Physical/Mental Ability or Military Status Disability **Summary of Investigation:** I agree that all the information on this form is accurate and true to the best of my knowledge. **Equity Equal Employment/Nondiscrimination Coordinator's Signature:** Date:

> Adopted: 10/17 Reviewed: 3/23

Revised: 6/20

Related Policy: 104.1; 104.1-R; 104.1-E1-E4

### Policy Series 400 – Staff/Personnel Employment, Equity, Opportunity, and Qualifications



## Policy 400.1-E Equity Complaint Form

Distribution of	of Form: ( <del>Equity</del> Equal E	mployment Coordinate	or)	
Name of Co	mplainant:			
Building:				
Date Violatio	on Occurred:			
		otional)		
Parties Prese	ent at Level I Meeting: _			
Nature of Co	omplaint:			
				_
	Signature		Date	_
	Address/City			-
	Phone			-
Disposition o	of Chief Officer of Humo	an Resources/ <del>Equity</del> <mark>Eq</mark>	ual Employment Co	pordinator:

Signature of Chief Officer of HR/Equity Equal Employment Coordinat	or Date:
Chief Officer of HR/Equity Equal Employment Coordinator's Disposition	on
(Accepted or Rejected):	
Signature of Complainant Dat	e
Disposition of Superintendent:	
Signature of Superintendent Dat	re

### Policy Series 400 – Staff/Personnel Employment Equity, Equal Opportunity, and Qualifications



### Policy 400.3 Personnel Qualifications, Recruitment, Selection

Persons interested in a position, other than administrative positions which will be employed in accordance with board policies in *Series 300-Administration*, will have an opportunity to apply and qualify for positions in the district without regard to race, color, creed, sex, national origin, religion, age, sexual orientation, gender identity, physical or mental ability or disability, marital status, physical attributes, genetic information, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, familial status, or any other classification that is protected in accordance with the applicable equal employment opportunity and affirmative action laws, directives, and regulations of federal, state, and local governing bodies.

Job applicants for positions will be considered on the basis of the following qualifications:

- 1. Training, experience, and skill;
- 2. Nature of the occupation;
- 3. Demonstrated competence; and
- 4. Possession of, or ability to obtain, state or other license or certificate, if required for the position.

All job openings will be submitted to Iowa Workforce Development for posting on IowaWORKS.gov, the online state job posting system. Additional announcements of the positions may occur in a manner which the superintendent or superintendent's designee believes will inform potential applicants about the positions.

Applications for employment may be obtained and completed online using the district's employment website, or applicants may contact the office of Human Resources for assistance in completing an online application.

Administrators will follow district hiring practices to fill positions in their work area and will make recommendations to the superintendent or superintendent's designee concerning a person's employment and possible assignment. Whenever possible, the preliminary screening of applicants will be conducted by the administrator/supervisor who will be directly supervising and overseeing the person being hired.

The board will employ licensed and unlicensed employees after receiving a recommendation from the superintendent. The superintendent, however, will have the authority to employ:

 Classified personnel upon the recommendation of the Chief Human Resources Officer; and 2. Licensed personnel on a temporary basis based on the recommendation of the Chief Human Resources Officer, until action can be taken by the board on the position.

The superintendent or superintendent's designee will follow the requirements stated in the bargained agreement between employees in that collective bargaining unit and the board regarding qualifications, recruitment, and selection of such employees.

Adopted: 6/70

Reviewed: 1/11; 2/14; 9/14; 12/16; 4/20; 4/23 Revised: 2/10; 12/11; 4/13; 4/16; 9/16; 8/24

Related Policy: 302.4; 303.1; 400.1-E

Legal Reference (Code of Iowa): §§ 20; 35C; 84A.6(4)(b); 216;

279.13; 281 IAC 12; 282 IAC 14 IASB Reference: 405.02; 411.02 Mandatory Policy

# Policy Series 400 – Staff/Personnel Licensed Personnel



# Policy 401.1 Code of Professional Conduct and Ethics

#### **CHAPTER 25**

#### 282 - 25.1(272) Scope of Standards:

This code of professional conduct and ethics constitutes mandatory minimum standards of practice for all licensed practitioners as defined in lowa Code, Chapter 272. The adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession.

#### 282 - 25.2(272) Definitions: (Except where otherwise specifically defined by law)

- a. "Administrative and Supervisory Personnel" means any licensed employee such as superintendent, associate superintendent, assistant superintendent, principal, associate principal, assistant principal, or other person who does not have as a primary duty the instruction of pupils in the schools.
- b. "Board" means the Iowa Board of Educational Examiners (BOEE).
- c. "Discipline" means the process of sanctioning a license, certificate, or authorization issued by the board.
- d. "Ethics" means a set of principles governing the conduct of all persons governed by these rules.
- e. "Fraud" means knowingly providing false information or representations on an application for licensure or employment, or knowingly providing false information or representations made in connection with the discharge of duties.
- f. "License" means any license, certificate, or authorization granted by the board.
- g. "Licensee" means any person holding a license, certificate, or authorization granted by the board.
- h. "Practitioner" means an administrator, teacher, or other licensed professional, including an individual who holds a statement of professional recognition, who provides educational assistance to students.
- i. "Responsibility" means a duty for which a person is accountable by virtue of licensure.
- j. "Right" means a power, privilege, or immunity secured to a person by law.
- k. "Student" means a person, regardless of age, enrolled in a pre-kindergarten through grade 12 school, who is receiving direct or indirect assistance from a person licensed by the board.
- I. "Teacher" means any person engaged in the instructional program for prekindergarten through grade 12 students, including a person engaged in teaching, administration, and supervision, and who is required by law to be licensed for the position held. [ARC 7979B, IAB 7/29/09, effective 9/2/09].

#### 282 - 25.3(272) Standards of Professional Conduct and Ethics:

Licensees are required to abide by all federal, state, and local laws applicable to the fulfillment of professional obligations. Violation of federal, state, or local laws in the fulfillment of professional obligations constitutes unprofessional and unethical conduct which can result in disciplinary action by the board. In addition, it is hereby deemed unprofessional and unethical for any licensee to violate any of the following standards of professional conduct and ethics:

**25.3(1) Standard I:** Conviction of crimes, sexual or other immoral conduct with or toward a student, and/or child and dependent adult abuse. Violation of this standard includes:

- a. Fraud: Means the same as defined in Rule 282 25.2(272).
- b. Criminal Convictions: The commission of or conviction for a criminal offense as defined by lowa law provided that the offense is relevant to or affects teaching or administrative performance.
  - I. Disqualifying Criminal Convictions. The board will deny an application for licensure and will revoke a previously issued license if the applicant or licensee has, on or after July 1, 2002, been convicted of, has pled guilty to, or has been found guilty of the following criminal offenses regardless of whether the judgment of conviction or sentence was deferred:
    - Any of the following forcible felonies included in Iowa Code section 702.11: child endangerment, assault, murder, sexual abuse, or kidnapping;
    - 2. Any of the following criminal, sexual offenses as provided in Iowa Code chapter 709 involving a child:
      - First-, second-, or third-degree sexual abuse committed on or with a person who is under the age of 18;
      - Lascivious acts with a child;
      - Assault with intent to commit sexual abuse;
      - Indecent contact with a child;
      - Sexual exploitation by a counselor;
      - Lascivious conduct with a minor;
      - Sexual exploitation by a school employee;
      - Enticing a mind under lowa Code section 710.10; or
      - Human trafficking under Iowa Code section 710A.2;
    - 3. Incest involving a child as prohibited by Iowa Code section 726.2;
    - 4. Dissemination and exhibition of obscene material to minors as prohibited by Iowa Code Section 728.2;
    - 5. Telephone dissemination of obscene material to minors as prohibited by Iowa Code section 728.15;
    - 6. Any offense specified in the laws of another jurisdiction or any offense that may be prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1)"b"(1); or
    - 7. Any offense under prior laws of this state or another jurisdiction or any offense under prior law that was prosecuted in a federal, military, or foreign court that is comparable to an offense listed in subparagraph 25.3(1)"b"(1).
  - II. Other criminal convictions and founded child abuse. In determining whether a person should be denied a license or whether a licensee should be disciplined based upon any other criminal conviction including a conviction for an offense listed in 25.3(1)"b"(1) which occurred before July 1, 2002 or a founded report of abuse of a child, the board shall consider:
    - 1. The nature and seriousness of the crime or founded abuse in relation to the position sought;
    - 2. The time elapsed since the crime or founded abuse was committed;
    - 3. The degree of rehabilitation which has taken place since the crime or founded abuse was committed;

- 4. The likelihood that the person will commit the same crime or abuse again;
- 5. The number of criminal convictions or founded abuses committed; and
- 6. Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety.
- c. Sexual Involvement or Indecent Contact with a Student. Includes but is not limited to the following acts, whether consensual or nonconsensual: fondling or touching the inner thigh, groin, buttocks, anus, or breasts of a student; permitting or causing to fondle or touch the practitioner's inner thigh, groin, buttocks, anus, or breasts; or the commission of any sex act as defined in lowa Code section 702.17.
- d. Sexual Exploitation of a Minor. The commission of or any conviction for an offense prohibited by Iowa Code section 728.12, Iowa Code chapter 709, or 18 USC Section 2252A(a)(5)(B).
- e. Student Abuse. Licensees will maintain professional relationships with all students both inside and outside the classroom. The following acts or behaviors constitute unethical conduct without regard to the existence of a criminal charge or conviction:
  - I. Committing any act of physical abuse of a student;
  - II. Committing any act of dependent adult abuse on a dependent adult student;
  - III. Committing or soliciting any sexual or otherwise indecent act with a student or any minor;
  - IV. Soliciting, encouraging, or consummating a romantic or otherwise inappropriate relationship with a student;
  - V. Furnishing alcohol or illegal or unauthorized drugs or drug paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee;
  - VI. Failing to report any suspected act of child or dependent adult abuse as required by state law; or
  - VII. Committing or soliciting any sexual conduct as defined in Iowa Code section 709.15(3)"b" or soliciting, encouraging, or consummating a romantic relationship with any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student.

#### 25.3(2) Standard II: Alcohol or Drug Abuse. Violation of this standard includes:

- a. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs or abusing legal drugs.
- b. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming alcohol.

## **25.3(3) Standard III:** *Misrepresentation/Falsification of Information.* Violation of this standard includes:

a. Falsifying or deliberately misrepresenting or omitting material information regarding professional qualifications, criminal history, college credits, staff development credits, degrees, academic awards, or employment history when applying for employment or licensure.

- b. Falsifying or deliberately misrepresenting or omitting material information regarding compliance reports submitted to federal, state, and other governmental agencies.
- c. Falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official inquiry or investigation.
- d. Falsifying any records or information submitted to the board in compliance with the license renewal requirements imposed under 282-Chapter 20.
- e. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel including improper administration of any standardized tests including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

## **25.3(4) Standard IV:** Misuse of Public Funds and Property. Violation of this standard includes:

- a. Failing to account properly for funds collected that were entrusted to the practitioner in an educational context.
- b. Converting public property or funds to the personal use of the practitioner.
- c. Submitting fraudulent requests for reimbursement of expenses or for pay.
- d. Combining public or school-related funds with personal funds.
- e. Failing to use time or funds granted for the purpose for which they were intended.

## **25.3(5) Standard V:** Violations of Contractual Obligations. Violation of this standard includes:

- 1. Asking a practitioner to sign a written professional employment contract before the practitioner has been unconditionally released from a current contract, unless the practitioner provided notice to the practitioner's employing board as set forth in subparagraph 25.3(5)"b"(2).
- 2. Abandoning a written professional employment contract without prior unconditional release by the employer.
- 3. As an employer, executing a written professional employment contract with a practitioner which requires the performance of duties that the practitioner is not legally qualified to perform.
- 4. As a practitioner, executing a written professional employment contract which requires the performance of duties that the practitioner is not legally qualified to perform.
  - a. In addressing complaints based upon contractual obligations, the board will consider factors beyond the practitioner's control. For purposed of enforcement of this standard, a practitioner will not be found to have abandoned an existing contract if:
    - 1. The practitioner obtained a release from the employing board before discontinuing services under the contract; or
    - 2. The practitioner provided notice to the employing board no later than the latest of the following dates:
      - The practitioner's last workday of the school year;
      - The date set for return of the contract as specified in statue; or
      - June 30th.

**25.3(6) Standard VI:** Unethical Practice Toward Other Members of the Profession, Parents, Students, and the Community. Violation of this standard includes:

a. Denying the student, without just cause, access to varying points of view.

- b. Deliberately suppressing or distorting subject matter for which the educator bears responsibility.
- c. Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning.
- d. Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement.
- e. Engaging in any act of illegal discrimination or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
- f. Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioner for the practitioner's personal advantage.
- g. Accepting gifts from vendors or potential vendors where there may be the appearance of or an actual conflict of interest.
- h. Intentionally disclosing confidential information including but not limited to unauthorized sharing of information concerning student academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees will comply with state and federal laws and local school board policies relating to the confidentiality of student records unless disclosure is required or permitted by law.
- i. Refusing to participate in a professional inquiry when requested by the board.
- j. Aiding, assisting, or abetting an unlicensed person in the completion of acts for which licensure is required.
- k. Failing to self-report to the board within 60 days any founded child abuse report or any conviction for a criminal offense listed in 25.3(1)"b"(1) which requires revocation of the practitioner's license.
- I. Delegating tasks to unqualified personnel.
- m. Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations.
- n. Allowing another person to use one's practitioner license for any purpose.
- o. Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license.
- p. Falsifying, forging, or altering a license issued by the board.
- q. Failure of the practitioner holding a contract under lowa Code section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed.
- r. Failure of a school official responsible for assigning licensed practitioners holding contracts under lowa Code section 279.13 to adjust an assignment if the practitioner discloses to the official that the practitioner is not properly licensed for an assignment.
- s. Failure of an administrator to protect the safety of staff and students.
- t. Failure of an administrator to meet mandatory reporter obligations.
- u. Refusal of the practitioner to implement provisions of an Individualized Education Plan (IEP) or Behavioral Intervention Plan (BIP).
- v. Habitual nonparticipation in professional development by the practitioner.
- **25.3(7) Standard VII:** Compliance with State Law Regarding Obligations to State or Local Governments, Child Support Obligations, and Board Orders. Violations of this standard includes:
  - a. Failing to comply with 282-Chapter 8 concerning payment of debts to state or local governments.

- b. Failing to comply with 282-Chapter 10 concerning child support obligations.
- c. Failing to comply with a board order.

**25.3(8) Standard VIII:** *Incompetence.* Violation of this standard includes but is not limited to:

- a. Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the State of Iowa.
- b. Willfully or repeatedly failing to practice with reasonable skill and safety.

Adopted: 4/16

Reviewed: 4/20 Revised: 9/16; 12/19; 4/23

IASB Reference: 404.R(1)

# Policy Series 400 – Staff/Personnel All Employees



## Policy 403.33 Affirmative Action

The Linn-Mar Community School District is committed to identifying and eliminating past and present effects of discrimination in employment including policies and practices that pose barriers to equal employment opportunity.

To achieve equal opportunity the district recognizes the need to take affirmative action to identify classifications with under-representation of minorities, members of diverse racial/ethnic groups, females, and persons with disabilities; to set goals and timetables for increasing the employment of under-represented groups; and to develop an Affirmative Action Plan for implementing those reasonable goals through outreach, recruitment, training, and other special activities and commitments.

#### The Affirmative Action Plan helps enable the district to:

- Employ the most qualified person for the position;
- Fully utilize the available talent pool;
- Be fair and just;
- Provide diverse role models for students and better prepare students for living and working in diverse communities and for success in a global economy;
- Reduce stereotypes;
- Increase credibility with all stakeholders; and
- Encourage and support economic development and entice investment in lowa.

The Linn-Mar Community School District Affirmative Action Plan will be distributed annually to each covered location. Staff will be provided periodic professional development regarding their responsibilities for implementation of the Affirmative Action Plan. A report shall be given to the Board of Directors annually.

Inquiries regarding compliance with equal educational or employment opportunities and/or affirmative action should be directed to the Linn-Mar Equity Coordinators and/or Affirmative Action Coordinator Equal Employment Coordinator and the Nondiscrimination Coordinators who have been designated by the 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).

- Equity, Affirmative Action, Equal Employment/Nondiscrimination Coordinator and Title IX Coordinator:
  - Karla Christian, Chief Human Resources officer 319-447-3036 / kchristian@Linnmar.k12.ia.us

#### • Equity Nondiscrimination Coordinator:

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

Address: 3556 Winslow Road, Marion IA 52302

Fax: 319-403-8008

#### Inquiries may also be directed in writing to the following:

Equal Employment Opportunity Commissions
 Milwaukee Area Office
 Reuss Federal Plaza
 310 W Wisconsin Avenue, Suite 800
 Milwaukee WI 53203-2292
 800-669-4400 or TTY 800-669-6820
 http://www.eeoc.gov/field/milwaukee/index.cfm

 Iowa Civil Rights Commission 6200 Park Avenue, Suite 100 Des Moines IA 50321-1270 515- 281-4121 or 800-457-4416 https://icrc.iowa.gov/

Adopted: 2/09

Reviewed: 1/11; 12/11; 4/13; 2/14; 9/14; 8/17; 6/20; 4/23

Revised: 10/23; 9/24

### Policy Series 600 – Education Program Goals & Objectives of the Education Program



# Policy 600.2 Objectives of the Education Program

The board's objective in the design, content, and delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion, sexual orientation, gender identity, or disability.

In providing the education program of the district, the board will strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- a. Acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively;
- b. Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state, and nation;
- c. Acquire entry-level job skills and knowledge necessary for further education;
- d. Acquire the capacities for satisfying and responsible roles as family members;
- e. Acquire knowledge, habits, and attitudes that promote personal and public health, both physical and mental;
- f. Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
- g. Develop an understanding of their own worth, abilities, potential, and limitations; and
- h. Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

An advisory committee of representatives from the community and district will be appointed by the superintendent [or designee] to make recommendations for the goals and objectives of the education program in alignment with the Strategic Plan. These objectives will directly align with the written, taught, and assessed curriculum by all district personnel. The board will report to the community regarding progress toward the achievement of the objectives of the educational program on an annual basis.

Adopted: 6/70 Reviewed: 10/11; 4/13; 5/14; 9/16; 2/21

> Revised: 9/10; 6/20; 2/24 Related Policy: 600.1 IASB Reference: 600, Option I

# Policy Series 600 – Education Program Basic Instructional Program



# Policy 602.27-R Selection of Instructional Materials Regulation

#### RESPONSIBILITY FOR SELECTION OF INSTRUCTIONAL MATERIALS

- A. The board is responsible for materials relating to the district's instructional program.
- B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system.
- C. While selection of materials may involve many people including administrators, teachers, teacher-librarians, parents, and community members, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees.
- D. Responsibility for coordinating the selection of instructional materials for distribution to classes will rest with the licensed employees, administrators, and superintendent.
- E. If the superintendent appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee is formed and appointed in compliance with Policy 203.8.
  - 1. The superintendent [or designee] will inform the committee of their role and responsibilities in the process.
  - 2. The following, or similar, statement is to be given to the ad hoc committee members:

Bear in mind the principles of the freedom to learn and to read and base your decisions on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other, and the opinions based on the material as a whole.

In the event material is challenged, your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned materials.

## MATERIALS SELECTED FOR USE IN LIBRARIES AND CLASSROOMS WILL MEET THE FOLLOWING GUIDELINES:

A. Religion: Materials will represent any religions in a factual, unbiased manner. The primary source material of religions is considered appropriate, but material which advocates rather than informs or is designed to sway reader judgment regarding religion will not be included in school libraries or classrooms.

- B. Racism: Materials will present a diversity of race, custom, culture, and belief as a positive aspect of the nation's and world's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual. Required materials will comply with all applicable laws.
- C. Sexism: Materials will reflect sensitivity to the needs, rights, traits, and aspirations of individuals without preference or bias. Required materials will comply with all applicable laws.
- D. Age: Materials will recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
- E. Ideology: Materials will present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. The materials will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.
- F. Profanity and Sex: Material complies with all applicable laws and is subjected to a test of literary merit and reality by the teacher-librarians and licensed employees who will take into consideration their reading of public and community standards of morality.
- G. Materials regarding controversial issues will be directed toward maintaining a balanced collection representing various views.

The selection decision should be made on the basis of whether the materials present an accurate representation of society and culture, whether the circumstances depicted are realistically portrayed, or whether the materials have literary or social value when viewed as a whole.

These guidelines will not be construed in such a manner as to preclude materials which accurately represent the customs, morals, manners, culture, or society of a different time or a different place.

#### PROCEDURES FOR SELECTION

Materials purchased for libraries and classrooms are recommended for purchase by licensed employees in consultation with administrators, teacher-librarians, or an ad hoc committee as appointed by the superintendent. The materials recommended for purchase are approved by the appropriate administrator.

- 1. The materials selected will support stated objectives and goals of the district. Specifically, the goals are:
  - a. To acquire materials and provide service consistent with the demands of the curriculum;
  - To develop student skills and resourcefulness in the use of libraries and learning resources;
  - c. To effectively guide and counsel students in the selection and use of materials and libraries;
  - d. To foster wide range of significant interests in students;
  - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
  - f. To provide materials to motivate students to examine their own attitudes and behaviors and comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
  - g. To encourage life-long education through the use of the library; and

- h. To work cooperatively and constructively with the instructional staff and administrators in the schools and district.
- 2. Materials selected are consistent with stated principles of selection which are:
  - a. To select materials within established standards which will meet the goals and objectives of the district;
  - b. To consider the educational characteristics of the community in the selection of materials within a given category;
  - c. To present the racial, religious, and ethnic groups in the community by:
    - 1. Portraying people, adults and children, whatever their ethnic, religious, or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
    - 2. Placing no constraints on individual aspirations and opportunity.
    - 3. Giving comprehensive, accurate, and balanced representation to minority groups and women in art, science, history, literature, and in all other fields of life and culture;
    - 4. Providing abundant recognition of minority groups and women by frequently showing them in positions of leadership and authority;
  - d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national, and international interest and significance; and
  - e. To strive for impartiality in the selection process.
- 3. Materials selected will meet stated selection criteria which are:
  - a. Authority/Author's Qualifications: Education, experience, and previously published works;
  - b. Reliability:
    - 1. Accuracy: Meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
    - 2. Current: Presentation of content which is consistent with the finding of recent and authoritative research.
  - c. Treatment of Subject: Shows an objective reflection for the multi-ethnic character and cultural diversity of society.
  - d. Language:
    - 1. Vocabulary:
      - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people; and
      - b. Does not use "man" or similar limiting word usage in generalizations or ambiguities which may cause others to feel excluded or dehumanized.
    - 2. Compatible to the reading level range of the students for whom it is intended.
  - e. Format:
    - 1. Books:
      - a. Adequate and accurate index;
      - b. Paper of good quality and color;
      - c. Print adequate and well-spaced;
      - d. Adequate margins;
      - e. Firmly bound; and
      - f. Cost.
    - 2. Non-Books:
      - a. Flexibility and adaptability;

- b. Curricular orientation of significant interest to students;
- c. Appropriate for audience;
- d. Accurate, authoritative presentation;
- e. Good production qualities (fidelity, aesthetically adequate);
- f. Durability; and
- g. Cost.
- 3. Illustrations of Books and Non-Book Materials:
  - Depicts instances of fully integrated groupings and settings to indicate equal status and non-segregated social relationships;
  - b. Makes clearly apparent the identity of minorities;
  - c. Contains pertinent and effective illustrations; and
  - d. Flexible to enable teachers to use parts at a time and not follow a comprehensive instructional program based on a rigid frame of reference.
- f. Special Features:
  - 1. Bibliographies
  - 2. Glossary
  - 3. Current charts, maps, etc.
  - 4. Visual aids
  - 5. Index
  - 6. Special activities to stimulate and challenge students
  - 7. Provides a variety of learning activities, strategies, and skill development that can be anchored on standards for learning.
- g. Potential Use Considerations:
  - 1. Will it meet the requirements of reference work?
  - 2. Will it help students with personal problems and adjustments?
  - 3. Will it serve as a source of information for teachers and librarians?
  - 4. Does it offer an understanding of cultures other than the student's own and is it free, of racial, religious, age, disability, ethnic, gender identity, and sexual stereotypes?
  - 5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
  - 6. Will it help students and teachers keep abreast of and understand current events?
  - 7. Will it foster and develop hobbies and special interests?
  - 8. Will it help develop aesthetic tastes and appreciation?
  - 9. Will it serve the needs of students with special needs?
  - 10. Does it inspire learning?
  - 11. Is it relevant to the subject?
  - 12. Will it stimulate a student's interest?
- 4. Gifts of library or instructional materials may be accepted if the gifts meet existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the superintendent [or designee].
- 5. In order to provide a current, highly usable collection of materials, teacher-librarians will ensure constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet district needs or are being used. The process of weeding instructional materials will be done according to established and accepted

standards for determining the relevance and value of materials in a given context.

Adopted: 12/73 Reviewed: 6/11; 5/12; 9/13; 1/18; 2/21; 2/24

Revised: 4/15; 3/23; 8/23

Related Policy: 602.10-13; 602.27 IASB Reference: 605.01-R(1)