## 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 first reading.

Policy #	Policy Title	
104.1	Equal Educational Opportunity	
104.1-R	Equal Educational Opportunity Regulation	
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	
104.2-E	Notice of Section 504 Student/Parental Rights	
302.1	Superintendent: Role, Recruitment, and Appointment	
303.1	Administrator: Qualifications, Recruitment, and Appointment	
400.1	Educational and Employment Equity	
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	
605.7	Multicultural/Gender-Fair Education	



Policy 104.1
Equal Educational Opportunity

The following statement is to be published in written and electronic form in the district's official documents and on the district's website.

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

The Linn-Mar Community School District does not to discriminate in accordance with applicable federal and/or state laws 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. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

Further, the board affirms the right of all students, staff, and volunteers to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment. In the delivery of the educational program, students will treat the employees with respect and students will receive the same in return. Employees have the best interest of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with school counselors or other employees.

Board policies, rules, and regulations affect students while they are on district property or on property within the jurisdiction of the district; while on school owned and/or operated school or chartered vehicles, while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the district.

Board policy refers to the term "parents" in many policies. The term "parents" for purposes of the Linn-Mar Community School District means the legal parents, the legal guardians or custodians of a student, and students who have reached the age of majority or are otherwise considered an adult by law.

The board requires all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the district to subscribe to all

applicable federal and state laws, executive orders, rules, and regulations pertaining to bullying/harassment, contract compliance, and equal opportunity.

There is a grievance procedure related to this policy. If you have questions or a grievance related to this policy, please contact the district's equity coordinators.

Inquiries regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Equal Employment/Nondiscrimination Coordinators by writing to:

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

<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

Inquiries regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII Office of Civil Rights, US Department of Education, John C. Kluczynski Federal Building, 230 S Dearborn Street, 37th Floor, Chicago, IL 60604 / 312-730-1560 / Fax 312-730-1576 / OCR.Chicago@ed.gov / the lowa Civil Rights Commission, 6200 Park Avenue, Suite 100, Des Moines, IA 50321-1270 / https://icrc.iowa.gov / 515-281-4121; or the lowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319 / 515-281-5294. This inquiry or complaint to the federal or state 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 offices and the administrative office in each attendance center.

Adopted: 11/08

Reviewed: 10/11; 5/14; 9/16; 3/23

Revised: 9/10; 4/13; 7/17; 10/17; 11/18; 6/20; 2/21; 10/23; 9/24

Related Policy: 104.1-R; 104.1-E1-E5; 400.1

Legal Reference (Code of lowa): §§ 216.6; 216.9; 256.11; 280.3; 281 IAC 12

IASB Reference: 102 Mandatory Policy



### **Policy 104.1-R**

## Regulations Regarding Equal Educational Opportunity Grievances Procedures

It is the policy of the Linn-Mar Community School District not to discriminate in accordance with applicable federal and/or state laws 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:

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

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

Students, parents of students, employees, volunteers, and applicants for employment in the district have the right to file a formal complaint alleging discrimination. The district has policies and procedures in place to identify and investigate complaints alleging discrimination. This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the complainant and others.

A complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedures is not a prerequisite to the pursuit of other remedies. Please note

that informal processes and procedures are not to be used in certain circumstances (Example: sexual harassment and sexual assault).

# LEVEL ONE: (Informal and Optional – May be bypassed by the complainant) FILING A COMPLAINT

Employees or volunteers with a complaint of discrimination based upon their 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 are encouraged to first discuss it with their immediate supervisor with the objective of resolving the matter informally. This paragraph is for employees and marital status isn't a protected class for employees.

An applicant for employment with a complaint of discrimination based upon their 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 are encouraged to first discuss it with the Chief Officer of Human Resources. This paragraph is for employees and marital status isn't a protected class for employees.

A student or a parent/guardian of a student with a complaint of discrimination based upon their 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 are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator, or personnel contact person directly involved.

### **LEVEL TWO: FILING A GRIEVANCE AND INVESTIGATION**

Filing a Grievance: If the complaint is not resolved at Level One and the complainant wishes to pursue a grievance, they may formalize it by filing a complaint in writing with the district's equity coordinators. A complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the Equal Employment/Nondiscrimination Coordinator. An alternate investigator will be designated in the event it is claimed that the equity Equal Employment/Nondiscrimination Coordinator or superintendent committed the alleged discrimination or some other conflict of interest exists.

The complainant will provide a written statement of the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the

grievance or from the date the complainant could reasonably become aware of such occurrence. Complaints shall be filed within 15 calendar days of the event giving rise to the complaint or from the date the complainant could reasonably become aware of such occurrence. The complainant will state the nature of the complaint and the remedy requested. The Equal Employment/ Nondiscrimination Coordinator shall assist the complainant as needed.

The complainant may request that a meeting concerning the grievance be held with the equity coordinators. The complainant will be given the opportunity to present witnesses and other relevant information. A minor student may be accompanied at the meeting by a parent or guardian. The equity coordinators shall assist the complainant as needed.

### **LEVEL TWO: INVESTIGATION**

Within 15 working days, the Equity Equal Employment/ Nondiscrimination Coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "Equal Employment/ Nondiscrimination Coordinator) and attempt to resolve it. If the complainant is under 18 years of age, the Equal Employment/Nondiscrimination Coordinator shall notify his or her parents/guardians that they may attend investigatory meetings in which the complainant is involved. The grievance complaint and identity of the complainant, respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include but is not limited to the following:

- a. A request for the complainant to provide a written statement regarding the nature of the complaint;
- b. A request for the individual named in the grievance complaint to provide a written statement;
- c. A request for the witnesses identified during the course of the investigation to provide a written statement;
- d. Interviews of the complainant, respondent, or witnesses;
- e. An opportunity to present witnesses or other relevant information; and
- f. Review and collection of documentation or information deemed relevant to the investigation.

Within 30 working days, the Equity Equal Employment/Nondiscrimination Coordinators shall complete the investigation and issue a report with respect to the findings.

If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process the parents/guardians have a right to an impartial hearing to resolve the issue.

### **LEVEL THREE: DECISION AND APPEAL TO THE SUPERINTENDENT**

The Equity Equal Employment/Nondiscrimination Coordinator shall notify the complainant and respondent of the decision within 5 working days of completing the written report. Notification shall be by U.S. mail, first class.

### LEVEL THREE: DECISION AND APPEAL

If the grievance is not resolved at Level Two, the complainant may appeal it to Level Three by presenting a written appeal detailing why they believe the decision should be reconsidered to the superintendent within 10 working days after the complainant receives the report from the equity coordinators.

The complainant may request a meeting with the superintendent. The superintendent may also request a meeting with the complainant to discuss the appeal. The complaint is closed after the Equal Employment/Nondiscrimination Coordinator has issued the report, unless within 10 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The Equal Employment/Nondiscrimination Coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days the superintendent shall affirm, reverse, or amend the decision or direct the Equity Equal Employment/Nondiscrimination Coordinator to gather additional information. The superintendent shall notify the complainant, respondent, and the Equity Equal Employment/Nondiscrimination Coordinator within 5 working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final.

### LEVEL FOUR: APPEAL TO THE SCHOOL BOARD

If the complainant is not satisfied with the superintendent's decision, they can file a written appeal with the school board president within 5 days of the superintendent's decision detailing why they believe the decision should be reconsidered. It is within the discretion of the school board to determine whether it will hear the appeal.

The decision of the superintendent in no way prejudices a party from seeking redress through state or federal agencies as provided by in law.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If any of the stated timeframes cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person filed a grievance complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures.

Adopted: 9/10

Revised: 10/11; 9/16; 3/23 Revised: 4/13; 5/14; 7/17; 10/17; 11/18; 6/20; 10/23; 9/24

> Related Policy: 104.1; 104.1-E1-E5 IASB Reference: 102-R(1)



# 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

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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

<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: 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 in accordance with applicable federal and/or state laws 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.

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

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: 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

Are you filling out this form for yourself or someone else? (Please identify the individual i you are submitting this form on behalf of someone else):					
	Who or what entity do you believe discriminated against you (or someone else)?				
Do	ate and Place of Alleged Inci	dent:			
N	ames of Witnesses:				
	ature of alleged discriminatio ws: (Check all that apply)	n in accordance with applica	able federal and/or state		
Ť	Age	Marital Status	Other – Please specify		
	Color	Sex	<del>below:</del>		
	Creed	Sexual Orientation			
	National Origin/Ethnic	Gender Identity			
	Background/Ancestry				
	Race	Political Party Preference			
	Religion	Political Beliefs			
	Ancestry	Socioeconomic Status			
	Physical Attributes	Familial Status	_		
	Genetic Information  Physical/Mental Ability or Disability	Pregnancy  Military Status			
	the space below, please des	scribe what happened and w			
at	tach additional pages, if nec	essary.			

I agree that all the information on this form knowledge.	is accurate and true to the best of my
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 / <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: 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 whether the complainant is a student or employee):				
Date and Place of Alleged Inci				
laws: (Check all that apply)  Age	Marital Status	Other – Please specify		
Color	Sex	below:		
Creed	Sexual Orientation			
National Origin/Ethnic Background/Ancestry	Gender Identity			
Race	Political Party Preference			
Religion	Political Beliefs	7		
Ancestry	Socioeconomic Status			
Physical Attributes	Familial Status			
Genetic Information	<del>Pregnancy</del>			
Physical/Mental Ability or Disability	Military Status			
Description of incident witnesse	ed (Attach additional sheet, if	needed):		

Additional Pertinent Information (Attach additional sheet, if needed):		
agree that all the information on this fo knowledge.	orm is accurate and true to the best of my	
Vitness' 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

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-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 Inc	cident:			
Name of Respondent (Include whether the respondent is a student, employee, or volunteer):  Nature of alleged discrimination, in accordance with applicable federal and/or state				
laws: (Check all that apply)  Age	Marital Status	Other - Please specify below		
Color	Sex			
Creed	Sexual Orientation			
National Origin/Ethnic Background/Ancestry	Gender Identity			
Race	Political Party Preference			
Religion	Political Beliefs			
Ancestry	Socioeconomic Status			
Physical Attributes	<del>Familial Status</del>			
Genetic Information	<del>Pregnancy</del>			
Physical/Mental Ability or Disability	Military Status			
Summary of Investigation:				
agree that all the information cnowledge.  Equity Equal Employment/Not				

Adopted: 10/17 Reviewed: 3/23

Revised: 6/20

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

Date: \_\_\_\_\_



Policy 104.2-E
Notice of Section 504 Student/Parental Rights

The following statement is to be published in written and electronic form in the district's official documents and on the district website.

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

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

It is the policy of the Linn-Mar Community School District not to discriminate in accordance with applicable federal and/or state laws 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 Section 504 coordinator:

### **Section 504 Coordinator:**

Megan Brunscheen Associate Director of Student Services

Address: 3556 Winslow Road, Marion, IA 52302

Phone: 319-447-3359 Fax: 319-403-8002

Email: megan.brunscheen@Linnmar.k12.ia.us

Adopted: 11/08

Reviewed: 10/11; 4/13; 5/14; 9/16; 3/23

Revised: 6/20; 10/23; 9/24

Related Policy: 104.1; 104.1-R; 104.1.E1-E5; 104.2

IASB Reference: 102-E(3)

## Policy Series 300 – Administration Superintendent



**Policy 302.1** 

Superintendent: Role Qualifications, Recruitment, Appointment

The school board will employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the district, and to implement board policy with the power and duties prescribed by the board and law.

The board will consider applicants that meet or exceed the standards set by the lowa Department of Education and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board will consider the qualifications, credentials, and records of the applicants in accordance with applicable federal and/or state laws without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity, physical or mental ability or disability, marital status, attributes, genetic information, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill, and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board will also consider the district's educational philosophy, financial situation, organizational structure, education programs, and other factors deemed relevant by the board.

The board may contract for assistance in the search for a superintendent.

Adopted: 8/14

Reviewed: 12/16; 11/19; 3/23

Related Policy: 300.1; 301.1; 302.2-302.6; 304.1

Legal Reference (Code of lowa): §§ 21.5(1)(i); 35C; 216; 279.8, .20; 281 IAC 12.4(4)

IASB Reference: 302.01

Mandatory Policy

## Policy Series 300 – Administration Administrative Employees



## Policy 303.1 Administrator Qualifications, Recruitment, Appointment

The board will employ building principals, and other administrators, and managers in addition to the superintendent, to assist in the daily operations of the district.

The board will consider applicants who meet or exceed the standards set by the lowa Department of Education and the qualifications established in the job descriptions for the position. In employing an administrator or manager, the board will consider the qualifications, credentials, and records of the applicants in accordance with applicable federal and/or state laws without regard to race, color, creed, religion, sex, national origin, 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, or familial status. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill, and demonstrated competence of qualified applicants in making its final decision.

In approving the selection of choosing an administrator or manager, the board will also consider the district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It is the responsibility of the superintendent to make a recommendation to the board for filling an administrative or managerial position, based on the requirements stated in this policy. The board will act only on the superintendent's recommendation.

The board may contract for assistance in the search for administrators or managers.

Adopted: 8/14

Reviewed: 12/16; 11/19; 3/23

Related Policy: 300.1; 301.1; 303.2-6; 304.1

Legal Reference (Code of Iowa): §§ 279.8, .21; 281 IAC 12.4

IASB Reference: 303.02

Mandatory Policy

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



### **Policy 400.1**

## **Educational and Employment Equity Equal Employment Opportunity**

The Linn-Mar Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity (EEO) and affirmative action (AA) 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 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 annually.

The board will appoint an Affirmative Action Equal Employment Coordinator. The Affirmative Action Equal Employment 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.

The district will 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 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, or familial status.

Individuals who file an application with the 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 in accordance with applicable federal and/or state laws 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, or familial status. In keeping with the law, the board will consider the veteran status of applicants.

Prior to final offer of employment, the district will perform the background checks required by law. 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 Board of Educational Examiners (BOEE), then the requirement for a background check is waived. The district will perform repeat background checks on the applicable employees as required by law.

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 opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Linn-Mar Equity Equal Employment Coordinator and/or Affirmative Action Coordinator by writing to:

# Linn-Mar Community School District Equity Equal Employment Coordinators

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

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

### **Affirmative Action Coordinator**

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

Address: 3556 Winslow Road, Marion IA 52302

Fax: 319-403-8008

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

### **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

Website: http://www.eeoc.gov/field/milwaukee/index.cfm

### **Iowa Civil Rights Commission**

400 E 14th Street 6200 Park Avenue, Suite 100

Des Moines, IA 50319-1004 50321-1270

515-281-4121 or 800-457-4116

Website: http://www.state.ia.us/government/crc/index.html

https://icrc.iowa.gov/

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

Adopted: 7/81

Reviewed: 12/11; 2/14; 9/14; 12/16; 4/23

Revised: 1/11; 4/13; 11/18; 4/20; 10/23; 2/24; 9/24

Related Policy: 400.1-E; 401.1; 403.11

Legal Reference (Code of Iowa): §§ 19B; 20; 35C; 73; 216; 279.8; 281 IAC 12.4; 95; HF672

IASB Reference: 401.01

Mandatory Policy

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



# Policy 400.1-E Equity Complaint Form

Distribution of	Form: (Equity Equal E	mployment Coordinator)		
Name of Com	nplainant:			
Building:				
Date Violation	n Occurred:			
Date Level I M	Neeting was Held: (Op	otional)		
Parties Presen	t at Level I Meeting: _			
Nature of Cor	nplaint:			
Remedy Requ	vested:			
	Signature		Date	
	Address/City			
	Phone			
Disposition of	Chief Officer of Humo	an Resources/ <del>Equity</del> <mark>Equa</mark> l	Employment Co	ordinator:

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

## 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 in accordance with applicable laws and school district policies regarding equal employment. 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 aoverning 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 the lowa Workforce Development Department of Education for posting on lowaWORKS.gov Teachlowa.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:

- 1. 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;

256.27; 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 Iowa 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 lowa 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:
  - 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 in accordance with applicable federal and/or state laws 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 lowa.
- 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 in accordance with applicable federal and/or state laws 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 is 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. Annually, the board will receive the committee's suggestions regarding progress toward achievement of the goals and objectives of the education program.

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, in accordance with applicable federal and/or state laws 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)

# Policy Series 600 – Education Program Student Progress



## Policy 605.7 Multicultural/Gender-Fair Education

Students will have an equal opportunity for a quality education without discrimination in accordance with applicable federal and/or state laws regardless of their race, religion, creed, color, sex, marital status, national origin, sexual orientation, gender identity, or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans, and persons with disabilities. It will also reflect the wide variety of roles open to men and women and provide equal opportunity to both sexes.

Adopted: 4/99

Reviewed: 6/11; 9/12; 2/15; 4/18; 6/21

Revised: 1/10; 10/13; 2/24 Related Policy: 103.1; 600.1

Legal Reference (Code of Iowa): §§ 216.9; 256.11; 281 IAC 12.5(8)

IASB Reference: 603.04 Mandatory Policy