

SCHOOL DISTRICT

Series 100

Series 100 Updated, Revised and Adopted 10/11

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SCHOOL DISTRICT

Series 100

Policy Title: Legal Status of the School District

Code No. 100.00

Iowa law authorizes the creation of a Common Schools System. As part of this Common Schools System, this school district is a school corporation created and organized under Iowa law. This school district is known as the George-Little Rock Community School District.

This school corporation is located in Lyon County, and its affairs are conducted by elected school officials, the George-Little Rock 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; 278.1(9); 279.8; 594A (2011). **2013**

Cross Reference:

200 Legal Status of the Board of Directors

Date of Adoption: October 18, 2011 (Revised)

SCHOOL DISTRICT

SERIES 100

Policy Title: Educational Philosophy of the School District

Code No. 101.00

As a school corporation of Iowa, the George-Little Rock Community School District, acting through its board of directors, is dedicated to promoting an equal opportunity for a quality public education to its students. The board's ability may be limited by the school district's ability and willingness to furnish financial support in cooperation with student's parents and school district community. The board is also dedicated to providing the opportunity to develop a healthy social, intellectual, emotional and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime.

The board endeavors, through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community and attain recognition as individuals. To achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will assist the students' preparation for life is instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

Legal Reference:

Iowa Code §§ 256.11 (~~2011~~). **2013**

Cross Reference:

102 Equal Educational Opportunity
103 Long-Range Needs Assessment
209 Board of Directors' Management Procedures
600 Goals and Objectives of the Education Program
602 Curriculum Development

Date of Adoption: October 18, 2011 (Revised)

SCHOOL DISTRICT

Series 100

Policy Title: Mission and Belief Statements

Code No. 101.01

Mission Statement

The mission of the George-Little Rock School District is to provide quality education by promoting life-long learning.

Belief Statement

We believe that:

All people can learn and succeed.

Every person is a valued participant in the life-long learning process.

Application of knowledge enhances learning.

The basic moral attitudes of the community will be reflected in our educational program.

All people must learn to adapt to change.

Quality education is the foundation of a productive society.

Education plays a vital role in developing a well-rounded individual.

Education must take place in a safe environment.

High expectations are a must.

Legal Reference: (Code of Iowa)

Cross Reference:

Date of Adoption: October 18, 2011 (Revised)

Related Administrative Rules and Regulations:

SCHOOL DISTRICT

SERIES 100

Policy Title: Life-Long Learning Goals

Code No. 101.02

Thinking and Reasoning

1. Understands and applies basic principles of presenting an argument.
2. Understands and applies basic principles of logic and reasoning.
3. Uses mental processes that are based on identifying similarities and dissimilarities.
4. Applies basic trouble-shooting and problem-solving techniques.
5. Applies decision-making techniques.

Working with Others

1. Contributes to the overall effort of a group.
2. Uses conflict-resolution techniques.
3. Works well with diverse individuals and in diverse situations.
4. Displays effective interpersonal communication skills.
5. Demonstrates leadership skills.
6. Understands other's opinion and attitude.

Self-Regulation

1. Sets and manages goals.
2. Performs self-appraisal.
3. Considers risks.
4. Demonstrates perseverance.
5. Maintains a healthy self-concept.
6. Restrains impulsivity.

Life Work

1. Makes effective use of basic household tools including technology.
2. Displays reliability and a basic work ethic.

Legal Reference: (Code of Iowa)

Date of Adoption: October 18, 2011 (Revised)

Related Administrative Rules and Regulations:

SCHOOL DISTRICT

SERIES 100

Policy Title: Long-Range Needs Assessment

Code No. 103.00

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectation of students and determines how well students are meeting student-learning goals. The board will conduct ongoing and in-depth needs assessments, soliciting information from business, labor, industry, higher education and community members, regarding their expectations for adequate student preparation.

In conjunction with the in-depth needs assessment of the school district, the board will 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 use of newsletters, newspapers and the local website will be used for dissemination of the students' progress.

It is the responsibility of the superintendent to ensure the school district community is informed of students' progress on state- and locally-determined indicators. The superintendent will 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 will determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Iowa Department of Education.

Legal Reference:

Iowa Code §§ 21; 256.7; 280.12, (~~2011~~). **2013** 281 I.A.C. 12.8(1)(b).

Cross Reference:

101 Educational Philosophy of the School District
200 Legal Status of the Board of Directors
208 Committees of the Board of Directors
603.01 Basic Instruction Program
801.01 Buildings and Sites Long Range Planning
801.02 Buildings and Sites Surveys

Date of Adoption: May 13, 2013 (Revised)

Related Administrative Rules and Regulations:

Regulation: 103.00

The school district's long-range needs assessment process includes these items:

- Provisions for collecting, analyzing and reporting information derived from local, state and national sources.
- Provisions for reviewing information acquired on the following:
 - State indicators and other locally-determined indicators.
 - Locally-established student-learning goals.
 - Specific data collection required by state and federal programs.
- Provisions for collection and analyzing assessment data on the following:
 - State indicators.
 - Locally-determined indicators.
 - Locally-established student-learning goals.

SCHOOL DISTRICT

Series 100

Policy Title: Anti-Bullying/Harassment

Code No. 104.00

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, students by staff, staff by staff and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including but not limited to: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status. Harassment against employees based upon the employee's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension or expulsion. If, after an investigation, a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If, after an investigation, a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities or privileges provided by a school.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic or other similar means. “Electronic” includes, but is not limited to, communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but not limited to, the following behaviors and circumstances:

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one’s grades, achievements, property, etc.;
- Demeaning jokes, stories or activities directed at the student and/or
- Unreasonable interference with a student’s performance

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student’s education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student’s academic performance by creating an intimidating, hostile or offensive education environment.

In situations between students and school officials, faculty, staff or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student’s education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably and in good faith reports an incident of bullying or harassment under this policy to a school official shall be immune from civil or criminal liability relating to such report and to the person’s participation in any administrative, judicial or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal or designee will be responsible for handling all complaints by students alleging bullying or harassment. The building principal or designee will be responsible for handling all complaints by employees alleging harassment.

It is also the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the school district.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook;
- Inclusion in the employee handbook;
- Inclusion in the registration materials;
- Inclusion on the school or school district's website; and
- A copy shall be made to a person at the central administrative office at 500 E. Indiana Ave., George, IA 51237.

Legal References:

20 U.S.C. §§ 1221-1234i (2010).
29 U.S.C. § 794 (2010).
42 U.S.C. §§ 2000d-2000d-7 (2010).
42 U.S.C. §§ 12101 et. seq. (2010).
Iowa Code §§ 216.9; 280.28; 280.3 (2011).
281 I.A.C. 12.3(6).
Morse v. Frederick, 551 S.Ct. 393 (2007).

Cross References:

102.00 Equal Educational Opportunity
502.00 Student Rights and Responsibilities
503.00 Student Discipline
506.00 Student Records

Date of Adoption: January 19, 2015 (Revised)

Related Administrative Rules and Regulations:

Regulation: 104.00

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - Tell a teacher, counselor or principal; and
 - Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the building principal, the designated investigator. The alternate investigator is the building principal (not in their building). The investigator may request that the individual complete the Anti-Bullying/Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.