

INDEX

100	School District
200	Board of Directors
300	Administration
400	Personnel
500	Students
600	Education Program
700	Non-Instructional Operations
800	Buildings and Sites
900	School/Community Relations

Every policy has been Reviewed and Selected Ones Amended as of 10/25/01.

School District

Series 100

100	District Philosophy, Mission, Beliefs and Expectations
100-E1	District Philosophy, Mission, Beliefs, and Expectations – Indicators
100-E2	District Philosophy, Mission, Beliefs, and Expectations – Strategies
100-E3	District Philosophy, Mission, Beliefs, and Expectations - Calendar
100.1	Name of School District
100.2	Equal Educational Opportunity
101	Community Involvement
101.1	Long-Range Needs Assessment
101.1-R1	Long-Range Needs Assessment Process
101.1-R2	Early Childhood Progress: Parental Notification

District Philosophy

Marshalltown Community School District is dedicated to providing quality education to all students. The Board is committed to providing a learning environment that promotes the academic, social, intellectual, emotional, and physical development of all students.

The Board will employ highly effective professionals to educate students possessing a wide variety of experiences and abilities. Curriculum, instruction, and assessment, including critical thinking and problem solving, are key elements of an education that prepares students for success as lifelong learners, earners, and citizens.

The support and involvement of the home and the community are essential to excellence in the district. The district will maintain an active relationship with the home and community to promote student academic success and civic responsibility.

Mission

The mission of the Marshalltown Community School District is to nurture students to become intellectually and personally empowered for citizenship in a changing world.

Vision

Marshalltown Community School District will be the district of choice, unparalleled in student achievement gains and innovative practices. We will prepare students for success in a global society, while supporting the continued growth and development of our community.

Beliefs

Foundational

- All students can learn and succeed at high levels
- Learning starts at birth and is a lifelong process
- Education is the shared responsibility of the individual, home, school, and community

Instructional

- High expectations supported by engaging and effective instruction lead to high achievement
- Schools must structure learning activities that lead to increased student self-control and responsibility
- Technology must be an important learning tool for all students and staff
- Education must be relevant for today and for the future
- Learning environments must be varied and flexible
- The school organization must continually change to meet the needs of a changing society

Climate

- Every person has a right to a positive, safe, and supportive learning environment
- Every person must be valued and treated with dignity, respect, and fairness
- Learners build self-esteem through belonging, academic success, and competence as a learner

Goal: Increase Student Achievement

Objective 1: Improve academic performance

Objective 2: Increase readiness for further education and employment

Objective 3: Ensure schools are safe and organized to promote student achievement

The superintendent shall cause to be developed and included in the Strategic Action Plan of the district:

- Progress indicators for each objective, including form of measurement, baseline data, and both multi-year and annual targets
- Strategies for attainment of objectives
- Calendar for annual progress monitoring reports to the board for each indicator and strategy

These documents shall be provided as Exhibits to this policy.

Adopted: November 28, 1994

Legal Reference: (Code of Iowa)

Amended: March 19, 2012

Iowa Code §§ 256.11 (2011)

Cross Reference: 100.2-Equal Educational Opportunity
101.1-Long-Range Needs Assessment
600-Statement of Guiding Principles
602-Programs of Instruction

School District

Series 100

Policy Title: District Philosophy, Mission, Beliefs, and Expectations - Indicators

Code No. 100-E1

Indicators

Objective 1: Improve academic performance

Indicator:

- 1.1 Increase the percentage of full academic year students who score in the proficient and advanced ranges (as defined and measured by the Iowa Assessment for grades 4, 8 and 11).

PROFICIENT

Iowa Assessment - Reading	Historical Data				Actual/Projection							
	2007-08	2008-09	2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
	Actual	Actual	Actual	BASELINE	Actual	Proj	Actual	Proj	Actual	Proj	Actual	PROJ
4 th Grade	65.4	67.6	65.4	66.9		70.2		73.7		77.4		80.3
8 th Grade	62.1	64.1	62.4	66.1		69.4		72.9		76.5		79.3
11 th Grade	62.5	67.1	61.5	65.1		68.4		71.8		75.4		78.1

PROFICIENT

Iowa Assessment - Mathematics	Historical Data				Actual/Projection							
	2007-08	2008-09	2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
	Actual	Actual	Actual	BASELINE	Actual	Proj	Actual	Proj	Actual	Proj	Actual	PROJ
4 th Grade	67.0	65.8	68.4	73.3		77.0		80.8		84.8		88.0
8 th Grade	68.0	71.6	66.1	68.9		72.3		75.9		79.7		82.7
11 th Grade	63.8	67.4	62.2	66.3		69.6		73.1		76.8		79.6

ADVANCED

Iowa Assessment - Reading	Historical Data				Actual/Projection							
	2007-08	2008-09	2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
	Actual	Actual	Actual	BASELINE	Actual	Proj	Actual	Proj	Actual	Proj	Actual	PROJ
4 th Grade	10.6	13.4	9.5	11.5		12.1		12.7		13.3		13.8
8 th Grade	10.3	12.7	10.5	8.9		9.3		9.8		10.3		10.7
11 th Grade	12.8	13.5	11.5	13.9		14.6		15.3		16.1		16.7

ADVANCED

Iowa Assessment - Mathematics	Historical Data				Actual/Projection							
	2007-08	2008-09	2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
	Actual	Actual	Actual	BASELINE	Actual	Proj	Actual	Proj	Actual	Proj	Actual	PROJ
4 th Grade	15.4	16.0	12.7	16.6		17.4		18.3		19.2		19.9
8 th Grade	12.9	16.0	14.6	14.0		14.7		15.4		16.2		16.8
11 th Grade	10.1	13.8	14.6	15.1		15.9		16.7		17.5		18.1

The projection is designed to demonstrate acceleration of annual proficiency at the rate of four incremental increases of 5%. Proficient is defined as at or above the 41st percentile. Advanced is defined by the 90-99 percentile.

1.2 Increase the percentage of students exiting district pre-school with age-appropriate skills (as defined and measured by The Gold Assessment).

Gold Assessment	Actual/Projection						
	2011-12	2012-13		2013-14		2014-15	
	BASELINE	Actual	Proj	Actual	Proj	Actual	PROJ
Percentage of students demonstrating 90% of widely held expectations							

1.3 Meet or exceed the district target of 95% average daily attendance.

Average Attendance	Historical Data				Actual/Projection							
	2007-08	2008-09	2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
	Actual	Actual	Actual	BASELINE	Actual	Proj	Actual	Proj	Actual	Proj	Actual	PROJ
K-12	92.63	93.04	93.21	93.4		93.7		94.1		94.5		95.0

Objective 2: Increase readiness for further education and employment

Indicator:

2.1 Meet or exceed the state target of a 95% graduation rate.

Graduation Rate	Historical Data				Actual/Projection							
	2008	2009	2010	2011	2012		2013		2014		2015	
	Actual	Actual	Actual	BASELINE	Actual	Proj	Actual	Proj	Actual	Proj	Actual	PROJ
MHS	77.54	76.55	80.66	80.8		85		89		92		95

2.2 Increase the percentage of full academic year 11th grade students demonstrating college and career readiness (as measured by Iowa Assessment).

Iowa Assessment – Percentage of students at or above the 75 th Percentile	Actual/Projection						
	2011-12	2012-13		2013-14		2014-15	
	BASELINE	Actual	Proj	Actual	Proj	Actual	PROJ
Reading							
Math							

2.3 Increase the percentage of students enrolled in college level coursework.

Adv. Place/Sr. Yr Plus	Actual/Projection						
	2011-12	2012-13		2013-14		2014-15	
	BASELINE	Actual	Proj	Actual	Proj	Actual	PROJ
MHS	31.8						

Objective 3: Ensure schools are safe and organized to promote student achievement

Indicator:

3.1 Decrease the number of in-school suspensions, out-of-school suspensions and expulsions.

Discipline Total K-12	Historical Data			Actual/Projection							
	2008-09	2009-10	2010-11	2011-12		2012-13		2013-14		2014-15	
	Actual	Actual	BASELINE	Actual	Proj	Actual	Proj	Actual	Proj	Actual	PROJ
In-School	2105	2366	1598		1518		1214		910		640
Out-School	204	246	324		308		247		185		130
Expulsion	1	6	17		16		13		10		7

3.2 Increase the percentage of student classroom engagement (as defined and measured by the Instructional Practices Inventory).

Students Engaged During Observations	Actual/Projection						
	2011-12	2012-13		2013-14		2014-15	
	BASELINE	Actual	Proj	Actual	Proj	Actual	PROJ
% with ratings of 3-6	86.43						

School District

Series 100

Policy Title: District Philosophy, Mission, Beliefs and Expectations - Strategies

Code No. 100-E2

Strategies

1. Marshalltown Community School District will design and deliver curriculum, instruction, assessment, and interventions that support the district's long-term strategic goals and objectives.
2. Marshalltown Community School District will provide a safe and supportive learning environment.
3. Marshalltown Community School District will employ staff with knowledge and skills necessary to meet the learning needs of all students.
4. Marshalltown Community School District will collaborate with parents, community, and business leaders to support increased student achievement.
5. Marshalltown Community School District will improve student achievement through efficient stewardship of district resources.

Calendar

By Month

July	Strategy 4 (Collaboration)
August	1.3 (Average Daily Attendance) Strategy 5 (Efficient Stewardship)
October	Annual Report to Community
September	2.1 (Graduation Rate)
November	2.3 (College Level Coursework)
February	Strategy 1 (Curriculum, Instruction and Assessment)
March	Strategy 3 (Staff)
April	1.1 (Proficient and Advanced) 2.2 (College and Career Readiness)
May	3.2 (Instructional Practices Inventory)
June	1.2 (Kindergarten Readiness) 3.1 (ISS, OSS, Expulsions) Strategy 2 (Safe and Supportive Environment)

By Indicator and Strategy

1.1 (Proficient and Advanced)	April
1.2 (Kindergarten Readiness)	June
1.3 (Average Daily Attendance)	August
2.1 (Graduation Rate)	September
2.2 (College and Career Readiness)	April
2.3 (College Level Coursework)	November
3.1 (ISS, OSS, Expulsions)	June
3.2 (Instructional Practices Inventory)	May
Strategy 1 (Curriculum, Instruction and Assessment)	February
Strategy 2 (Safe and Supportive Environment)	June
Strategy 3 (Staff)	March
Strategy 4 (Collaboration)	July
Strategy 5 (Efficient Stewardship)	August

School District

Series 100

Policy Title Name of School District

Code No. 100.1

This school district is organized and known as Marshalltown Community School District, in the County of Marshall, State of Iowa.

Adopted: Fall 1969

Legal Reference: (Code of Iowa)

Reviewed: March 5, 2007
February 6, 2012

Iowa Code §§ 274.1, .2, .6, .7; 278.1(9); 279.8; 594A (2011).

Amended:

Cross Reference: 201.2-Legal Status of the Board of Directors

School District

Series 100

Policy Title Equal Educational Opportunity

Code No. 100.2

The Board will not discriminate in its educational activities on the basis of: color, creed, marital status, sexual orientation, gender identity, socioeconomic status, race, religion, sex, age, national origin, or disability.

The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the 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 color, creed, marital status, sexual orientation, gender identity, socioeconomic status, race, religion, sex, age, national origin, 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 color, creed, marital status, sexual orientation, gender identity, socioeconomic status, race, religion, sex, age, national origin, or disability of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Grievance Procedure – See 401.1-R

Adopted: February 22, 1999

Reviewed: March 5, 2007

Amended: April 21, 2008
February 20, 2012

Cross Reference: 100-District Philosophy, Mission, Beliefs,
and Expectations
401.1-Equal Employment Opportunity
500.1-Objectives for Equal Educational
Opportunities for Students

Legal Reference: (Code of Iowa)

20 U.S.C. §§ 1221 et seq. (2010). 20 U.S.C. §§ 1681 et seq. (2010). 20 U.S.C. §§ 1701 et seq. (2010).
29 U.S.C. § 794 (2010). 42 U.S.C. §§ 12101 et seq. (2010).
34 C.F.R. Pt. 100 (2010). 34 C.F.R. Pt. 104 (2010).
Iowa Code §§ 216.9; 256.11, 280.3 (2011).

School District

Series 100

Policy Title Long-Range Needs Assessment

Code No. 101.1

The District 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. The Marshalltown Community School District shall also collect information about additional factors influencing student achievement which may include but are not limited to demographics, attitude, health and other risk factors.

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

It shall be the responsibility of the superintendent to ensure that the school district community is annually 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.

The Board and Administration will annually inform the community on progress toward long-range and annual student achievement goals through an Annual Progress Report, and through individual biannual reports to parents of K-3 students regarding their child's performance in reading.

Adopted: April 9, 2001

Amended: April 2, 2012

Cross Reference: 203.5

Legal Reference: (Code of Iowa)
§§ 21; 256.7; 280.12, .18 (1997). 281 I.A.C. 12.8(1)(b)

School District

Series 100

Policy Title Long-Range Needs Assessment Process

Code No. 101.1-R1

Marshalltown Community School District will implement a process for long-range needs assessment. The process will include the following:

- 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.

Adopted: April 9, 2001

Amended: April 2, 2012

Cross Reference:

Legal Reference: (Code of Iowa)
§§ 21; 256.7; 280.12, .18 (1997). 281 I.A.C. 12.8(1)(b)

School District

Series 100

Policy Title Early Childhood Progress: Parental Notification

Code No. 101.1-R2

In January and May of each year, all parents of students in kindergarten through grade three will receive written notification of their child's progress in reading. The report will include but not be limited to the following:

- ▶ Reading Fluency
- ▶ Reading Comprehension
- ▶ Phonemic Awareness

Adopted: April 9, 2001

Amended: April 2, 2012

Cross Reference:

Legal Reference: (Code of Iowa)
§§ 21; 256.7; 280.12, .18 (1997). 281 I.A.C. 12.8(1)(b)