

SERGEANT BLUFF-LUTON COMMUNITY SCHOOL DISTRICT POLICY MANUAL

INTRODUCTION

This policy manual contains the policies of the board of directors of the Sergeant Bluff-Luton Community School District. Policy development is a dynamic, ongoing process. New problems, issues, and needs give rise to the continuing need to develop new policies or to revise existing ones. The use of a loose-leaf manual is to make it easier to keep the policy manual up-to-date.

Each person holding a copy of this manual has a duty to keep the manual current as the central administration office distributes new and revised policies.

How To Use This Policy Manual

The Sergeant Bluff-Luton Community School District operates according to policies established by its board of directors. The board develops policies after careful deliberation, and the school administration implements them through specific regulations and procedures. The board reviews and evaluates its policies and makes revisions as necessary.

The manual is organized according to a numeric codification system. There are nine major classifications bearing a numeric Series Code.

100	SCHOOL DISTRICT
200	BOARD OF DIRECTORS
300	ADMINISTRATION
400	EMPLOYEES
500	STUDENTS
600	EDUCATION PROGRAM
700	NONINSTRUCTIONAL OPERATIONS AND BUSINESS SERVICES
800	BUILDINGS AND SITES
900	SCHOOL DISTRICT-COMMUNITY RELATIONS

Sub-classifications under each numeric Series are based on a logical sequence and coded by the sub-classification numeric code.

The index pages that follow each tab present the policies included in that Series. These index pages serve as a table of contents for each Series.

Inquires about the policies included in this manual may be directed to the board members or to the superintendent by telephone at (712) 943-4338 or by writing the school district at 201 Port Neal Road, Sergeant Bluff, IA 51054.

SCHOOL DISTRICT

Series 100

100 Legal Status of the School District

101 Educational Philosophy of the School District

102 Equal Educational Opportunity

102.E1 Notice of Nondiscrimination

102.E2 Grievance Form for Complaints of Discrimination or Non-
Compliance with Federal or State Regulations Requiring Non-
Discrimination

102.E3 Grievance Documentation

102.E4 Section 504 Student and Parental Rights

102.R1 Grievance Procedure

103 Educational and Operational Planning

Policy Title: LEGAL STATUS OF THE SCHOOL DISTRICT Code No. 100

Iowa law authorizes the creation of a common schools system. As part of this common schools system, this school district is a school corporation organized and existing under Iowa law. This school district shall be known as the Sergeant Bluff-Luton Community School District.

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

Legal Reference: Iowa Code §§ 274.1, .2, .6, .7; 279.8; 594A (2011)

Cross Reference: 200 Legal Status of the Board of Directors

Approved 1/21/99 Reviewed 12/13/12 Revised 12/13/12

Philosophy of Education for the Sergeant Bluff-Luton Community School

The Board of Education believes that the Sergeant Bluff-Luton Community School District should provide the finest administrative, instructional, operating staffs and physical facilities it can obtain within the limitations of the community's ability and willingness to furnish financial support.

The Board believes that it is the responsibility of the schools to provide maximum learning opportunities for all children of school age in the community, and for adult members of the community when such opportunities are desired by a reasonable number of persons.

The Board believes that, so far as is administratively and economically feasible, each student should be treated as an individual with his/her particular capabilities, aptitudes, and personality. The student should be an active participant in the learning process, and not simply a passive absorber of knowledge. He/she should learn where to look for and how otherwise to acquire information.

It is the function of the educational process to provide each student with opportunities for obtaining the knowledge, experience, and skills which careful individual study indicates will best prepare him/her to assume a position in the competitive adult society which will permit him/her to make his/her greatest individual positive contribution to society and to himself/herself. For some students, this will mean thorough preparation for further formal education. For others, it will mean general information plus the attainment of certain vocational skills and experience.

The Board believes each student, regardless of whether he/she chooses a vocation or further formal education, should have satisfactorily completed a basic course of study as outlined in Board policy before being awarded a high school diploma.

Legal References: (Code of Iowa)

Chapter 279.8, 280.14

Approved 1/21/99 Reviewed 12/13/12 Revised 12/13/12

The board will not discriminate in its educational activities on the basis of: race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, geographic location (for programs), and socioeconomic status (for programs) in its educational programs and its employment practices, in accordance with federal and state law.

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

The board is committed to the policy that no otherwise qualified person will be excluded from, be denied the benefits of, or otherwise be discriminated against in educational activities on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, geographic location (for programs), and socioeconomic status (for programs) in its educational programs and its employment practices, in accordance with federal and state law. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities may include comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans a legally protected trait of the individual or individuals and/or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: 20 U.S.C. §§ 1221 et seq.
 20 U.S.C. §§ 1681 et seq.
 20 U.S.C. §§ 1701 et seq.
 29 U.S.C. §§ 621_et_seq.
 29 U.S.C. § 794
 42 U.S.C. §§ 6101 et seq.
 42 U.S.C. §§ 12101 et seq.
 42 U.S.C. §§ 2000d et seq.
 42 U.S.C. §§ 2000e et seq.
 Iowa Code §§ 216.6; 216.9; 256.11; 280.3 (2011).
 281 I.A.C. Chapter 12.

Cross-Reference: 101 Educational Philosophy of the School District
 401.1 Equal Employment Opportunity
 500 Objectives for Equal Educational Opportunities
 for Students
 506.1 Student Records

Approved 1/21/99 Reviewed 12/13/12 Revised 12/13/12

Policy Title: NOTICE OF NONDISCRIMINATION Code No. 102.E1

Students, parents, employees and others doing business with or performing services for the Sergeant Bluff-Luton Community School District are hereby notified that this school district does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, geographic location (for programs), and socioeconomic status (for programs) in its educational programs and its employment practices, in accordance with federal and state law. Any person having inquiries concerning the school district's compliance with federal and state nondiscrimination laws, including the regulations implementing Title VI, Title VII, Title IX, the Age Discrimination Act of 1975, Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

(Title) Elementary Principal

(Where located) 3-5 Building

(Telephone number) 712-943-5563

Who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the Age Discrimination Act of 1975, ADA, § 504 and Iowa Code 280.3.

Approved 1/21/99 Reviewed 12/13/12 Revised 12/13/12

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

Code No. 102.E2

I, _____, am filing this grievance because;

(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

(Attach additional sheets if necessary)

Signature _____

Address _____

Phone Number _____

If student, name _____ Grade Level _____

Attendance center _____

GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Grievance Date _____

State the nature of the complaint and the remedy requested.

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

Signature of Principal or Supervisor _____

SECTION 504 STUDENT AND PARENTAL RIGHTS

The Sergeant Bluff-Luton Community School District does not discriminate in its educational programs and activities on the basis of a student's disability in accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

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

Inquiries concerning the school district's compliance with Section 504 and its implementing regulations should be directed to:

(Title) Middle School Principal

(Where located) Middle School (Telephone No.) 943-4235

who has been designated by the school district to coordinate the school district's efforts to comply with Section 504 and the regulations implementing same.

| Approved 1/21/99 Reviewed 12/13/12 Revised 12/13/12

GRIEVANCE PROCEDURE

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

Complaints may be made with appropriate federal and/or state agencies instead of, or in addition to, a complaint at the local level. These agencies include: the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St. Des Moines, IA 50319 (515-281-4121); the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319, (515) 281-5294; the United States Department of Education Office for Civil Rights, Chicago Office, Citigroup Center, 500 W. Madison St., Ste. 1475, Chicago, IL 60661 (312-730-1560); and/or the Equal Employment Opportunity Commission, Chicago District Office, 500 W. Madison St., Ste. 2000, Chicago, IL 60661 (1-800-669-4000).

Level One - Principal, Immediate Supervisor or Personnel Contact Person

(Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination is encouraged to first discuss it with the personnel contact person.

A student, or a parent of a student, with a complaint of discrimination is encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant must file the complaint with the Compliance Officer. An alternate Compliance Officer will be designated in the event it is claimed that the regular Compliance Officer committed the alleged discrimination or some other conflict of interest exists. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that

meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer. The grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. An alternate administrator will be designated in the event it is claimed that the Superintendent committed the alleged discrimination or some other conflict of interest exists.

In cases of disability grievances at the elementary and secondary level, the issue is not required to be resolved through the grievance process, rather, the parents have a right to an impartial hearing to resolve the issue.

Approved 1/21/99 Reviewed 12/13/12 Revised 12/13/12

At least every five years the board shall conduct an in-depth needs assessment, soliciting information from business, labor, industry, higher education and community members, regarding their expectations for adequate student preparation. One purpose of this assessment is to assist the board in developing and evaluating a statement of philosophy for the school district. The second purpose of this assessment is to determine the areas of student performance, knowledge, and attitudes and the areas of school district operations which are judged to be most crucial in meeting school or school district goals. As part of its assessment, the board shall develop a process for communicating with business, industry, labor and higher education regarding their expectations for adequate student preparation. The statement of philosophy shall describe the board's beliefs about topics which shall include the nature of learning, the purpose of the school district, the scope of educational experiences that the school district should provide, the nature of its learners and a description of a desirable learning atmosphere.

In conjunction with the in-depth needs assessment of the school district, the board shall authorize the appointment of a committee, representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school district in addition to the basic skills areas of the education program. The committee will perform such other functions as required by the Board and/or law.

It shall be the responsibility of the superintendent to ensure that members of the school district community are informed of the board's policies, programs and goals and have an opportunity to express their thoughts and suggestions for the operation of the school district. The superintendent shall report annually to the board about the means used to keep the community informed.

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

Legal Reference: Iowa Code § 280.12 (2011).
281 I.A.C. 12.8.

Cross-Reference: 101 Educational Philosophy of the School District
200 Legal Status of the Board of Directors
208 Ad Hoc Committees
603.1 Basic Instruction Program
801.1 Buildings and Sites long-range Planning
801.2 Buildings and Sites Surveys

Approved 1/21/99 Reviewed 12/13/12 Revised 12/13/12