

THE SCHOOL DISTRICT (Series 100)

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100 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 is known as the Shenandoah Community School District.

This school corporation is located in Page, Fremont, Mills and Montgomery Counties, and its affairs are conducted by elected school officials, the Shenandoah 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.

Cross Reference: 200 Board of Directors

101 EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

As a school corporation of Iowa, the Shenandoah 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. 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 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

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
 602.1 Curriculum Development

101.1 MISSION STATEMENT

The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.

102 SCHOOL DISTRICT INSTRUCTIONAL ORGANIZATION

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

Preschool: Preschool and pre-kindergarten will attend at the Logan Administration Building in Shenandoah.

Elementary: Junior Kindergarten through fourth grade will attend at the PK-8 Building in Shenandoah.

Middle School: Fifth grade through eighth grade will attend at the PK-8 Building in Shenandoah.

High School: Ninth grade through twelfth grade will attend at the Shenandoah High School in Shenandoah.

Alternative Middle School, otherwise known as the Middle School Flex Ed Center, will serve students in grades 5-8 at the Middle School.

Alternative High School, otherwise known as the High School Flex Ed Center, will serve students in grades 9-12 at the High School.

Each school level will have a principal or designee responsible for the administration and management of the school building, the school building employees, and the education program. The principals and designees 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 (2009).

Cross Reference: 501 Student Attendance

103 EQUAL EDUCATIONAL OPPORTUNITY

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

The Shenandoah Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. The belief in equal education opportunity serves as a guide for the board and employees in making decisions related to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have any questions or a grievance related to this policy please contact Aaron Burdorf, Equity Coordinator, 601 Dr. Creighton Cir., Shenandoah, IA 51601, (712) 246-2520, burdofa@shencsd.com.

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

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.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Aaron Burdorf, Shenandoah Community School District, 601 Dr. Creighton Cir, Shenandoah, IA 51601; or by telephoning (712) 246-2520.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

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. § 206 *et. seq.*
29 U.S.C. § 794.
42 U.S.C. §§ 2000d and 2000e.
42 U.S.C. §§ 12101 *et seq.*
34 C.F.R. Pt. 100.
34 C.F.R. Pt. 104.
Iowa Code §§ 216.6; 216.9; 256.11; 280.3.
281 I.A.C. 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

103.E1 ANNUAL NOTICE OF NONDISCRIMINATION

The Shenandoah Community School District offers career and technical programs in the following areas of study:

Agricultural Science, Automotive Technology, Business Education, Family Consumer Science, Health Science, and Industrial Technology.

It is the policy of the Shenandoah Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Aaron Burdorf, 601 Dr. Creighton Cir., Shenandoah, IA 5161. (712)246-2520, burdorfa@shencsd.com.

103.E2 CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Shenandoah Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Aaron Burdorf, 601 Dr. Creighton Cir., Shenandoah, IA 51601, (712)246-2520, burdorfa@shencsd.com.

103.E3 NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS

The Shenandoah 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 office if you disagree with your child's evaluation or placement; you have the right to counsel at the hearing and have the decision of the impartial hearing office reviewed.

It is the policy of the Shenandoah Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Aaron Burdorf, 601 Dr. Creighton Cir., Shenandoah, IA 51601, (712)246-2520, burdorfa@shencsd.com.

103.E4 WITNESS DISCLOSURE FORM

Name of Witness: _____

Date of Interview: _____

Date of Initial Complaint: _____

Name of Complainant (include where Complainant is a student or employee): _____

Date and place of alleged incident(s): _____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

Description of incident witnessed: _____

Additional Information: _____

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

Signature: _____ Date: _____

103.E5 DISPOSITION OF COMPLAINT FORM

Date: _____

Date of initial complaint: _____

Name of complainant (include whether the complainant is a student or employee):

Date and place of alleged incident(s):

Name of respondent (include whether the respondent is a student or employee):

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

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: _____

103.R1 GRIEVANCE PROCEDURE

It is the policy of the Shenandoah Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Aaron Burdorf, 601 Dr. Creighton Circle, Shenandoah, IA 51601, (712) 246-2520, burdorfa@shencsd.com

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). An alternate will be designed in the event it is claimed that the equity coordinator or superintendent committed the alleged discrimination, or some other conflict of interest exists. Complaints shall be filed within 15 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

Investigation

Within 15 working days, the equity coordinator(s) will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "equity coordinator"). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witness will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;
- Interviews of the Complainant, Respondent, or witnesses;
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days.

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days of

completing the written report. Notification shall be by U.S. mail, first class.

Decision and Appeal

The complaint is closed after the equity coordinator has issued the report, unless within 5 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within 5 working days of the decision Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final.

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

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

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

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

104 THE PEOPLE AND THEIR SCHOOL DISTRICT

The board recognizes the value of interaction and participation of the citizens of the school district. The board will cooperate and participate, whenever possible, with residents in the district 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.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 209.1 AD HOC Committee
215 Public Participation in the Board Meetings
401.15 Employee Political Activity
402.6 Employee Relations to the Public
504.7 Student Work/Intern Programs
703.1 Budget Planning
901 Public Communications
904.2 Community Resource Persons and Volunteers

104.1 ANTI-HARASSMENT/BULLYING POLICY

The Shenandoah Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and harassment of students, employees, officers, board directors or volunteers or by other students, employees, officers, board directors, or volunteers or by others such as parents, vendors, and persons doing business with the school district, will not be tolerated in the school or school district.

Bullying and/or harassing behavior can seriously disrupt the ability of the school employees to maintain a safe and civil environment, and the ability of students to learn and succeed.

Harassment and bullying of or by students, employees and volunteers is against federal, state, and local policy and is not tolerated by the board.

Accordingly, school employees, volunteers, and students shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the superintendent or superintendent's designee pursuant to the regulation accompanying this policy. The superintendent is responsible for implementation of this policy and all accompanying procedures. Complaints will be investigated within a reasonable time frame. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the district will notify the parent or guardian of the student.

If as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district, a parent or guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic.

Retaliation Prohibited

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

Definitions

For the purpose of this policy, the defined words shall have the following meanings:

- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communications via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging. “Harassment” and “bullying” mean any repeated or potentially repeated electronic, written, verbal, or physical act or other ongoing conduct toward an individual based on any trait or characteristic of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:
 - Places the individual in reasonable fear of harm to the individual's person or property.

- Has a substantial detrimental effect on the individual’s physical or mental health?
- Has the effect of substantially interfering with the individual’s academic or career performance?
Has the effect of substantially interfering with the individual’s ability to participate in or benefit from service, activities, or privileges provided by a school?
- “Trait or characteristic of the individual” includes but is 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.
- “Volunteer” means an individual who has regular, significant contact with students.

Publication of Policy

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

Legal References: 20 U.S.C. §§ 1221-1234i.
 29 U.S.C. § 794.
 42 U.S.C. §§ 2000d-2000d-7.
 42 U.S.C. §§ 12001 *et. seq.*
 Iowa Code §§ 216.9; 280.3; 281 I.A.C. 12.3(6).
 Morse v. Frederick, 127 S.Ct. 2618 (2007)

I.C. Iowa Code	Description
Iowa Code § 216.9	<u>Unfair/Discriminatory Practices</u>
Iowa Code § 280.28	<u>Harassment and Bullying Prohibited</u>
Iowa Code § 280.3	<u>Education Program - Attendance Center Requirements</u>
I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12.3	<u>Administration</u>
U.S.C. - United States Code	Description
20 U.S.C. §§ 1221	<u>Education - FERPA - General Provisions</u>
29 U.S.C. §§ 794	<u>Labor - Vocation Rehab Rights</u>
42 U.S.C. § 12101	<u>Public Health - Equal Opportunity - Disabilities</u>
42 U.S.C. § 2000d	<u>Public Health - Civil Rights - Federally Programs</u>
U.S. Supreme Court	Description
551 U.S. 393	<u>Morse v Frederick (2007)</u>
Case Law	Description
Morse v. Frederick	551 U.S. 393 (2007)

Cross References

Code	Description
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
401.01	Equal Educational Opportunity
401.13	Staff Technology Use/Social Networking
401.13	Staff Technology Use/Social Networking
402.03	Abuse of Students by School District Employees
404	Employee Conduct and Appearance
404	Employee Conduct and Appearance
404	Employee Conduct and Appearance
604.11	Appropriate Use of Online Learning Platforms
605.06	Internet - Appropriate Use
605.06	Internet - Appropriate Use
605.06	Internet - Appropriate Use
605.06	Internet - Appropriate Use

104.1E1 ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Date of complaint: _____

Name of complainant: _____

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?

Date and place of alleged incidents(s): _____

Names of any witnesses (if any): _____

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

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

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary.

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

Signature: _____

Date: _____

104.1E2 ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of Witness: _____
 Date of interview: _____
 Date of initial complaint: _____
 Name of Complainant (include whether the Complainant is a student or employee): _____
 Date and place of alleged incident(s): _____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

Description of incident witnessed: _____

Additional information: _____

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

Signature: _____

Date: _____

104.1R1 ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

Filing a Complaint

An individual who believes that the individual has been harassed or bullied may file a complaint with the superintendent or superintendent's designee. The complaint form is available www.shencsd.com and each school office. If the complainant is a school employee, after filing the complaint with the superintendent or superintendent's designee, the employee may separately notify the parent or guardian of the student alleged to have been harassed or bullied.

An alternate investigator will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged bullying or harassment or some other conflict of interest exists. Complaints shall be filed within [state number of days - 180] of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence.

The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment upon receipt of a written complain. The Superintendent or Superintendent's designee (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment.

The investigation may include, but is not limited to the following:

- Interviews with the Complainant and the individual named in the complaint ("Respondent");
- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the Respondent to provide a written statement;
- Interviews with witnesses identified during the course of the investigation;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documents or information deemed relevant to the investigation.

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment as defined in Board policy. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings and provide a copy of the report to the appropriate building principal or Superintendent if the investigation involved the building principal.

The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

Decision

The investigator, building principal or superintendent, depending on the individuals involved, shall inform the Complainant and the accused about the outcome of the investigation. If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and 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.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may 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.

I.C. Iowa Code	Description
Iowa Code § 216.9	Unfair/Discriminatory Practices
Iowa Code § 280.28	Harassment and Bullying Prohibited
Iowa Code § 280.3	Education Program - Attendance Center Requirements
I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12.3	Administration
U.S.C. - United States Code	Description
20 U.S.C. §§ 1221	Education - FERPA - General Provisions
29 U.S.C. §§ 794	Labor - Vocation Rehab Rights
42 U.S.C. § 12101	Public Health - Equal Opportunity – Disabilities
42 U.S.C. § 2000d	Public Health - Civil Rights - Federally Programs
U.S. Supreme Court	Description
551 U.S. 393	Morse v Frederick (2007)
Case Law	Description
Morse v. Frederick	551 U.S. 393 (2007)
Cross References	
Code	Description
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
102	Equal Educational Opportunity
401.01	Equal Educational Opportunity
401.13	Staff Technology Use/Social Networking
401.13	Staff Technology Use/Social Networking

402.03	Abuse of Students by School District Employees
404	Employee Conduct and Appearance
404	Employee Conduct and Appearance
404	Employee Conduct and Appearance
604.11	Appropriate Use of Online Learning Platforms
605.06	Internet - Appropriate Use
605.06	Internet - Appropriate Use
605.06	Internet - Appropriate Use
605.06	Internet - Appropriate Use

105 LONG-RANGE NEEDS ASSESSMENT

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectation of students and determine how well students are meeting student learning goals. The board will 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.

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.

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 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
281 I.A.C. 12.8 (1) (b)

Cross Reference: 101 Educational Philosophy
200 Board of Directors
209 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

105.R1 LONG-RANGE NEEDS ASSESSEMENT

The School district's long-range needs assessment 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 collection and analyzing assessment data on the following:
 - State indicators,
 - Locally determined indicators,
 - Locally established student learning goals.

106 ASSISTANCE ANIMALS

It is the policy of Shenandoah Community School District to foster an equal education environment for all students, employees, and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service animals and assistive animals to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria, and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs and in some instances miniature horses trained to do work or perform tasks for individuals with disabilities. Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.

Service animals and assistive animals must be current on all required vaccinations. Service animals and assistive animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service or assistive animal. Under control means harnessed, leashed, or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

Miniature Horses as Service Animals

Miniature horses shall be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is house broken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size and weight; and whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service or assistive animal, the Superintendent and/or school administrators are permitted to ask the following questions:

"Do you need/require this animal because of a disability?"

If the animal's trained tasks are not readily apparent, the administrator may ask:

"What work or task has the animal been trained to perform?"

Service and Assistive Animals in Training

Assuming the handler and animal are otherwise allowed, individuals who train service and/or assistive animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service or assistive animal in training is expected to abide by the same requirements as a service or assistive animal.

Exclusion of Service and Assistive Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The Superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service, or activity without having the service animal on district property.

Emotional Support Animals and Therapy Animals

Emotional support animals are medically prescribed to provide therapeutic benefit through dedicated companionship. Emotional support animals' sole function is to provide emotional support or comfort. Therapy animals are involved in an animal-assisted therapy program involving animals as a form of treatment.

Emotional support animals and therapy animals do not meet the definition of service or assistive animals. However, the district recognizes their value in our community. The superintendent shall evaluate the use of emotional support animals and therapy animals on a case-by-case basis. District employees may use therapy animals in the course of their regular duties only after receiving permission from the Superintendent.

Student use of Emotional Support Animals and Therapy Animals

Factors the superintendent should consider in making the determination include but are not limited to:

- a. Whether the animal is housebroken
- b. Whether the animal has a current vaccination certificate
- c. Whether the animal has been recommended through an individual education plan (IEP) or a 504 plan as necessary for the student to receive free access to public education
- d. Whether the facility can accommodate the animal's type, size, and weight, and
- e. Whether the animal's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Employee use of Therapy Animals as part of Education Environment

Before permission to use therapy animals is granted, staff members must provide:

1. Proof that the animal is certified to be a therapy animal;
2. An explanation of how the animal will be used, including research supporting the use of therapy animals;
3. A plan for how the staff member will provide for the care and control of the animal;
4. A plan for how the staff member will accommodate students with allergies to the animal; and
5. A current vaccination certificate for the animal.

Legal Reference: 29 U.S.C §794
 42 U.S.C §12132
 28 C.F.R 35
 Iowa Code §216C

Cross References: 606.4 Animals in the Classroom

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