

MFL MarMac COMMUNITY SCHOOL DISTRICT BOARD POLICIES

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Educational Philosophy

Series 100

Policy Title: Educational Philosophy

Policy No. 100

The Board of Directors believes that the administrative, instructional, operative staff, and physical facilities shall be such that all facets will contribute to the 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 people.

The Board of Directors believes that in order to provide maximum learning opportunities, prudent plans of financial management must be developed, commensurate with the community's ability and willingness, and limitation set by controlling bodies.

The Board of Directors believes that each student shall be treated as an individual with his/her own particular capabilities, aptitudes and personality. Every attempt should be generated to provide each student with opportunities for obtaining the knowledge, experience and skill which will best prepare him/her to assume a position, to make a positive contribution to society and him/herself, whether it be furthered through education or a basic general knowledge, experience and skill to pursue a certain vocation or interest.

It is the belief of the Board of Directors that each student shall have the opportunity to participate in any approved, educational program that will most satisfactorily meet his/her needs. The Board of Directors further approves the basic philosophy of recognizing students, upon completion of approved educational programs designated to meet the needs of the individual, by awarding an appropriate certification or diploma in recognition of their achievements.

It is the policy of the MFL MarMac Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), material status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices

It is the belief of the Board of Directors to promote equality and respect diversity concerning all aspects of gender, race, and creed. The Board promotes reasonable expression of beliefs and expression with the primary focus of all programs in the district to be the education of the student.

The Board of Directors recognizes that an individual must be given due consideration mentally, physically, morally, spiritually, emotionally and socially. Opportunities to determine and to work toward goals that are purposeful and significant to the individual shall be provided to develop their talents and characteristics significant to the development of a wholesome individual, according to his/her ability. In the growth of an individual it is important to consider human relationships, self-realization, civic responsibilities, and economic efficiency.

A. Human Relationship

1. To develop cooperative understanding and effort in work and play with others.
2. To provide enjoyable experience which will produce wholesome, sincere friendships.
3. To provide for consideration of others.
4. To cultivate an appreciation of individuals and groups in the home, the schools, the community, the state, the nation and the world, in preparing for the democratic way of life.

B. Self-realization

1. To develop experiences that will create a desire to learn and to search for truth.
2. To teach how to read, write and spell effectively.
3. To develop ability to solve mathematical problems and concerns of daily living.
4. To help cultivate the ability to observe and to listen.
5. Help to develop an understanding of the basic facts of health and disease.
6. To assist in cultivating an appreciation for beauty and an appreciation for our cultural heritage.
7. To guide them in learning how to make worth-while use of leisure time.
8. To assist them in acquiring a scientific attitude toward living forms and resources in their environment.
9. To develop understanding between man and his environment.
10. To inspire them to determine worthy goals for living and to guide them toward achievement of those goals.

C. Civic Responsibility

1. To teach the value of and promote peace.
2. To lead them to acquire attitudes of tolerance and desires for understanding.
3. To offer opportunity and help in developing qualities of good leadership.

4. To help them develop the ability to carry out responsibility.
5. To assist them in learning to operate in groups as a working democracy, where students can be taught respect for law, for civic duties, and for honest differences of opinion.
6. To give them practice in the procedures of democracy so that as citizens they may have courage, unselfishness, and a fine sense of humor.
7. To help them comprehend and practice the basic elements of world understanding, tolerance and good will.

D. Economic Efficiency

1. Provide training for them to become intelligent consumers, as well as efficient consumers.
2. To help them understand the requirements and opportunities of various occupations.
3. To lead them to feel the dignity of labor in all fields.
4. To help them feel the satisfaction that comes from good workmanship.
5. To provide guidance in choosing an occupation best suited to their individual aptitudes and potentials and to those whose skills in which they can achieve, maintain and improve efficiency.
6. To provide the opportunity to receive training for college entrance or employment in the home, agriculture, industry, science, business and the arts.
7. To help them gain an appreciation for interdependence of workers and for what their work means to other people.
8. To assist them in planning the economics of their own lives.
9. To show them how to use purposeful thinking and wholesome ideals in deciding what is of first value.
10. To assist them in developing a discriminating sense of values for guiding their own expenditures, seeking information and in acquiring skill as buyers, and in taking appropriate measures to safe guard the interests of those dependent upon them.

Educational Philosophy

Series 100

Policy Title: Educational Philosophy

Policy No. 101

MFL MarMac Community School District Mission Statement

The mission of the MFL MarMac Community School District is to meet the needs of all students and guide them to their fullest potential as college and/or career-ready responsible adults.

Reviewed: 2013; January 13, 2020

Educational Philosophy
Series 100

Policy No. 101.1

MFL MarMac Community School District Vision Statement

As members of the MFL MarMac Community, we value and believe:

- developing respect, responsibility, and resourcefulness;
- promoting teamwork
- encouraging positive family involvement;
- preparing all individuals for a life of learning;
- challenging them to reach their full potential.

We challenge all members of the community to share in the responsibility of accomplishing these goals.

It is our belief that every learner shall have the opportunity and the resources available to reach his/her mental and physical potential. We also believe that every learner shall be provided the experiences to appropriately apply the tools and application necessary to be successful lifelong learners. During this process, he/she will develop respect, responsibility, resourcefulness, and teamwork as an integral part of his/her learning. This will be obtained when teachers, parents and the community share the responsibility in accomplishing these goals.

Reviewed: 2013; January 13, 2020

Policy No. 102

EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities on the basis of race, color, national origin, religion, sex, disability, or marital status.

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 will not discriminate in its educational activities to either students or employees or the community in areas of sexual preference. These areas include Gay, Lesbian, Tran-sexual and Bisexual (GLTB), and Socioeconomic Status (SES).

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, religion, sex, socioeconomic status (SES), marital status, national origin, GLTB or disability. 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 includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, SES, religion, national origin, sex, GLTB or disability of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Revised: 2013; January 13, 2020

LONG-RANGE STRATEGIC PLANNING

Long-range Strategic Planning 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. The board will conduct ongoing needs assessment, soliciting information from cross-sections of the community regarding their expectations for adequate student preparation. A long range strategic plan is on-going and should be conducted every five to seven years.

To implement the 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. This shall be known as the School Improvement Advisory Committee (SIAC).

It is the responsibility of the superintendent to ensure the school district's community is informed of student' 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.

Aggregate results of the Iowa Tests of Basic Skills, and other similar indicators will be published. Citizens will have opportunities for feedback on this data via open public meetings, and through conversations with teachers and administrators. All questions are welcome and the school may be called at 563-539-4705. Citizens may also write to the school with their questions at: Supt. of Schools; 700 S. Page; Monona, IA 52159, or citizens may e-mail the superintendent, any teacher or administrator at any time via the school's web-site.

Parent-Teacher conferences will be held for all students K-12 as regular biannual intervals and to a greater degree when necessary. Parents of Pre-kindergarten through third grade students (PK-3) shall be involved in all of the above strategies to inform, and in addition they will be strongly encouraged to participate in two parent-teacher conferences. In these conferences PK-3 parents will be biannually notified of their child's progress both academically and socially.

Policy No. 104

SECTION 504 NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the MFL MarMac Community School District are hereby noticed that this school district does not discriminate on the basis of race, color, national origin, sex, marital status, SES, disability, or sexual preference (GLTB), in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), 504 or Iowa Code 280.3 is directed to contact:

(Title) Superintendent Dale Crozier

(where located) Superintendent's Office

(telephone number) 563-539-4795

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 ADA, & 504 and Iowa Code 280.3.

SECTION 504 STUDENT AND PARENTAL RIGHTS

The MFL MarMac 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:

- 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 the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), 504 or Iowa Code &280.3 should be directed to: Superintendent Dr. Dale Crozier, 700 S. Page St; Monona, IA (Telephone No.)563-539-4795, who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IS, the ADA, & 504 and Iowa Code 280.3.

Reviewed: 2013

Policy No. 104.2

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

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 _____

Grievance Procedure

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

Level One – Principal, Immediate Supervisor or
Personnel Contact Person
(Informal and Optional – may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age or disability 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 based upon their gender, race, national origin, religion, age or disability are encouraged to first discuss it with the personnel contact person.

A student or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, religion, marital status, disability, socioeconomic status, and sexual preference (GLTB) are 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 Filing 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 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.

GRIEVANCE PROCEDURE

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

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four – Appeal to Board

If the grievant is not satisfied with the superintendent’s decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:

Name _____

Office Address _____

Phone Number _____

Office Hours _____