

LEGAL STATUS OF THE SCHOOL DISTRICT

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 shall be known as the New Hampton Community School District.

This school corporation is located in Chickasaw and Howard Counties, and its affairs are conducted by elected school officials, the New Hampton 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 (2005).

Cross Reference: 200 Legal Status of the Board of Directors

Approved November 2013

Reviewed October 2013

Revised _____

EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

As a school corporation of Iowa, the New Hampton Community School District, acting through its board of directors, is dedicated to promoting an equal opportunity for a quality public education to its students within the limitations of the school district's ability and willingness to furnish financial support to provide for students in cooperation with their parents and the school district community, 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. In order 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 shall be 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, .11A (2005).

Cross Reference:	103	Equal Educational Opportunity
	105	Long-Range Needs Assessment
	210	Board of Directors' Management Procedures
	600	Goals and Objectives of the Education Program
	602	Curriculum Development

Approved November 2013

Reviewed October 2013

Revised _____

FISCAL MANAGEMENT

Undesignated, Unreserved General Fund Balance (check book balance)

The District's goal for its undesignated, unreserved general fund balance at June 30 is a minimum of 12 percent of that year's revenue. The District will certify annually a cash reserve levy if needed to reach and/or sustain the desired fund balance. A fund balance of a minimum of 10 percent enables the District to achieve the highest possible credit ratings from rating agencies, such as Moody's and Standard and Poors. Higher credit ratings are directly related to lower interest rates on long-term debt issued by the District. Sufficient fund balances also eliminate short-term borrowings and related interest expense in the general fund and protect the District if the State of Iowa reduces funding mid-year. A report on meeting this target will be made annually to the Board.

Unspent Balance (spending authority)

The unspent balance is the remaining legal spending authority at the end of the fiscal year. The district's unspent balance at June 30 shall be no less than 5 percent with target of 7.5 percent and a maximum of 10 percent of its general fund budget (spending) authority. Maintaining an adequate unspent balance provides legal authority to spend the undesignated, unreserved fund balance. A report on meeting this target will be made annually to the Board.

Contingency

The district shall prepare a budget that includes a contingency of at least 3 percent of the general fund budgeted expenditures.

Allowable Growth

The district shall solicit from the School Budget Review Committee additional allowable growth where it may be available for items such as special education deficit, increasing enrollment, English as a Second Language, and any other lawful purposes. Any award of allowable growth will be levied as a cash reserve levy, in full, in the next available budget year. For recurring program deficits that are predictable and estimable, the district shall levy in advance for the immediately succeeding year as part of the general cash reserve levy.

Audit Committee

The Board of Directors shall have an Audit Committee consisting of one board member and an alternate appointed by the Board President, three representatives of the New Hampton Community School District business community, one accountant from the New Hampton Community School District, and the District's Chief Financial Officer (ex officio). The members of the Audit Committee will have staggered terms. It shall be the responsibility of the Audit Committee to (1) review the previous year's draft audit report to ensure that the recommendations are addressed and (2) review the implementation of the current year's budget. The Audit Committee shall meet approximately three times a year. The Audit Committee shall be considered a sub-committee of the Board and shall meet the requirements of the open meetings law. Audit Committee minutes will be provided to the Board.

Legal Reference: Iowa Code Section 298.10

Approved November 2013 Reviewed October 2013 Revised: _____

SCHOOL DISTRICT INSTRUCTIONAL ORGANIZATION

The New Hampton Community School District offers an education program for grades pre-kindergarten through twelve. The levels of instruction are organized by the following levels:

Grades pre-kindergarten through four shall attend Elementary School in New Hampton.

Grades five through eight shall attend Middle School in New Hampton.

Grades nine through twelve shall attend the High School in New Hampton.

Each school building will have a principal responsible for the administration and management of the school building, the school building employees and the education program. The principals shall work closely with the superintendent, who shall oversee the administration and management of the school district.

Legal Reference: Iowa Code §§ 256.11, .11A; 275.1; 279.11; 280.14 (2005).
281 I.A.C. 12.1; .3(11); .5.

Cross Reference: 501 Student Attendance

Approved November 2013

Reviewed October 2013

Revised _____

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the New Hampton Community School District not to illegally discriminate in its educational programs, activities or employment policies or procedures as required by Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), Title IX of the Educational Amendments of 1972, Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Areas of nondiscrimination include, but are 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.

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 Coordinator: Donita Sweitzer, principal, New Hampton Middle School, 206 W. Main, New Hampton, Ia. 50659, ph. (641-394-2259), E-mail (d_sweitzer@new-hampton.k12.ia.us).

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 educational activities on the basis of age (Employment only), 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 (students/program only), or familial status. 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 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 of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: 20 U.S.C. §§ 1221 *et seq.* (1994).
 20 U.S.C. §§ 1681 *et seq.* (1994).
 20 U.S.C. §§ 1701 *et seq.* (1994).
 29 U.S.C. § 794 (1994).
 42 U.S.C. §§ 12101 *et seq.* (1994).
 34 C.F.R. Pt. 100 (2002).
 34 C.F.R. Pt. 104 (2002).
 Iowa Code §§ 216.9; 256.11, .11A; 280.3 (2005).
 281 I.A.C. 12.

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

Approved November 2013

Reviewed October 2013

Revised May 2009

SECTION 504 NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the New Hampton Community School District are hereby notified that the new Hampton Community School District does not discriminate in admission or access to, or treatment in, its programs and activities on the basis of 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. Nor does the school district discern on the basis of these categories in its hiring and employment practices. 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) Middle School Principal; Donita Sweitzer

(where located) 710 West Main, New Hampton, IA. 50659-1004

(telephone number) (641) 394-2134

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.

Legal Reference: 20 U.S.C. §§ 1221 *et seq.* (1994).
20 U.S.C. §§ 1681 *et seq.* (1994).
20 U.S.C. §§ 1701 *et seq.* (1994).
29 U.S.C. § 794 (1994).
42 U.S.C. §§ 12101 *et seq.* (1994).
34 C.F.R. Pt. 100 (2002).
34 C.F.R. Pt. 104 (2002).
Iowa Code §§ 216.9; 256.11, .11A; 280.3 (2005).
281 I.A.C. 12.

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

Approved November 2013

Reviewed October 2013

Revised December 2009

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 _____

Approved November 2013

Reviewed October 2013

Revised May 2009

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 _____

Approved November 2013

Reviewed October 2013

Revised May 2009

The New Hampton 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:

(Title) Superintendent

(Where located) 710 West Main, New Hampton, IA. 50659-1004 (Telephone No.) (641) 394-2134

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3. (2005).

Approved November 2013

Reviewed October 2013

Revised May 2009

ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not to be tolerated in the school district. The board is committed to providing all students, school employees, and volunteers 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 designated 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 other students, by school employees, and by 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 reference, political belief, socioeconomic status, or familial status. Harassment against employees and/or volunteers based upon the employee's or volunteer'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, school employees, and/or volunteers 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 which may include 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 which may include 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/school employee/volunteer 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 conditions:

- Places the student/school employee/volunteer in reasonable fear of harm to the student's/school employee's/volunteer's person or property;
- Has a substantially detrimental effect on the student's/school employee's/volunteer's physical or mental health;
- Has the effect of substantially interfering with the student's/school employee's/volunteer's academic/school performance; or
- Has the effect of substantially interfering with the students'/school employee's/volunteer'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 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.

Approved November 2013 Reviewed October 2013

Revised January 2008

ANTI-BULLYING/HARASSMENT POLICY

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

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student/school employee/volunteer that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or;
- Unreasonable interference with a student's/school employee's/ volunteer's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment 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/school employee's/volunteer's education or benefits; or
- Submission to or rejection of the conduct by a student/school employee/volunteer is used as the basis for academic or other school-based decisions affecting that student/school employee/volunteer; or
- The conduct has the purpose or effect of substantially interfering with the student's/school employee's/volunteer's academic or school performance by creating an intimidating, hostile, or offensive education/work environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying-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 by a student is used 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.

Should a parent mention a situation to an employee, even though the parent or student doesn't want "anything done" it may be investigated. That parent or student has just put the district on notice that there is an individual who may be violating the anti-bullying/harassment policy. However, conversations with school counselors are confidential unless there is clear and eminent danger or a confidentiality waiver has been signed.

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

disciplinary action 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 disciplinary action, including suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to disciplinary action, including termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be disciplinary action, including exclusion from school grounds.

Bystanders who witness bullying and harassing behaviors or hear bullying and harassing remarks/statements have the responsibility to confront and/or verbally report such to the liaison, building principal or superintendent. The liaison,

building principal, or superintendent has the authority to initiate a bullying and harassment investigation in the absence of the written report.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The Liaison Officer or designee (principal or superintendent) will be responsible for handling all complaints by students. The Liaison or designee (principal or superintendent) will be responsible for handling all complaints by employees or volunteers alleging bullying or harassment.

It is also the responsibility of the superintendent, in conjunction with the Liaison 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. The superintendent shall report to the board on the progress of reducing bullying and harassment.

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 district's web site,
- Other _____,

and a copy shall be made available to any person at the central administrative office located in the high school building.

Legal Reference: Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).
Hall v. Gus Const. Co., 842 F.2d 1010 (8th Cir. 1988).
Lynch v. City of Des Moines, 454 N.W.2d 827 (Iowa 1990).
42 U.S.C. §§ 2000e *et seq.* (1994).
29 C.F.R. Pt. 1604.11 (2002).
Iowa Code ch. 216 (2005).
281 I.A.C. 12.3(6).

Cross Reference: 102 Equal Educational Opportunity
401.1 Equal Employment Opportunity
401.4 Employee Complaints
402.3 Abuse of Students by School District Employees
404 Employee Conduct and Appearance
502.12 Student-to-Student Harassment
503 Student Discipline

ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Name of student or
employee target: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident
Or incidents: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Race
<input type="checkbox"/>	Ancestry	<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Religion
<input type="checkbox"/>	Color	<input type="checkbox"/>	National Origin	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Creed	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Ethnic Background	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

Any other Information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____ / _____ / _____

ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed: _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____/_____/_____

DISPOSITION OF ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Name of student or
employee target: _____

Grade and building of
student or employee: _____

Name and position or grade of alleged
perpetrator / respondent: _____

Date of initial complaint: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

	Age		Gender Identity		Race
	Ancestry		Marital Status		Religion
	Color		National Origin		Sex
	Creed		Physical Attribute		Sexual Orientation
	Disability		Physical/Mental Ability		Socio-economic Background
	Ethnic Background		Political Belief		Other – Please Specify:
	Familial Status		Political Party Preference		

Summary of investigation: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____ / _____ / _____

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel they have been harassed or bullied 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, liaison or principal to help.
- If the harassment/bullying 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 or bullying;
 - what the student said or did, either at the time or later;
 - how the complainant felt; and
 - how the harasser responded.

Complaint Procedure

An individual who believes that the individual has been harassed or bullied will notify the Liaison Officer or the designated investigator. The alternate investigator is the principal. The investigator may request that the individual complete the Bullying/Harassment Complaint form and turn over evidence of the harassment or bullying, 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 shall be kept confidential to the extent possible.

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

Investigation Procedure

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall 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 or bullying 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 superintendent shall 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 shall 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, expulsion, termination or exclusion.

Conflicts

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

ANTI-BULLYING/HARASMENT POLICY
STUDENT HANDBOOK PROVISION

Initiations, Hazing, Bullying or Harassment

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Persons or individuals who feel that they have been harassed or bullied should:

- Communicate to the accused that the person expects the behavior to stop, if the person is comfortable doing so. If the person needs assistance communicating with the accused, the person should ask a teacher, counselor or principal to help.
- If the person does not stop, or the person does not feel comfortable confronting the accused the student 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 accused did;
 - Witnesses to the harassment or bullying;
 - What the person said or did, either at the time or later;
 - How the person felt; and
 - How the accused responded

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment or bullying on the basis of 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 includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons when the behavior

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

ANTI-BULLYING/HARASMENT POLICY
STUDENT HANDBOOK PROVISION

Sexual harassment includes, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person with sexual or demeaning implications; and
- The suggestion of or demand for sexual involvement, accompanied by implied or explicit threats.

Harassment or bullying based upon factors other than sex includes, but is not limited to:

- Verbal, physical, or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, job, etc.; and
- Demeaning jokes, stories or activities.

Forms are available in the middle school office.

For more information, please refer to New Hampton Community School District Board Policy 403.5

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district shall 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 or disability 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 shall 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 shall 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 grievance process, 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 Superintendent

Office Address 710 West Main, New Hampton, IA. 50659-1004

Phone Number (641) 394 - 2134

Office Hours 8:00 a.m. – 4:00 p.m.

THE PEOPLE AND THEIR SCHOOL DISTRICT

The board recognizes the value of interaction and participation of the citizens of the school district community with the school district. The board will cooperate and participate, whenever possible, in the school district community while carrying out its elected responsibilities.

It shall be the responsibility of the superintendent to keep the board apprised of opportunities for involvement with the school district community.

Legal Reference: Iowa Code § 279.8 (2005).

Cross Reference: 209 Committees of the Board of Directors
215 Public Participation in Board Meetings
703.1 Budget Planning
901 Public Communications
904 Public Participation in the School District

Approved November 2013

Reviewed October 2013

Revised _____

LONG-RANGE NEEDS ASSESSMENT

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

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 school district establishes a board approved District School Improvement Team. This team meet four times a year to review student achievement data and other district information, and to receive input, ideas and feedback from district stakeholders. The purpose of the team is to create an avenue for ongoing communication between the school district and its stakeholders.

It shall be the responsibility of the superintendent to ensure the school district community is informed of students' progress on state and locally determined indicators. 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 educational 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, .18 (2005).
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
603.1 Basic Instruction Program
801.1 Buildings and Sites Long Range Planning
801.2 Buildings and Sites Surveys

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LONG-RANGE NEEDS ASSESSMENT REGULATION

School districts also need to develop a process for long-range needs assessment. The process needs to include three 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 collecting and analyzing assessment data on the following:
 - state indicators,
 - locally determined indicators,
 - locally established student learning goals.

The long-range needs assessment process is mandatory but it does not need to be an administrative regulation supporting the long-range needs assessment policy. It is, however, recommended that it become an administrative regulation to support the policy to ensure completeness and consistency.

Approved November 2013

Reviewed October 2013

Revised _____