

STUDENTS (Series 500)

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500 OBJECTIVES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student will have an opportunity to obtain an education in compliance with the policies in this series.

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 it and 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 same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, sex, gender identity, marital status, sexual orientation, national origin, religion, creed, or disability. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the education program, students will treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with the guidance counselor or other employees.

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.

Board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual will mean the legal parents. The legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

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, Shenandoah Community School District, 601 Dr. Creighton Cir. Shenandoah, Iowa 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, Citigroup Center, 500 W. Madison St., Ste. 1475, Chicago, IL, (312) 730-1560 <http://www.state.ia.us/government/crc/index.html>, or Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA. (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.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

501.1 RESIDENT STUDENTS

Children who are residents of the school district community will attend the school district without paying tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. A student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education. Further, students who have reached the age of majority and who are still eligible to attend an Iowa secondary school may declare their residence independent of the residence of the parents.

Each case involving the bona fide residence of a student will be decided upon its individual merits by the superintendent.

Legal Reference: Lakota Cons. Ind. School v. Buffalo Center-Rake Comm. School, 334 N.W.2d 704 (Iowa 1983).
 Mt. Hope School Dist. v. Hendrickson, 197 N.W. 47 (Iowa 1924).
 Oshel v. Creston Comm. School Dist., DPI Admin. Doc. 570 (1981).
 33 D.P.I. Dec. Rule 80 (1984).
 Iowa Code §§ 257.6; 282.2, .6, .7; 285.4.

Cross Reference: 100 Legal Status of the School Board
 501 Student Attendance

501.2 NONRESIDENT STUDENTS

Students who are eligible to attend an Iowa public school but who are not legal residents of the school district may be admitted into the school district at the discretion of the superintendent upon application and payment of tuition. The tuition rate is the current per-pupil cost of the school district as computed by the board secretary and as authorized by the Iowa Department of Education.

Resident students whose families move from the school district after the start of a semester and who wish to complete the semester in the school district may be permitted to attend without the payment of tuition at the discretion of the superintendent and approval of the board. Students who plan to open enroll to the nonresident district may complete the school year without approval of the superintendent or board. These students, other than students in grades eleven and twelve, must have the recommendation of the principal.

Students in grades eleven or twelve who are no longer residents of the school district, but were residents in the preceding school year, may continue to attend school until they graduate without the payment of tuition. These students may be required to identify an adult, who resides in the school district, identified for purposes of administration.

Nonresident students who are eligible to attend an Iowa public school and who have evidence they will become legal residents of the school district prior to October 1st may be allowed to attend without the payment of tuition.

Legal Reference: Lakota Cons. Ind. School v. Buffalo Center-Rake Comm. School, 334 N.W.2d 704 (Iowa 1983).
 Mt. Hope School Dist. v. Hendrickson, 197 N.W. 47 (Iowa 1924).
 Oshel v. Creston Comm. School Dist., DPI Admin. Doc. 570 (1981).
 Iowa Code §§ 257.6; 282.1, .2, .6, .7, .24.

Cross Reference: 501 Student Attendance

501.3 COMPULSORY ATTENDANCE

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, will have the children attend the school district at the attendance center designated by the board. Students will attend school the number of days or hours school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 175 days or 1050 hours. Students not attending the minimum days or hours must be exempted by this policy as listed below or, referred to the county attorney. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved or probationally-approved private college preparatory school;
- are attending an accredited nonpublic school;
- are receiving independent private instruction; or,
- are receiving competent private instruction.

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above.

The principal will investigate the cause for a student's truancy. If the principal is able to secure the truant student's attendance, the principal should discuss the next step with the school board. If after school board action, the student is still truant, the principal will refer the matter over to the county attorney.

The school will participate in mediation if requested by the county attorney. The superintendent will represent the school district in mediation. The school district will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

Legal Reference: Iowa Code §§ 259A; 279.10-.11; ch. 299; 299A
441 I.A.C. 41.25(8)

Cross Reference: 501 Student Attendance
601.1 School Calendar
604.1 Competent Private Instruction

501.4 ENTRANCE - ADMISSIONS

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to September 15 to participate in the school district's kindergarten program. The child must be age six on or prior to September 15 to begin the first grade of the education program.

Before the student may enroll in the district's education program, the board will require evidence of age and residency in the form of a birth certificate or other evidence of age. It is within the discretion of the superintendent to determine what is satisfactory evidence for proof of age.

Prior to enrollment, the child must provide the administration with their health and immunization certificate. Failure to provide this information within the time period set by the superintendent is reason for suspension, expulsion or denying admission to the student.

Legal Reference: Iowa Code §§ 139A.8; 282.1, .3, .6

Cross Reference: 501 Student Attendance
507.1 Student Health and Immunization Certificates

501.5 ATTENDANCE CENTER ASSIGNMENT

The board will have complete discretion to determine the boundaries for each attendance center and to assign students to the attendance centers.

Parents or guardians of siblings in the same grade level academically in grades kindergarten through grade five may request the siblings be placed in the same or different classrooms. In order to be valid, the request must be made in writing and submitted to the school principal at the time of registration for classes, or within fourteen days after the children's first day of attendance during the school year. If a valid request is received by the school principal, the request must be honored. While a parent or guardian may make a placement request that siblings be placed together or apart, the district administration retains complete discretion to select the classroom teacher(s) to which siblings are assigned. If after the initial grading period following the placement of siblings in the same or different classrooms the school principal determines the placement is disruptive to the class; the principal may assign one or more of the siblings to different classrooms.

It is the responsibility of the superintendent to make a recommendation to the board annually regarding the assigned attendance center for each student. In making the recommendation, the superintendent will consider the geographical layout of the school district, the condition and location of the school district facilities, the location of student population, possible transportation challenges, financial condition of the school district and other factors deemed relevant by the superintendent or the board.

Legal Reference: Iowa Code §§ 279.11; 282.7-.8

Cross Reference: 501 Student Attendance

501.6 STUDENT TRANSFERS IN

Students who transfer into the school district must meet the immunization and age requirements set out for students who initially enroll in the school district.

The school district will request the student's cumulative records from the previous school district. If the student cannot offer proof of grade level, the superintendent will make the grade level determination. The superintendent may require testing or other information to determine the grade level. Students expelled or suspended from their previous school district will only be enrolled after approval of the board.

The superintendent will determine the amount of credits to be transferred. If the student has not previously attended an accredited school, it is within the superintendent's discretion to accept or reject credits or grades.

The board may deny admission if the student is not willing to provide the board with the necessary information.

Legal Reference: 20 U.S.C. § 1232g
Iowa Code §§ 139A.8; 282.1, .3, .4; 299A.

Cross Reference: 501 Student Attendance
505.4 Student Honors and Awards
507 Student Health and Well-Being
604.1 Competent Private Instruction

501.7 STUDENT TRANSFERS OUT OR WITHDRAWALS

If the student's parents wish to withdraw or transfer the student from school prior to completing and graduating from the education program, they should notify the superintendent in writing as soon as possible of the decision to withdraw or transfer the student from the education program. The student or parent should present this written notice at the office and receive instructions regarding the return of textbooks, library books, locker equipment, hot lunch tickets, etc.

The notice should state the student's final day of attendance. If the student is not enrolling in another school district, the school district will maintain the student's records in the same manner as the records of students who have graduated from the school district.

If the parents wish to have the student's cumulative record sent to the new school district, the parents must notify the superintendent in writing. This notice will include the name of the school district and the person at the new school district to whom the student's cumulative records should be sent. If the new school district requests the student's cumulative records, the school district will forward the cumulative records and notify the parents the records have been sent. The notice will inform the parents of their right to review the records sent.

If the student is of compulsory education age and not transferring to another public school district or an accredited nonpublic school, the parents will notify the superintendent that the student is receiving competent private instruction and file the necessary competent private instruction reports.

Legal Reference: 20 U.S.C. § 1232g.
Iowa Code §§ 274.1; 299.1-.1A

Cross Reference: 501 Student Attendance
506 Student Records
604.1 Competent Private Instruction

501.8 STUDENT ATTENDANCE RECORDS

As part of the school district's records, the daily attendance of each student is recorded and maintained on file with the permanent records of the board secretary.

It is the responsibility of the principals to ensure that such reports are filed with the board secretary, the custodian of school records.

Legal Reference: Iowa Code §§ 294.4; 299.
281 I.A.C. 12.3(4).

Cross Reference: 501 Student Attendance
506 Student Records

501.9 STUDENT ABSENCES - EXCUSED

Regular attendance by students is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students will attend school unless excused by the principal of their attendance center.

Student absences approved by the principal are excused absences. Excused absences will count as days in attendance for purposes of the truancy law. These absences include, but are not limited to, illness, family emergencies, recognized religious observances, appointments that cannot be scheduled outside the school day and school-sponsored or approved activities.

The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students. However, there may be rare and unusual circumstances created by public emergencies declared by state or local officials which temporarily prevent students from attending traditional, in-person school. In these circumstances, the superintendent will have discretion to make reasonable accommodations for students, on a case-by-case basis, to attend school through remote learning opportunities within the available resources of the district and as permitted by law. During approved remote learning, attendance will be taken, assessments may be administered, and grades will count towards students' cumulative grade point average as if they were attending in person. The provision of special education and accommodations for students who have individualized education programs (IEPs), or Section 504 plans will be determined by each respective IEP or Section 504 team.

Students whose absences are approved will make up the work missed and receive full credit for the missed school work. It is the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed.

Students who wish to participate in school-sponsored activities must attend school one-half day the day of the activity unless permission has been given by the principal for the student to be absent.

It is the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school on that day. The principal may request evidence or written verification of the student's reason for absence.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 294.4; 299
281 I.A.C. 12.3(4)

Cross Reference: 501 Student Attendance
503 Student Discipline
504 Student Activities
506 Student Records

501.9E1 REQUEST FOR REMOTE LEARNING FORM

Date: _____

Student Name: _____

Attendance Center: _____

Parent/Guardian: _____

I, _____ (Parent/Guardian) am requesting accommodation for my child, _____ (Student Name) to participate in remote learning opportunities for the duration for the declared public emergency, or until I have determined my child can safely return to traditional in-person learning at his/her designated attendance center, whichever occurs first.

I have attached to this form documentation from an Iowa Board of Medicine-licensed medical professional confirming that remote learning is medically necessary due to the vulnerable health condition of my child or of a family member residing within the same home as my child.

I understand that the district will do their utmost to accommodate my child's learning needs, but that some learning opportunities may need to be modified in a remote environment. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans will be determined by each respective IEP or Section 504 team.

I understand that in order for my child to continue to participate in mandatory learning, his/her remote attendance will be taken, assessments administered, and grades will be counted toward my child's cumulative grade average. I understand that any devices, technology, or materials given to my child to facilitate remote learning are the property of the district and must be returned at the end of the remote learning period.

I am requesting that remote learning opportunities begin on _____ (date) and continue until _____ (date) or the declared public emergency is dismissed.

 Parent/Guardian

Date

Request approved by:

 School Official

Date

501.10 TRUANCY - UNEXCUSED ABSENCES

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students will attend school unless excused by the principal of their attendance center.

Truancy is the failure to attend school for the minimum number of days established in the school calendar by the board. Truancy is the act of being absent without a reasonable excuse. These absences will include, but not be limited to, tardiness, shopping, hunting, concerts, preparation or participation in parties and other celebrations and employment. Truancy will not be tolerated by the board.

Students are subject to disciplinary action for truancy including suspension and expulsion. It is within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of truancy. Students receiving special education services will not be assigned to supervised study hall, in-school suspension unless the goals and objectives of the student's Individualized Education Program are capable of being met.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. The administrative regulations will indicate the disciplinary action to be taken for truancy.

Legal Reference: Iowa Code §§ 294.4; 299 (2009).
281 I.A.C. 12.3(4).

Cross Reference: 206.3 Secretary
410.5 Truancy Officer
501 Student Attendance
503 Student Discipline
504 Student Activities
506 Student Records

501.10R1 TRUANCY – UNEXCUSED ABSENCES REGULATION – OPTION 1

Daily, punctual attendance is an integral part of the learning experience and is required of all students to receive the maximum benefit of the educational program. The habit of good attendance established early is one which helps a person be successful throughout his or her lifetime. More and more, employers, colleges and vocational schools expect good attendance and are checking student attendance records. They are aware that good and prompt attendance indicates dependability in a student.

The education that goes on in the classroom builds from day to day and as a result, absences always cause some disruption in the educational progress of the absent student. Students who are absent may not understand what the teacher is currently presenting and may also become discouraged with the double burden of keeping current and making up missed work. In order to maintain interest and understanding in the instructional program, students should not expect to be absent any more than is absolutely necessary. Irregular attendance or tardiness by students not only limits their own studies, but also interferes with the progress of those students who are regular and prompt in attendance. Attendance is a shared responsibility that requires cooperation and communication among students, parents, and schools.

Students who are absent without a reasonable excuse, as determined by the principal, will be assigned to [*supervised study hall, detention, early bird school, Saturday school, in-school suspension, or other appropriate disciplinary sanction*]. Reasonable excuses include illness, family emergencies, recognized religious observances and school sponsored or approved activities. Reasonable excuses may also include family trips or vacations if the student's work is finished prior to the trip or vacation. [*Supervised study hall, detention, early bird school, Saturday school, in-school suspension, or other appropriate disciplinary sanction*] will be assigned on a two-for one basis.

A student who is unexcused for one or more classes for less than a whole school day, will be assigned to [*supervised study hall, detention, early bird school, Saturday school, in-school suspension, or other appropriate disciplinary sanction*] for the next ____ day (s) during the class period (s) missed. If a student is unexcused for a whole day of classes, he or she will spend the next two days in [*supervised study hall, detention, early bird school, Saturday school, in-school suspension, or other appropriate disciplinary sanction*]. Parents are expected to telephone the school office to report a student's absence prior to ____ a.m. on the day of the absence. Students with unexcused absences may also be referred to the at-risk coordinator.

School work missed because of absences must be made up within two times the number of days absent, not to exceed ____ days. The time allowed for make-up work may be extended at the discretion of the classroom teacher.

Students will be allowed to make up all work missed due to any absence and will receive full credit for make-up work handed in on time. Teachers will not have attendance or grading practices that are in conflict with this provision.

501.10R1 TRUANCY – UNEXCUSED ABSENCES REGULATION – OPTION II

Students required to be in attendance, pursuant to board policy, for ____ days per school year unless their absences have been excused by the principal for illness (absences for five or more consecutive days due to illness require a doctor's note), family emergencies, doctor, or dental appointment, recognized religious observances and school sponsored or approved activities. Reasonable excuses may also include family trips or vacations if the student's work is finished prior to the trip or vacation. Absences that do not fall within the categories listed above will be considered unexcused unless approved by the principal. Parents are expected to telephone the school office to report a student's absence prior to ____ a.m. on the day of the absence.

If a student accumulates ____ unexcused absences in a class, he or she may lose credit for the class. Prior to imposing the loss of credit in one or more classes, the principal will provide the student an opportunity for an informal hearing.

School work missed because of absences must be made up within two times the number of days absent, not to exceed ____ days. The time allowed for make-up work may be extended at the discretion of the classroom teacher.

Students will remain in class until the [*hearing panel, principal, superintendent*] makes a decision regarding loss or restoration of credit. Full credit is awarded to all assignments and tests submitted that meet the teachers' specifications until a decision regarding credit has been made.

If a student loses credit, that fact is recorded in the student's record as an ("*AD*" [*administrative drop*], "*AW*" [*administrative withdrawal*], or [*substitute a term not to include an F for failure or anything that looks like that*]).

A student who loses credit due to excessive absences is assigned to [*supervised study hall, in-school suspension*] for period(s) in which the course(s) meets or the student may be reassigned to another class or location. A student who, after a hearing before the board, loses credit in all courses due to unexcused absences, will not be allowed to participate in any school activities until the following semester. However, the student is eligible to practice if all other eligibility criteria have been met.

The administration and guidance staff will make reasonable efforts to advise and counsel and may impose discipline upon any student approaching ____ unexcused absences. Such advice, discipline and counseling includes, but is not limited to, oral or written notices to the student and his or her parents, conferences with the student and parents, written contracts, or loss of non-academic privileges such as extracurricular activities, open campus, late arrival, early dismissal, or [*others as added by individual school districts*].

501.10R1 TRUANCY – UNEXCUSED ABSENCES REGULATION – OPTION III

1. General Attendance Policy

A. Absences

1. Parents are expected to notify the school prior to ____ a.m. regarding a student's absence on the day of the absence. All absences must be reported within one day of the absence to be considered excused.
 - a. Students absent from school for any reason may be required by the school to submit a written explanation or specific reason for their absence, the specific days of times they were absent, verification by the doctor or dentist where appropriate, and a signature of the parent.
2. Acceptable reasons for a student's absence from school are limited to the following:
 - a. Religious observances
 - b. Extended illness, hospitalization, or doctor's care
 - c. Court appearance or other legal situation beyond the control of the family
3. Classes missed because of attendance at a school-sponsored trip or activity will not be considered an absence. However, the student will be required to make up work missed.
4. Suspensions from class [*either in-school suspensions or out-of-school suspensions*] will be treated as school-initiated student absences and will not count toward the days absent. However, the student will be required to make up work missed.
5. School work missed because of absences must be made up within two times the number of days absent, not to exceed ____ days. The time allowed for make-up work may be extended at the discretion of the classroom teacher.

B. Tardiness

1. A student is tardy when the student initially appears in the assigned area any time after the designated starting time.
2. All incidents of class tardiness will be the responsibility of the teacher. Teachers will emphasize the importance of being on time and explain the classroom rules and procedures for being tardy. The tardy sanctions should be consistently applied and sequential. Sanctions may include, but are not limited to, warning, assigned detention, parent contact and referral to the principal (title).

C. Truancy

1. A student is truant when the student is absent from school or an assigned class or classes without school permission.
2. Work missed because of truancy must be made up the same as work for all other absences.
3. Incidents of truancy will be recorded as part of a student's attendance record and will count toward the absences per semester. The principal (title) will also determine what, if any, disciplinary action is appropriate including, but not limited to, warning, detention, in-school suspension, or administrative referral.

II. Excessive Absenteeism

Excessive absenteeism is any absence beyond days or individual class meetings per semester.

- A. When a student has been absent from school or class ____ times during a given semester, the student's parent will be contacted via telephone or main regarding the student's attendance. The classroom teacher or building administrator will initiate the ____ day notification process.
- B. When a student has been absent from school/class ____ or more times during a semester, the teacher, or the principal (title) will inform the (title) of the student's status. The (title) will notify the student and parent of the excessive absences and initiate the appropriate sanctions.

III. Application of Sanctions

- A. Excessive absences will result in the following:
1. If a student is absent ____ days from any given class, the student will be dropped from that class. The student will receive no credit for the class.
 2. If a student is absent ____ days in ____ or more individual classes, the student will be dropped from the regular school program and referred to (title) pursuant to the district's plan for at-risk students.

IV. Appeals

A. First level of appeal

1. When notified that the student has missed ____ (days or class periods), the parent should contact the teacher and principal to discuss the student's attendance and prevent any further absences.
2. When notified that the student has exceeded ____ absences and that the student will be dropped from a class or school, the student and parent may file a written appeal with the (title) within _____ school days of the notification. Sanctions imposed under this policy will be final unless a written appeal is submitted to the (title).
3. Written appeals will be referred to the (title)
4. The student will remain in the class or in school pending completion of the appeals process.
5. The informal appeals hearing will be scheduled within _____ school days after the appeal is filed. The (title) will consider the following in reaching a decision:
 - a. Absences caused by religious holidays, documented chronic or extended illness, hospitalization, family death or emergency. emergency medical or dental care, court appearance or other legal situations beyond the control of the family, school-related class, or program activities.
 - b. Attendance history of the student
 - c. Extenuating circumstances particular to the student
 - d. Educational alternatives to removal from class or school; or
 - e. the total educational program for the individual student.
6. The decision of the (title) will be reached within one day of the hearing. The parent will be notified of the decision in writing.

B. Second Level of Appeal

Students and parents seeing a review of the superintendent's decision regarding sanctions rendered under this attendance policy may do so by filing a written request for review with the superintendent within five days after the superintendent's decision. The superintendent will determine an agreeable time, place and date for the review and notify the student and parent. At the conclusion of the review, the superintendent will affirm, reverse, or modify the superintendent's decision.

C. Appeal to the Board of Directors

Students and parents may appeal the superintendent's decision by filing a written request for review by the board within five days with the board secretary. It is within the discretion of the board to determine whether to hear the appeal. If the appeal is accepted the board secretary will determine an agreeable time, place, and date for the review and notify the interested persons. At the conclusion of the review, the board may affirm, reverse, or modify the superintendent's decision.

501.11 STUDENT RELEASE DURING SCHOOL HOURS

Students in grade twelve may be allowed to leave the school district facilities when they are not scheduled to be in class. Students who violate school rules may have this privilege suspended.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code § 294.4
281 I.A.C. 12.3(4)

Cross Reference: 501 Student Attendance
503 Student Discipline
504 Student Activities
506 Student Records

501.12 PREGNANT STUDENTS

The board encourages pregnant students to continue to attend the education program as long as they are physically able to do so. The pregnant student may notify the principal or the guidance counselor as soon as she is aware of the pregnancy. The school may require that a pregnant student provide the principal with a written note from her doctor relative to special conditions that might exist and specific suggestions as to how long the student may continue to attend classes. If the student is unable to attend school because of her pregnancy, the student may be excused, and arrangements made to continue her studies during her absence. The student will resume classes upon the recommendation of her physician.

Legal Reference: Iowa Code §§ 216; 279.8; 280.3

Cross Reference: 501 Student Attendance
604.2 Individualized Instruction

501.13 MARRIED STUDENTS

The board encourages married students to continue attending the education program in order to graduate.

Married students may attend without paying tuition as long as they are eligible to attend an Iowa public school and are a resident of the school district.

If requested, a married student with family responsibilities may have classes scheduled in blocks so as much time as possible can be spent fulfilling family responsibilities. Husbands and wives will not necessarily be scheduled in the same class sections.

Legal Reference: Iowa Code §§257.6; 280.3; 282.2; .6, .7

Cross Reference: 501 Student Attendance

501.14 STUDENTS OF LEGAL AGE

Students who have attained legal age may continue the education program without payment of tuition as long as they are eligible to attend an Iowa public school and are residents of the school district.

Parents will be allowed to access and view the student's records without written permission from the student if the student is still a dependent for tax purposes. In most cases, with the discretion of the principal or the superintendent, the student will be able to make decisions and sign documents rather than requiring parental permission or signature.

Legal Reference: 20 U.S.C. § 1232g
Iowa Code §§ 22; 282.2, .6, .7; 285.4; 599.1; 622.10
281 I.A.C. 12.3(6)

Cross Reference: 501 Student Attendance
506 Student Records

501.15 OPEN ENROLLMENT TRANSFERS – PROCEDURES AS A SENDING DISTRICT

The school district will participate in open enrollment as a sending district. As a sending district, the board will allow resident students who meet the requirements to open enroll to another public school district.

Parents requesting open enrollment out of the school district for their student will notify the sending and receiving school district no later than March 1 in the school year preceding the first year desired for open enrollment. The notice is made on forms provided by the Department of Education. The forms are available at the central administration office.

Parents of children who will begin kindergarten in the school district are exempt from the open enrollment March 1 deadline. Parents of children who will begin kindergarten will file in the same manner set forth above by September 1. Parents who have good cause as defined by law for failing to meet the March 1 deadline may make an open enrollment request by September 1 unless another deadline applies.

The receiving district will approve open enrollment requests according to the timelines established by law. The parents may withdraw the open enrollment requests prior to the start of the school year. The receiving district’s superintendent will notify the parents and sending school district by mail within five days of the school district’s action to approve or deny the open enrollment request.

The board will not approve a student’s request to allow the receiving district to enter the school district for the purposes of transportation.

An open enrollment request out of the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factor for approval of such an open enrollment request will be whether the special education program available in the receiving school district is appropriate for the student’s needs. The area education agency director of special education serving the receiving district will determine whether the program is appropriate. The special education student will remain in the school district until the final determination is made.

It is the responsibility of the superintendent to maintain open enrollment request applications and notice forms. It will also be the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

Legal Reference: Iowa Code §§ 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1
281 I.A.C 17.

Cross Reference: 501 Student Attendance
506 Student Records

501.16 OPEN ENROLLMENT TRANSFERS – PROCEDURES AS A RECEIVING DISTRICT

The school district will participate in open enrollment as a receiving district. As a receiving district, the board will allow nonresident students, who meet the legal requirements, to open enroll into the school district. The board will have complete discretion to determine the attendance center of the students attending the school district under open enrollment.

The superintendent will approve timely filed applications by June 1; incoming kindergarten applications; good cause applications; or continuation of an educational program application filed by the third Thursday of the following September.

The superintendent will notify the sending school district and parents within five days of the school district's action to approve or deny the open enrollment request.

Open enrollment requests into the school district will not be approved if insufficient classroom space exists. Open enrollment requests into the school district will also not be approved for students who have been suspended or expelled by the administration or the board of the school district the student is or was attending until the student has been reinstated into the school district from which the student was suspended or expelled. Once the student is reinstated, the student's open enrollment request will be considered in the same manner as other open enrollment requests provided the required timelines are met.

Open enrollment requests into the school district that, if denied, would result in students from the same nuclear family being enrolled in different school districts, will be given highest priority.

The board, in its discretion, may waive the insufficient classroom space reason for denial for students of the same nuclear family to prevent the division of a nuclear family between two school districts. Other open enrollment requests into the school district are considered in the order received by the school district with the first open enrollment request given a higher priority than the second open enrollment request and so forth.

Generally, students in grades nine through twelve open enrolling into the school district will not be eligible for participation in interscholastic athletics, at the varsity level, during the first ninety days of open enrollment into the school district.

Parents of students whose open enrollment requests are approved by the board are responsible for providing transportation to and from the receiving school district without reimbursement. The board will not approve transportation into the sending district.

An open enrollment request into the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factors for approval of such an open enrollment request will be whether the special education program available in the school district is appropriate for the student's needs and whether the enrollment of the special education student will cause the class size to exceed the maximum allowed. The area education agency director of special education serving the school district will determine whether the program is appropriate. The special education student will remain in the sending district until the final determination is made.

The policies of the school district will apply to students attending the school district under open enrollment.

It is the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

Legal Reference: Iowa Code §§ 139A.8; 279.11; 282.1, .8, .18; 299.1
281 I.A.C. 17.

Cross Reference: 501.6 Student Transfers In
501.7 Student Transfers Out or Withdrawals
501.15 Open Enrollment Transfers – Procedures as a Sending District
506 Student Records
507 Student Health and Well-Being
606.7 Insufficient Classroom Space

501.17 HOMELESS CHILDREN AND YOUTH

The Shenandoah Community School District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth.

The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (something referred to as “doubled up”); or
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; or
 - Living in emergency or transitional shelters; or
 - Abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:

- Designate the Home to School Liaisons as the local homeless children and youth liaison ;
- Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth;
- Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth;
- Ensure collaboration and coordination with other service providers;
- Ensure transportation is provided in accordance with legal requirements;
- Provide school stability in school assignment according to the child’s best interests;
- Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth’s living situation;
- Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law; and
- Prohibit the segregation of a homeless child or youth from other students enrolled in the district.

The Superintendent may develop an administrative process or procedures to implement this policy.

Legal Reference: 20 U.S.C. § 6301.
 42 U.S.C. § 11302.
 42 U.S.C. §§ 11431 *et seq.*
 281 I.A.C. 33.

Cross Reference: 501 Student Attendance
503.3 Fines - Fees - Charges
506 Student Records
507.1 Student Health and Immunization Certificates
603.3 Special Education
711.1 Student School Transportation Eligibility

501.18 STUDENT WORK PERMITS

The Superintendent may, when requested, issue age and work permits to students in accordance with provisions of the state and federal child labor laws.

Legal Reference: Iowa Code §§ 92; 279.8 (2009)

Cross Reference: 501.3 Compulsory Attendance
501.4 Entrance – Admissions
501.1 Truancy – Unexcused Absences

502.1 STUDENT APPERANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, and visitors.

Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
 Bethal School District v. Fraser, 478 U.S. 675 (1986).
 Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
 Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
 Torvik v. Decorah Community School, 453 F.2d 779 (8th Cir. 1972).
 Turley v. Adel Community School District, 322 F.Supp. 402 (S.D. Iowa 1971).
 Sims v. Colfax Comm. School Dist., 307 F.Supp. 485 (Iowa 1970).
 Iowa Code § 279.8

Cross Reference: 500 Objectives for Equal Educational Opportunities for Students
 502 Student Rights and Responsibilities

502.2 CARE OF SCHOOL PROPERTY/VANDALISM

Students will treat school district property with care and the respect they would treat their own property. Students found to have destroyed or otherwise harmed school district property may be required to reimburse the school district. They may be subject to discipline under board policy and the school district rules and regulations. They may also be referred to local law enforcement authorities.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding this policy.

Legal Reference: Iowa Code §§ 279.8; 282.4, .5; 613.16

Cross Reference: 502 Student Rights and Responsibilities
802.1 Maintenance Schedule

502.3 USE OF BICYCLES

Riding a bicycle to and parking it at the student's attendance center is a privilege. Students who fail to follow the regulations set by the principal of their attendance center of the school district will be subject to withdrawal of the privilege to ride a bicycle to the attendance center and may also be subject to other disciplinary action.

It shall be the responsibility of the principal to develop and enforce administrative rules for students riding bicycles to and parking them at the attendance center.

Legal Reference: Iowa Code §§ 279.8 (2009).

Cross Reference: 502 Student Rights and Responsibilities

502.4 USE OF MOTOR VEHICLES

The board recognizes the convenience to families and students of having students drive to and park at their school attendance center. Driving a motor vehicle to and parking it at the student's attendance center is a privilege.

Students who drive to and park at their school attendance center shall only drive to and park at their designated attendance center or at either their attendance center or a shared district's attendance center for the purpose of attending extracurricular activities. Students may not loiter around or be in their vehicle during the school day without permission from the principal. Students shall leave their attendance center when there is no longer a legitimate reason for them to be at their attendance center. Students who drive shall enter and leave the parking lot by the routes designated by the principal.

Students who live within one mile of school and would not otherwise be eligible for a student driving permit, may be eligible for a student driving permit, for driving to and from school and school activities and practices, if the student is involved in school activities and/or it is a hardship to the family getting the student to and from school activities.

Students who wish to drive to and park at their school attendance center shall comply with the rules and regulations established by the building principal. Failure to comply with this policy or the school district rules shall be reason for revocation of school driving and parking privileges as well as other disciplinary action including suspension and expulsion.

Legal Reference: Iowa Code §§ 279.8; 321

Cross Reference: 502 Student Rights and Responsibilities

502.5 STUDENT EXPRESSION

It is the goal of the district to protect the educational environment for all students to help ensure it is free from substantial disruption or infringement upon their rights. Student expression should be appropriate to ensure that the students learn and meet the goals of the school activity and that the potential audiences is not exposed to material that may be harmful or inappropriate for their level of maturity.

While students will generally be allowed to express their viewpoints and opinions, in certain qualifying circumstances, student speech may require administration regulation to help ensure the safety and welfare of the school community. The district may regulate speech that: causes or is reasonably anticipated to cause a material and substantial disruption to the education environment; infringes upon the rights of others; is obscene or lewd; is school sponsored; and/or promotes illegal activity. The administration, when making this judgement, will consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers and educational purpose. The expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

The superintendent may develop procedures for safely addressing qualifying types of mass protests by students, including wall-ins and walk-outs. Walk-ins occur when students leave their learning environments during school hours and gather in a group or groups with the purpose of promoting a belief or beliefs. Walk-outs occur when students leave their learning environments during school hours and gather in a group or groups off district property with the purpose of promoting a belief or beliefs.

Students who violate this policy may be subject to disciplinary measures. Employees are responsible for ensuring students' expression is in keeping with this policy. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: U.S. Const. Amend. I.
Iowa Const. Art. I (sec. 7)
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel School District v. Fraser, 478 U.S. 675 (1986).
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Iowa Code §§ 279.8; 280.22

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities
504.1 Equal Educational Opportunity
603.9 Academic Freedom
903.5 Distribution of Materials

502.6 STUDENT COMPLAINTS AND GRIEVANCES

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within ten days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within ten days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

Legal Reference: Iowa Code § 279.8

Cross Reference: 214.1 Board Meeting Agenda
215 Public Participation in Board Meetings
309 Communication Channels
502 Student Rights and Responsibilities
504.3 Student Publications

502.7 STUDENT LOCKERS

Student lockers are the property of the school district. Students will use the lockers assigned to them by the school district for storing their school materials and personal belongings necessary for attendance at school. It is the responsibility of students to keep their assigned lockers clean and undamaged.

To ensure students are properly maintaining their assigned lockers, the principal of the building may periodically inspect all or a random selection of lockers. Either students or another individual will be present during the inspection of lockers. Student lockers may also be searched, at any time and without advance notice, in compliance with board policy regulating search and seizure.

Legal Reference: Iowa Code §§ 279.8; 280.14; 808A.

Cross Reference: 502 Student Rights and Responsibilities

502.8 WEAPONS

The board believes weapons, other dangerous objects and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

School district facilities are not an appropriate place for weapons, dangerous objects, and look-a-likes. Weapons and other dangerous objects and look-a-likes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons, dangerous objects or look-a-likes will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms to school or knowingly possessing firearms at school will be expelled for not less than one year. The superintendent has the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, any explosive, incendiary or poison gas, or otherwise defined by applicable law.

Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt from this policy. The superintendent may develop an administrative process or procedures to implement the policy.

Legal Reference: 18 U.S.C. § 921
Iowa Code §§ 279.8; 280.21B; 483A.27(11); 724
281 I.A.C. 12.3(6)

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
507 Student Health and Well-Being

502.9 SMOKING - DRINKING - DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while 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 the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized, or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco, or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program will include:

- Age-appropriate, developmentally based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;
- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and re-entry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: 34 C.F.R. Pt. 86
Iowa Code §§ 123.46; 124; 279.8; 453A
281 I.A.C 12.3(6); .5(3)(e), .5(4)(e), .5(5)(e)

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
507 Student Health and Well-Being

502.10 SEARCH AND SEIZURE

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and articulable suspicion that a school district policy, rule, regulation, or law has been violated. The search is in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees, and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, will not create a protected student area, and will not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized, or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons, and stolen property. Such items are not to be possessed by a student 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. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized, or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Legal Reference: U.S. Const. amend. IV.
 New Jersey v. T.L.O., 469 U.S. 325 (1985).
 Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), *cert. den.*, 482 U.S. 930 (1987).
 Iowa Code ch. 808A
 281 I.A.C. 12.3(6).

Cross Reference: 502 Student Rights and Responsibilities
 503 Student Discipline

502.10E1 SEARCH AND SEIZURE CHECKLIST

I. What factors caused you to have a reasonable and articulable suspicion that the search of this student or the student's effects or automobile would turn up evidence that the student has violated or is violating the law, school policy, rules or regulations affecting school order?

A. Eyewitness account:

1. By whom:

2. Date/Time:

3. Place:

4. What was seen:

B. Information from a reliable source:

1. From whom:

2. Time received:

3. How information was received:

4. Who received the information:

5. Describe information:

C. Suspicious behavior? Explain.

D. Student's past history? Explain.

E. Time of search: _____

F. Location of search: _____

G. Student told purpose of search:

H. Consent of student requested: _____

II. Was the search you conducted reasonable in terms of scope and intrusiveness?

A. What were you searching for: _____

B. What did you search: _____

C. Sex of the student: _____

D. Age of the student: _____

E. Exigency of the situation: _____

F. What type of search was being conducted _____

G. Who conducted the search: _____

Position: _____ Sex: _____

Witness(es): _____

III. Explanation of search.

A. Describe the time and location of the search:

B. Describe exactly what was search:

C. What did the search yield:

D. What was seized:

E. Were any materials turned over to law enforcement officials? _____

F. Were parents notified of the search including the reason for it and the scope: _____

502.10R1 SEARCH AND SEIZURE REGULATION

I. Searches, in general

- A. Reasonable and Articulate Suspicion: A search of a student will be justified when there are reasonable grounds for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules, or regulations affecting school order.

Reasonable suspicion may be formed by considering factors such as the following:

- (1) eyewitness observation by employees;
- (2) information received from reliable sources;
- (3) suspicious behavior by the student; or,
- (4) the student's past history and school record although this factor alone is not sufficient to provide the basis for reasonable suspicion.

- B. Reasonable Scope: A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

- (1) the age of the student;
- (2) the sex of the student;
- (3) the nature of the infraction; and
- (4) the emergency requiring the search without delay.

II. Types of Searches

A. Personal Searches

1. A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations, or the affecting school order.
2. Personally intrusive searches will require more compelling circumstances to be considered reasonable.
 - a. Pat-Down Search: If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student and with another adult witness of the same sex present, when feasible.
 - b. A more intrusive search, short of a strip search, of the student's person, handbags, book bags, etc., is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with an adult of the same sex present unless the health or safety of students will be endangered by the delay which may be caused by following these procedures.

B. Locker and Desk Inspections

Although school lockers and desks are temporarily assigned to individual students, they remain the property of the school district at all times. The school district has a reasonable and valid interest in ensuring the lockers and desks are properly maintained. For this reason, lockers and desks are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker or desk. Periodic inspections of all or random selection of lockers or desks may be conducted by school officials in the presence of the student or another individual. Any contraband discovered during such searches will be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker or desk (coat, backpack, purse, etc.) may be searched when a school official has reasonable and articulable suspicion that the contents contains illegal or contraband items or evidence of a violation of law or school policy or rule such searches should be conducted in the presence of another adult witness when feasible.

C. Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on the school premises may be searched if the school official has reasonable and articulable suspicion to believe that illegal, unauthorized, or contraband items are contained inside.

502.11 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees.

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students are made through the principal's office. Upon receiving a request, it is the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal will attempt to contact the parents to inform them of the request and to ask them to be present.

If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgement as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

Students will not be taken from school without the consent of the principal and without proper warrant.

Legal Reference: Iowa Code §§ 232; 280.17
281 I.A.C. 102
441 I.A.C. 9.2; 155; 175

Cross Reference: 402.2 Child Abuse Reporting
502.10 Search and Seizure
503 Student Discipline
902.4 Students and the News Media

503.1 STUDENT CONDUCT

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while 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. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy, and the administrative regulations supporting it, may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered vehicles; or while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension and decide whether to hold a disciplinary hearing to determine whether to impose further sanctions against the student which may include expulsion. In making its decision, the board shall consider the best interests of the school district, which shall include what is best to protect and ensure the safety of the school employees and students from the student committing the assault. Assault for purposes of this section of this policy is defined as, when, without justification, a student does any of the following:

- an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
- any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting, or offensive, coupled with the apparent ability to execute the act; or
- intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity and does not create an unreasonable risk of serious injury or breach of the peace.

Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student. This policy is not intended to address the use of therapeutic classrooms or seclusion rooms for students.

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been

dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal, disciplining the student.

Suspension means; either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: *Goss v. Lopez*, 419 U.S. 565 (1975).
Brands v. Sheldon Community School District, 671 F. Supp. 627 (N.D. Iowa 1987).
Sims v. Colfax Comm. School Dist., 307 F. Supp. 485 (Iowa 1970).
Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).
Board of Directors of Ind. School Dist. of Waterloo v. Green, 259 Iowa 1260, 147 N.W.2d 854 (1967).
Iowa Code §§ 279.8;282.3, 282.4, 282.5; 708.1.
281 I.A.C. 12.3(6)

Cross Reference: 501 Student Attendance
502 Student Rights and Responsibilities
503.6 Physical Restraint and Seclusion of Students
504 Student Activities
603.3 Special Education
903.5 Distribution of Materials

503.1R1 STUDENT SUSPENSION

Administrative Action

1. Probation
 - a. Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal for infractions of school rules which do not warrant the necessity of removal from school.
 - b. The principal will conduct an investigation of the allegations against the student prior to imposition of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parents.
2. In-School Suspensions
 - a. In-school suspension is the temporary isolation of a student from one or more classes while under administrative supervision. In-school suspensions may be imposed by the principal for infractions of school rules which are serious, but which do not warrant the necessity of removal from school.
 - b. The principal will conduct an investigation of the allegations against the student prior to imposition of an in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days. Written notice and reasons for the in-school suspension will be sent to the student's parents.
3. Out-of-School Suspension
 - a. Out-of-school suspension is the removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.
 - b. A student may be suspended out of school for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy, or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges against the student, giving the student:
 1. Oral or written notice of the allegations against the student and
 2. The opportunity to respond to the charges

At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.
 - c. Notice of the out-of-school suspension will be mailed no later than the end of the school day following the suspension to the student's parents and the superintendent. A reasonable effort is made to personally notify the student's parents and such effort is documented by the person making or attempting to make the contact. Written notice to the parents will include the circumstances which led to the suspension and a copy of the board policy and rules pertaining to the suspension.
4. Suspensions and Special Education Students
 - a. Students who have been identified as special education students may be referred for a review of the student's Individual Education Program (IEP). The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.
 - b. Students who have not been identified as special education students may be referred for evaluation after the student's suspension to determine whether the student has a disability and is in need of special education.

503.2 EXPULSION

Only the board may remove a student from the school environment. The removal of a student from the school environment, which includes, but is not limited to, classes and activities, is an expulsion from school.

Students may be expelled for violations of board policy, school rules or the law. It is within the discretion of the board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

It is within the discretion of the superintendent to recommend to the board the expulsion of a student for disciplinary purposes. Only the board may take action to expel a student and to readmit the student. The principal will keep records of expulsions in addition to the board's records.

When a student is recommended for expulsion by the board, the student is provided with:

- Notice of the reasons for the proposed expulsion;
- The names of the witnesses and an oral or written report on the facts to which each witness testifies unless the witnesses are students whose names may be released at the discretion of the superintendent;
- An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student's behalf;
- The right to be represented by counsel; and,
- The results and finding of the board in writing open to the student's inspection.

In addition to these procedures, a special education student must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student's behavior is caused by the student's disability and whether the conduct is the result of inappropriate placement.

Discussions and conclusions of this meeting should be recorded.

If the special education student's conduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the school district's expulsion hearing procedures. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Wood v. Strickland, 420 U.S. 308 (1975).
Southeast Warren Comm. School District v. Dept. of Public Instruction,
 285 N.W.2d 173 (Iowa 1979).
 Iowa Code §§ 21.5; 282.3, .4, .5.
 281 I.A.C. 12.3(6).

Cross Reference: 502 Student Rights and Responsibilities
 503 Student Discipline

503.3 FINES - FEES - CHARGES

The board believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for the materials needed in a course, for overdue school materials, for participating in activities, or for misuse of school property.

The superintendent will inform the board of the dollar amount to be charged to students or others for fines, charges, or fees annually. Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 256.7(20); 279.8; 280.10, .11; 282.6; 285.1; 301.1
281 I.A.C. 18.2.

Cross Reference: 501.17 Homeless Children & Youth
502 Student Rights and Responsibilities
503 Student Discipline

503.3E1 STANDARD FEE WAIVER APPLICATION

Date: _____ School Year: _____

All information provided in connection with this application will be kept confidential.

Name of student: _____ Grade in School: _____

Name of student: _____ Grade in School: _____

Name of student: _____ Grade in School: _____

Attendance Center/School: _____

Name of Parent/Guardian (or Legal/Actual Custodian): _____

Please check type of waiver desired: Full Waiver: ____ Partial Waiver: ____ Temporary Waiver: ____

Please check if the student or the student’s family meets the financial eligibility criteria or is involved in one of the following programs:

Full Waiver

_____ Free meals offered under the Children Nutrition Program (CNP)

_____ The Family Investment Program (FIP)

_____ Transportation assistance under open enrollment

_____ Foster care

Partial Waiver

_____ Reduced price meals offered under the Children Nutrition Program (CNP)

Temporary Waiver

If none of the above apply, but you wish to apply for a temporary waiver of school fees because of serious financial problems, please state the reason for the request:

Signature of Parent/Guardian (or Legal/Actual Custodian):

503.3R1 STUDENT FEE WAIVER AND REDUCTION PROCEDURES

The board recognizes that while certain fees charged students are appropriate and authorized, certain students and their families are not financially able to pay the fees. The school district will grant either full waivers, partial waivers or temporary waivers depending upon the circumstances and the student or student's parents' ability to meet the financial criteria.

A. Waivers:

1. Full Waivers – a student will be granted a full waiver of fees charged by the school district if the student or student's parents meet the financial eligibility criteria for free meals under the Child Nutrition program, Family Investment Program, or transportation assistance under open enrollment. Students in foster care are also eligible for full waivers.
2. Partial Waivers – a student will be granted a partial waiver of fees charged by the school district if the student or the student's parents meet the financial eligibility criteria for reduced price meals offered under the Child Nutrition program. The reduction percentage will be 50 percent.
3. Temporary Waivers – a student may be eligible for a temporary waiver of fees charged by the district in the event the student's parents are facing financial difficulty. Temporary waivers may be applied for at any time throughout the school year and will not extend beyond the end of the school year.

B. Application: Parents or students eligible for a fee waiver will make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually.

C. Confidentiality: The school district will treat the application and application process as any other student record and student confidentiality and access provisions will be followed.

D. Appeals: Denials of a waiver may be appealed to the superintendent.

E. Fines or charges assessed for damage or loss to school property are not fees and will not be waived.

F. Notice: the school district will annually notify parents and students of the waiver. The following information will be included in registration materials.

Students whose families meet the income guidelines for free and reduced-price lunch, the Family Investment program (FIP), or transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the Food Service Director for a waiver form. This waiver does not carry over from year to year and must be completed annually.

503.4 GOOD CONDUCT RULE

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes.

Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal, immoral, or unhealthy.

Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures. The principal will keep records of violations of the good conduct rule.

It is the responsibility of the superintendent to develop rules and regulations for school activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

The detail outlining specific conduct expected and penalties for violation is in the student handbook.

Legal Reference: Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972)
 In re Jason Clark, 1 D.P.I App. Dec. 167 (1978).
 Iowa Code §§ 280.13, .13A
 281 I.A.C. 12.3(6); 36.15(1)

Cross Reference: 502 Student Rights and Responsibilities
 503 Student Discipline
 504 Student Activities

503.5 CORPORAL PUNISHMENT, MECHANICAL RESTRAINT AND PRONE RESTRAINT

The use of corporal punishment, mechanical restraint and/or prone restraint is prohibited in all schools. Corporal punishment is defined as the intentional physical punishment of a student. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from any of the following which are not considered corporal punishment:

- Using reasonable and necessary force, not designed, or intended to cause pain, in order to accomplish any of the following:
 - To quell a disturbance or prevent an act that threatens physical harm to any person.
 - To obtain possession of a weapon or other dangerous object(s) within a student's control.
 - For the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3.
 - For the protection of property as provided for in Iowa Code section 704.4 or 704.5.
 - To remove a disruptive student from class or any area of school premises or from school-sponsored activities off school premises.
 - To protect a student from the self-infliction of harm.
 - To protect the safety of others.
- Using incidental, minor, or reasonable physical contact to maintain order and control.

Mechanical restraint means the use of a device as a means of restricting a student's freedom of movement. Mechanical restraint does not mean a device used by a trained individual for specific approved therapeutic or safety purposes for which the device was designed and, if applicable, prescribed, including restraints, for medical immobilization, adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; and vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Prone restraint means any restraint in which the student is held face down on the floor.

Reasonable force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

- The size and physical, mental, and psychological condition of the student;
- The nature of the student's behavior or misconduct provoking the use of physical force;
- The instrumentality used in applying the physical force;
- The extent and nature of resulting injury to the student, if any, including mental and psychological injury;
- The motivation of the school employee using physical force.

Upon request, the student's parents are given an explanation of the reasons for physical force.

It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: Ingraham v. Wright, 430 U.S. 651 (1977).
Goss v. Lopez, 419 U.S. 565 (1975).
Tinkham v. Kole, 252 Iowa 1303, 110 N.W.2d 258 (1961).
Lai v. Erickson, PTPC Admin. Doc. 83-12 (1983).
 Iowa Code §§ 279.8; 280.21.
 281 I.A.C. 12.3(6); 103.

Cross Reference: 402.3 Abuse of Students by School District Employees
 502 Student Rights and Responsibilities
 503 Student Discipline

503.6 PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

It is the goal of the district that all students can learn and grow in a safe and peaceful environment that nurtures the student and models respect for oneself and others. On occasion, trained district employees and others may have to use behavior management interventions, physical restraint and/or seclusion of students. The goal of these interventions is to promote the dignity, care, safety, welfare and security of each child and the school community. With this objective in mind, the district will prioritize the use of the least restrictive behavioral interventions appropriate for the situation.

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, body, or head freely. Physical restraint does not mean a technique used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which the technique was designed and, if applicable, prescribed. Physical restraint does not include instructional strategies, such as physically guiding a student during an educational task, handshaking, hugging, or other non-disciplinary physical contact.

Seclusion means the involuntary confinement of a child in a seclusion room or area from which the child is prevented or prohibited from leaving; however, preventing a child from leaving a classroom or school building are not considered seclusion. Seclusion does not include instances when a school employee is present within the room and providing services to the child, such as crisis intervention or instruction.

Physical restraint or seclusion is reasonable or necessary only:

- A. To prevent or terminate an imminent threat of bodily injury to the student or others; or
- B. To prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; or
- C. When the student's actions seriously disrupt the learning environment or when physical restraint or seclusion is necessary to ensure the safety of the student or others; and
- D. When less restrictive alternatives to seclusion or physical restraint would not be effective, would not be feasible under the circumstances, or have failed in preventing or terminating the imminent threat or behavior; and
- E. When the physical restraint or seclusion complies with all applicable laws.

Prior to using physical restraint or seclusion, employees must receive training in accordance with the law. Any individual who is not employed by the district but whose duties could require the individual to use or be present during the use of physical restraint or seclusion on a student will be invited to participate in the same training offered to employees on this topic.

When required by law, the superintendent or the superintendent's designee will ensure a post-occurrence debriefing meeting is held, maintain documentation, and fulfill all reporting requirements for each occurrence of physical restraint or seclusion as required by law.

Legal Reference: Iowa Code §§ 279.8; 280.21.
281 I.A.C. 103.

Cross Reference: 402.3 Abuse of Students by School District Employees
502 Student Rights and Responsibilities
503 Student Discipline
503.5 Corporal Punishment

Approved 4/12/21

Reviewed 4/12/21

Revised 4/12/21

503.6E1 USE OF PHYSICAL RESTRAINT AND/OR SECLUSION DOCUMENTATION FORM

Student name:	Date of occurrence:
Start time of occurrence:	End time of occurrence:
Start time of use of physical restraint or seclusion:	End time of use of physical restraint or seclusion:
Employee names and titles who observed, were involved with or implemented physical restraint and/or seclusion during occurrence (including administrators who approved extended time if applicable):	Employee's date of last training on use of physical restraint and seclusion:
Describe student actions before, during and after occurrence:	
Describe employee actions before, during and after occurrence, including the reason for any of the following, if applicable: use of non-approved restraint, use of non-designated seclusion rooms, any restraint or seclusion that lasted longer than necessary:	
Describe any less restrictive means attempted as an alternative to physical restraint and seclusion or why those means would not be effective or feasible, or have failed:	

Approval from administrator to continue physical restraint or seclusion past 15 minutes:		Approval obtained from administrator to continue physical restraint or seclusion more than 30 minutes past last approval time:	
Administrator approving:		Administrator approving:	
Time approved:		Time approved:	
Reasons for length of incident:		Reasons for length of incident:	
If Administrator approval was not obtained at 15 minutes or every 30 minutes thereafter, or a student was not provided with breaks for bodily needs in incidents lasting longer than 15 minutes, explain why:			
Parent/Guardian notification: Parents/Guardians will be notified as soon as practicable once the occurrence is under control, but no more than one hour after, or the end of the school day, whichever occurs first. Space below for documenting multiple attempts to notify guardians is listed in case the guardian cannot be reached in the first attempt.			
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
If Parent/Guardian notification requirements were not complied with, explain why:			
Describe injuries sustained or property damaged by students or employees:			
Describe future approaches to address student behavior including any consequences or disciplinary actions that may be imposed on the student:			

This form has been reviewed and completed by the undersigned employee. A written copy of this form has been sent to the student's parent or guardian within three school days of the occurrence. Unless the parent or guardian agrees to receive the report by email, fax, or hand delivery, the report must be sent by mail and postmarked by the third day following the occurrence. Enclosed with a copy of this form is an invitation for the parents or guardians to participate in the debriefing meeting scheduled in accordance with the law.

Employee

Date of form delivered to Parent/Guardian

Method of Transmittal

503.6E2 DEBRIEFING LETTER TO GUARDIAN OF STUDENT INVOLVED IN AN OCCURRENCE WHERE PHYSICAL RESTRAINT AND/OR SECLUSION WAS USED

Dear [Guardian],

Recently, your student [name] was involved in an occurrence at school that required the physical restraint and/or seclusion of your student as defined by 281 Iowa Administrative Code Ch. 103. A report related to this occurrence is enclosed with this letter.

The law requires debriefing meetings be held for such occurrences in the following circumstances:

- D. Following the first instance of seclusion or physical restraint during a school year;
- E. When any personal injury occurs as a part of the use of seclusion or physical restraint;
- F. When a reasonable educator would determine a debriefing session is necessary;
- G. When suggested by a student’s IEP team;
- H. When agreed to by the guardian and school officials; and
- I. After seven instances of seclusion or physical restraint of the student.

This letter is intended to inform you that a debriefing meeting will be held on [date within 5 days of transmission of letter, time, place] because of [reason from bulleted list above]. The following employees will be in attendance at this meeting: [list names and titles of employees]. We are inviting you to attend this debriefing meeting to engage with us on topics related to this occurrence.

If you would like to reschedule the debriefing meeting, please contact me as soon as possible via email [email address] or telephone [telephone number], and at least one school day prior to the date and time listed for this debriefing meeting. Your student is allowed to attend this meeting with your consent, and you are welcome to bring a representative of your choosing if you wish. If you plan to bring a representative to this meeting, please let us know at least one school day prior to the meeting so that we have an opportunity to make arrangements.

We look forward to working with you to foster the continued health, safety, and educational growth of your student.

[Administrator name], title

Date

Enclosure: Report related to student occurrence

Approved 4/12/21

503.6E3 DEBRIEFING MEETING DOCUMENT

Student name:		Date of occurrence:	
Date of debriefing meeting:		Time of debriefing meeting:	
Location of debriefing meeting:			
Names of individuals attending the debriefing meeting (must include the employees involved and at least one employee who was not involved):		Job title of employee and/or relation to student:	
Documentation reviewed during meeting (must include at least the occurrence report; and BIP, IHP, IEP and/or safety plan if applicable):			
Identification of patterns of behavior and proportionate response, if any, in the student and employees involved:			
Possible alternative responses, if any, to the incident/less restrictive means, if any:			

Additional resources, if any, that could facilitate those alternative responses in the future:
Plans for additional follow up actions, if any:

This form has been reviewed and completed by the undersigned employee. A written copy of this form has been sent to the student's guardian within three school days of the debriefing meeting.

Employee

Date of delivered to Parent/Guardian

Method of Transmittal

Approved 4/12/21

Reviewed 4/12/21

Revised 4/12/21

503.6R1 USE OF PHYSICAL RESTRAINT AND SECLUSION WITH STUDENTS

The District will comply with 281 *Iowa Administrative Code* Ch. 103 for the use of physical restraint and seclusion with students, including, but not limited to:

- Physical restraint and seclusion will be used only by employees who have been trained in accordance with applicable law unless a trained employee is not immediately available due to the unforeseeable nature of the occurrence.
- As soon as practical after the situation is under control, but within one hour after either the occurrence or the end of the school day, whichever occurs first, the school will attempt to contact the student's parent or guardian using the school's emergency contact system.
- The seclusion or physical restraint is used only for as long as necessary based on research and evidence to allow the student to regain control of their behavior to the point that the threat or behavior necessitating the use of the seclusion or physical restraint has ended, or when a medical condition occurs that puts the student at risk of harm. Unless otherwise provided for in the student's written approved IEP, BIP, IHP or safety plan, if the seclusion or physical restraint continues for more than 15 minutes:
 - The student will be provided with any necessary breaks to attend to personal and bodily needs, unless doing so would endanger the child or others.
 - An employee will obtain approval from an administrator or administrator's designee to continue seclusion or physical restraint beyond 15 minutes. After the initial approval, an employee must obtain additional approval every 30 minutes thereafter for the continuation of the seclusion or physical restraint.
 - The student's parent or guardian and the school may agree to more frequent notifications than is required by law.
 - Schools and district employees must document and explain in writing the reasons why it was not possible for the employees to obtain approval, notify parents, or take action within prescribed time limits.
 - Schools and district employees who begin and then end use of nonapproved restraints will document and explain in writing the reasons why they had no other option but to use this type of behavioral intervention.
- The area of seclusion will be designated seclusion room that complies with the seclusion room requirements in accordance with law, unless the nature of the occurrence makes the use of the designated seclusion room impossible, clearly impractical, or clearly contrary to the safety of the student, others, or both; in that event, the school must document and explain in writing the reasons why a designated seclusion room was not used.
- An employee must continually visually monitor the student for the duration of the seclusion or physical restraint.
- If an employee restrains a student who uses sign language or an augmented mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of physical restraint, unless doing so is not feasible in view of the threat posed.

- Seclusion or physical restraint shall not be used: as punishment or discipline; to force compliance or to retaliate; as a substitute for appropriate educational or behavioral support; to prevent property damage except as provided in law; as a routine school safety measure; or as a convenience to staff.
- The Superintendent or the Superintendent's designee will investigate any complaint or allegation that one or more employees violated any provisions of 281 Iowa Administrative Code Ch. 103. If the District determines a violation has occurred, corrective action will be taken up to and including termination of the employees involved. If the allegation or complaint involves a specific student the District will notify the parents or guardian of the involved student about the results of the investigation. If any allegation or complaint is also defined as abuse in 281 Iowa Administrative Code 102.2, the procedures listed in chapter 102 will apply.
- The District must comply with and implement Chapter 103 whether or not a parent consents to the use of physical restraint or seclusion.

503.7 STUDENT DISCLOSURE OF IDENTITY

It is the goal of the district to provide a safe and supportive educational environment in which all students may learn. As part of creating that safe educational environment, no employee of the district will provide false or misleading information to the parent/guardian of a student regarding that student's gender identity or intention to transition to a gender that is different from their birth certificate or certificate issued upon adoption.

If a student makes a request to a licensed employee to accommodate a gender identity, name, or pronoun that is different than what was assigned to the student in the student's registration forms or records, the licensed employee is required by Iowa law to report the request to an administrator. The school administrator receiving the report is required by Iowa law to report the request to the student's parent/guardian. This requirement also applies to all nicknames.

To maintain compliance with Iowa law and also provide efficiency in the reporting requirements listed above, the Superintendent will provide the opportunity for parents and guardians to list in the student's registration paperwork any and all nicknames used for students.

REPORT OF STUDENT DISCLOSURE OF IDENTITY

Dear (Parent/Guardian) _____,

This letter is to inform you that your student (student's name listed on registration) _____ has made a request of a licensed employee to (check all that apply):

_____ make an accommodation that is intended to affirm the student's gender identity as follows:

_____ use a name, pronoun or gender identity that is different from the name, pronoun and/or gender identity listed on the student's school registration forms. The name, pronoun, or gender identity requested is _____.

If you would like to amend the student's registration paperwork to permit the student's requested accommodation and/or include the use of the above-referenced name/pronoun/gender identity, please complete the attached form and return it to the district administration office.

Sincerely,

Administrator

Date

REQUEST TO UPDATE STUDENT IDENTITY

(Student's current name on registration) (Student ID)

Please update my student's names, pronouns, and/or gender identities on my student's registration paperwork to include all of the following:

(Names)

(Pronouns)

(Gender identities)

Parent/Guardian

Date

Approved 10/13/2023

Reviewed 9/11/2023

Revised 9/11/2023

503.8 DISCIPLINE OF STUDENTS WHO MAKE THREATS OF VIOLENCE OR CAUSE INCIDENTS OF VIOLENCE

Discipline is designed to promote behavior that will enable students to learn and successfully participate in their educational and social environments. The school district discipline policy for students who make a threat of violence or commit an act of violence is developed to help students understand their obligations to others in the school setting, secure the safety of all students, staff, and the community, and to correct student behavior if a violation occurs (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).

Students will conduct themselves in a manner fitting their age, grade level, and maturity, and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school district owned and/or operated school district or chartered vehicles; while attending or engaged in school district activities; and while away from school district grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and tailored to the age, grade level, and maturity of the student.

Discipline and other responses to threats or incidents of violence by a student with a disability, including removal from a class, placement in a therapeutic classroom, suspensions, and expulsions, will comply with the provisions of applicable federal and state laws including, but not limited to, the IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 3).

503.8R REPORTING A THREAT OF VIOLENCE OR INCIDENCE OF VIOLENCE

In the case of any threat of violence or incident of violence that results in injury, property damage or assault by a student, the teacher will report to the school principal or lead administrator within 24 hours of the incident. The principal or lead administrator will notify the parent or guardian of the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the teacher's report and complete an investigation of the incident as soon as possible. The classroom teacher may also notify the parent or guardian of the student who made the threat or caused the incident, and the parent or guardian of the student against whom the threat or incident was directed (2023 Iowa Acts, chapter 96 (House File 604), sec. 4).

An investigation will be initiated by the principal or lead administrator upon learning of an incident of violence or threat of violence through any credible means. If the principal or lead administrator finds that an incident of violence or threat of violence did occur, the administrator will determine the level of threat or incident by considering all aspects of the situation, including the student's intent and knowledge of the impact of their actions, their developmental level, and context of the incident. The resolution will focus on identifying the cause behind the behavior and appropriate corrective action (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsections 1 and 4).

A student who makes a threat of violence, causes an incident of violence that results in injury or property damage or who commits an assault, will be subject to escalating levels of discipline for each occurrence. When appropriate, referrals will be made to local law enforcement. The school district retains the authority to assign the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 5).

Threat of Violence

Threat of violence means a written, verbal, electronic or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage or assault.

Incident of Violence

Incident of violence means the intentional use of physical force or power against oneself, another person, a group or community or property resulting in injury, property damage or assault.

Injury

Injury means "physical pain, illness or any impairment of physical condition." State v. McKee, 312 N.W.2d 907, 913 (Iowa 1981).

Property Damage

Property damage means any destruction, damage, impairment or alteration of property to which the individual does not have a right to take such an action. Property means real property, which includes any real estate, building or fixture attached to a building or structure, and personal property, which includes intangible property (Iowa Code section 4.1(21)).

Assault

Assault means when, without justification, a student does any of the following:

an act which is intended to cause pain or injury to or which is intended to result in physical contact which will

be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace (Following Iowa Code section 708.1).

Levels of Behavior

The following levels are used to determine the school district's response to situations where the school district has determined that a student has made a threat of violence or caused an incident of violence. The school district's response will be based upon the administration's investigation into reports of a threat of violence or an incident of violence, the administration's application of this policy to the particular facts of each situation, and the administration's determination of the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence.

Escalating Responses by Grade Band

Grades PK-2

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses may include any of the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class. <p>Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class</p>
Level 2	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: <ul style="list-style-type: none"> ▪ Parent or guardian conference that includes the student, when appropriate; <ul style="list-style-type: none"> ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health ○ counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP.

	<ul style="list-style-type: none"> ▪ Responses to the incident may include the following: ▪ Parent or guardian conference that includes the student, when appropriate; <ul style="list-style-type: none"> ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health ○ counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ▪ In-school suspension;
	<ul style="list-style-type: none"> ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.

Grades 3-5

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses may include any of the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class.

Level 1	<ul style="list-style-type: none"> ▪ Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class
Level 2	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.

Grades 6-8

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses may include any of the following:

Level 1	<ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class.
Level 2	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.

Grades 9-12

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary removal from extracurricular activities; ○ Temporary removal from class; ○ In-school suspension; and/or <p>Suspension of transportation if misconduct occurred in a school vehicle</p>
Level 2	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Response to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; o In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or <p>Placement in an alternative learning environment, including a therapeutic classroom, when appropriate</p>
Level 3	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Response to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension;

Level 3	<ul style="list-style-type: none"> ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.
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Definitions

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal disciplining the student.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

In-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.

Out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days unless due process is provided as required by federal and state law. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Placement in an alternate learning environment means placement of a student in an environment established apart from the regular educational program that includes rules, staff, and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and content standards established by the school district.

Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

503.8E1 THREAT ASSESSMENT QUESTIONS

1. What are the student's motives and goals?
 - What motivated the student to make the statements or take the actions that caused the student to come to attention?
 - Does the situation or circumstance that led to these statements or actions still exist?
 - Does the student have a major grievance or grudge? Against whom?
 - What efforts have been made to resolve the problem and what has been the result?Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2. Have there been any communications suggesting ideas or intent to attack?
 - What, if anything, has the student communicated to someone else (targets, friends, other students, teacher, family, others) or written in a diary, journal, website or social media concerning his or her ideas and/or intention?
 - Have friends been alerted or warned away?
3. Has the subject shown inappropriate interest in any of the following?
 - School attack or attackers.
 - Weapons (including recent acquisition of any relevant weapon); or
 - Incident of mass violence (terrorism, workplace violence, mass murders).
4. Has the student engaged in attack related behaviors? These behaviors might include:
 - Developing an attack idea or plan;
 - Making efforts to acquire or practice with weapons;
 - Casing or checking out possible sites and areas for attack; or
 - Rehearsing attacks or ambushes.
5. Does the student have the capacity to carry out an act of targeted violence?
 - How organized is the student's thinking and behavior?
 - Does the student have the means (i.e., access to a weapon) to carry out an attack?
6. Is the student experiencing hopelessness, desperation, and/or despair?
 - Is there information to suggest that the student is experiencing desperation and/or despair?
 - Has the student experienced a recent failure, loss, and/or loss of status?
 - Is the student known to be having difficulty coping with a stressful event?
 - Is the student now or has the student ever been suicidal or accident prone?
 - Has the student engaged in behavior that suggests that he or she has considered ending the student's life?
7. Does the student have a trusting relationship with at least one responsible adult?
 - Does the student have at least one relationship with an adult where the student feels the student can confide in the adult and believes the adult will listen without

judging or jumping to conclusions? Students with trusting relationships with adults may be directed away from violence and despair and toward hope.

- Is the student emotionally connected to or disconnected from other students?
- Has the student previously come to someone's attention or raised concern in a way that suggested the student needs intervention or supportive services?

8. Does the student see violence as an acceptable, desirable or the only way to solve problems?

- Does the setting around the student (i.e., friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the student been dared by others to engage in an act of violence?

9. Is the student's conversation and story/version of events consistent with the student's actions?

- Does information from collateral interview and from the student's own behavior confirm or dispute what the student says is going on?

10. Are other people concerned about the student's potential for violence?

- Are those who know the student concerned that the student might take action based on violent ideas or plans?
- Are those who know the student concerned about a specific target?
- Have those who know the student witnessed recent changes or escalations in mood and behavior?

11. What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack?
- Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?

504.1 STUDENT GOVERNMENT

The student council provides for student activities, serves as a training experience for student leaders, promotes the common good, gives students a share in the management of the school, develops high ideals of personal conduct, acts as a clearinghouse for student activities, seeks to interest students in school district affairs and helps solve problems that may arise. Members of the council are student representatives who have direct access to the administration.

The principal, in conjunction with the students and licensed employees, will set forth the guidelines for the student government's elections, operations, and other elements of the government.

Legal Reference: Iowa Code § 279.8

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities

504.2 STUDENT ORGANIZATIONS

Secondary school student-initiated, noncurriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time.

Non-instructional time will mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings will not interfere with the orderly conduct of the education program or other school district operations. It is within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program will have priority over the activities of another organization.

Curriculum-Related Organizations

It will also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees are assigned to monitor approved meetings and may interact with curriculum-related organizations.

Noncurriculum-Related Organizations

Student-initiated, noncurriculum-related organizations are provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of noncurriculum-related groups. Such attendance is strictly voluntary and student-initiated. As a means of determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Employees will be assigned to monitor approved meetings. Employees will not participate in the meeting or assist in planning, criticizing, or encouraging attendance. Only students may be involved in and attend the noncurriculum group's meetings.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Westside Community Board of Education v Mergens, 496 U.S. 226 (1990).
Bender v. Williamsport Area Community School District, 741 F.2d 538 (3d Cir. 1984),
vacated and remanded on other grounds, 475 U.S. 534 (1986).
20 U.S.C. §§ 4071-4074.
Iowa Code §§ 287.1-.3; 297.9.

Cross Reference: 502 Student Rights and Responsibilities
 504 Student Activities

504.3 STUDENT PUBLICATIONS

Students may produce official school publications as part of the curriculum under the supervision of a faculty advisor and the principal. Official school publications include material produced in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Any expression made by students, including student expression in official school publications, is not an expression of official school policy. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student speech or expression. The liability, if any, is only to the extent of the interference or alteration of the speech or expression.

Official school publications are free from prior restraint by employees or officials except as provided by law. A faculty advisor will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. The production of official school publications is guided by the law and by the ethical standards adopted by professional associations or societies of journalism.

Persons, other than students, who believe they have been aggrieved by student expression in a student-produced official school publication will follow the grievance procedure outlined in board policy 213.1. Students who believe their freedom of expression in a student-produced official school publication has been restricted will follow the grievance procedure outlined in board policy 502.4.

The superintendent is responsible for developing a student publications code. This code will include, but not be limited to, reasonable rules including time, place, and manner of restrictions. The superintendent will also be responsible for distributing this policy and the student publications code to the students and their parents.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
 Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
 Iowa Code § 280.22 (2013).

Cross Reference: 309 Communication Channels
 502 Student Rights and Responsibilities
 504 Student Activities
 903.5 Distribution of Material

504.3R1 STUDENT PUBLICATIONS CODE

A. Official school publications defined.

An "official school publication" is material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.

B. Expression in an official school publication.

1. No student will express, publish, or distribute in an official school publication material which is:
 - a. obscene;
 - b. libelous;
 - c. slanderous; or
 - d. encourages students to:
 - 1) commit unlawful acts;
 - 2) violate school rules;
 - 3) cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 4) disrupt or interfere with the education program;
 - 5) interrupt the maintenance of a disciplined atmosphere; or
 - 6) infringe on the rights of others.
2. The official school publication is produced under the supervision of a faculty advisor.

C. Responsibilities of students.

1. Students writing or editing official school publications will assign and edit the news, editorial and feature contents of the official school publications subject to the limitations of the student publications code and the law.
2. Students will strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.
3. Students will strive to achieve professional standards of grammar, usage, punctuation and spelling for clarity and accuracy of official school publications.

D. Responsibilities of faculty advisors.

Faculty advisors will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech.

E. Liability.

Student expression in an official school publication will not be deemed to be an expression of the school district. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.

F. Appeal procedure.

1. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication will seek review of the decision through the student grievance procedure, under board policy 502.6.
2. Persons who believe they have been aggrieved by a student-produced official student publication will file their complaint through the citizen grievance procedure, under board policy 214.1.

G. Time, place, and manner of restrictions on official school publications.

1. Official student publications may be distributed in a reasonable manner on or off school premises.
2. Distribution in a reasonable manner will not encourage students to:
 - a. commit unlawful acts;
 - b. violate school rules;
 - c. cause the material and substantial disruption of the orderly and efficient operation of the school district or school activity;
 - d. disrupt or interfere with the education program;
 - e. interrupt the maintenance of a disciplined atmosphere; or
 - f. infringe on the rights of others.

504.4 STUDENT SOCIAL EVENTS

School-sponsored social events shall be approved by the principal and placed on the school calendar prior to public announcement. They shall be under the control and supervision of employees. The hours and activities of the event shall be reasonable and in keeping with board policy.

School-sponsored social events are open to the students enrolled in the school district. Others, such as alumni or out-of-town students, may attend as the date or escort of students enrolled in the school district or with the permission of the licensed employees supervising the event.

Students' and employees' behavior shall be in keeping with the behavior required during regular school hours.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code § 279.8; 282.3 (2009)

Cross Reference: 404 Employee Conduct and Appearance
502.1 Student Appearance
503 Student Discipline

504.5 STUDENT PERFORMANCES

Students, as part of the education program, may participate in contests or other public and private events approved by the superintendent that will be of benefit to the student and the education program. Performance at such events is a privilege.

Students, who perform at such events, serve as ambassadors of the school district, and must conduct themselves in the same manner as required in the regular school day. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the education program or other school district operations. The events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board must approve of the performance.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. In developing the administrative regulations, these guidelines should be followed:

- Performances by student groups below the high school level should be allowed on a very limited basis;
- All groups of students should have an opportunity to participate; and,
- Extensive travel by one group of students should be discouraged.

It is within the discretion of the superintendent to determine whether the event will benefit the education program and the participating students. Contests or other performances by students unapproved by the superintendent are the responsibility of the parent and the student.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Iowa Code §§ 280.13-.14.
281 I.A.C. 12.6.

Cross Reference: 502 Student Rights and Responsibilities
 503.4 Good Conduct Rule
 504 Student Activities
 904 Community Activities Involving Students

504.6 STUDENT FUND RAISING

Students may raise funds for school-sponsored events with the permission of the principal. Fund raising by students for events other than school-sponsored events is not allowed.

Collection boxes for school fund raising must have prior approval from the principal before being placed on school property.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: Senior Class of Pekin High School v. Tharp, 154 N.W.2d 874 (Iowa 1967). Iowa Code § 279.8

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
504 Student Activities
704.5 Student Activities Fund
904.2 Advertising and Promotion

504.7 STUDENT WORK/INTERN PROGRAMS

Coordination of education programs with local businesses can benefit the school district and community. When mutually acceptable arrangements can be made between a local business and the board, secondary students may work for a local business to obtain school credit.

Such programs must be compatible with the education program and have the approval of the board.

It shall be the responsibility of the superintendent to pursue such arrangements with local businesses.

Legal Reference: Iowa Code § 279.8; 282.3 (2009).

Cross Reference: 504 Student Activities

504.8 STUDENT ACTIVITY PROGRAM

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime.

Students will have an opportunity to participate in a school activity unless the activity is not offered, or the student cannot participate for disciplinary reasons. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board will take action. The events must not disrupt the education program or other school district operations.

A high school student who participates in school sponsored athletics may participate in a non- school sponsored sport during the same season. Such outside participation will not conflict with the school sponsored athletic activity.

It is the responsibility of the superintendent to develop administrative regulations for each school activity. These regulations will include, but not be limited to, when physical examinations will be required, how and when parents will be informed about the risk of the activity, academic requirements, and proof of insurance on the student participating in certain activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Legal Reference: 20 U.S.C. §§ 1681-1683; 1685-1686
 34 C.F.R. Pt. 106.41
 Iowa Code §§ 216.9; 280.13-.14.
 281 I.A.C. 12.3(6), 12.6., 36.15(7)

Cross Reference: 501 Student Attendance
 502 Student Rights and Responsibilities
 503 Student Discipline
 504 Student Activities
 507 Student Health and Well-Being

504.8R1 ADMINISTRATIVE REGULATIONS TO SUPPORT BOARD POLICY #504.8

As per this policy, a student who is participating in a sport sponsored by the district may participate in that sport as an individual or member of a team in an outside school event during the same season.

The student athlete must meet the following requirements for participation in a school-sponsored sport:

- A. Physical forms must be completed and returned to school prior to the student's participation in the sport.
- B. Student athletes are bound by the Good Conduct Code as detailed in the student's handbook and Board Policy #503.4.
- C. Students must provide proof of insurance prior to participation in all sports.
- D. Prior to participation in an outside school event, the student shall notify the coach to determine that such participation will not interfere in any way with scheduled games, practices, team meetings or any other activity or violates any rules of participation.
- E. A student who participates in an outside sport in violation of these administrative rules shall be ineligible to participate on a school-sponsored team in that sport for twelve (12) calendar months.

505.1 ASSIGNMENT OF COURSES

Students shall take a predetermined number and type of courses to graduate. Where students have a choice in course offerings, the school district will try to allow students to take the courses of their choice. Courses with limited space will be allocated to those who are at the highest grade level or need it for graduation.

It shall be the responsibility of the superintendent to develop the course offerings for each year for the grade levels.

Legal Reference: Iowa Code § 256.11, .11A; 280 (2009).

Cross Reference: 502 Student Rights and Responsibilities
505 Student Scholastic Achievement

505.2 STUDENT PROGRESS REPORTS AND CONFRERENCES

Students will receive a progress report at the end of each grading period. Students, who are doing poorly, and their parents, are notified prior to the end of the semester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the semester.

Parent-teacher conferences will be held at the elementary and middle school to keep parent informed. High School conferences are not individually scheduled.

Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Legal Reference: Iowa Code §§ 256.11, .41; 280, 284.12
281 I.A.C. 12.3(4), 12.3(6), .5(16).

Cross Reference: 505 Student Scholastic Achievement
506 Student Records

505.3 STUDENT PROMOTION - RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

The district shall adhere to the following:

- **Retention/Promotion in kindergarten – eighth grade:** The retention of a student will be determined based upon the judgment of the district's professional staff. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed prior to making the retention decision. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Retention/Promotion in ninth – twelfth grade:** Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Acceleration in kindergarten – twelfth grade:** Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.
- **Retention or Acceleration in kindergarten – twelfth grade:** may also occur in additional instances as provided by law.

Any student or parent who is not satisfied with the decision of the district's professional staff may seek recourse through policy 502.4 – *Student Complaints and Grievances*.

Legal Reference: Iowa Code §§ 256.11, .41, 279.8
281 I.A.C. 12.5(16).

Cross Reference: 501 Student Attendance
505 Student Scholastic Achievement
603.2 Summer School Instruction

505.4 STUDENT HONORS AND AWARDS

The school district will provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships, and good citizenship awards for students to assist students in setting goals. Students are made aware of honors and awards and the action necessary on the part of the student to achieve them. Students who have not attended an accredited public or private school for their entire high school education will not be eligible for honors and awards.

It is the responsibility of the superintendent to develop the administrative regulations regarding this policy.

Legal Reference: Iowa Code § 279.8

Cross Reference: 504 Student Activities
505 Student Scholastic Achievement

505.5 TESTING PROGRAM

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student is required, as part of any applicable program, funded by the United States Department of Education, to submit to a survey, analysis or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or student's parent or guardian;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student's parent or guardian; or
- income, (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program);

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

Prior to an employee or contractor of the district providing information on a student enrolled in the district on any survey related to the social or emotional abilities, competencies or characteristics of the student; the district will provide the parent/guardian of the student detailed information related to the survey and obtain written consent of the parent/guardian of the student. This includes the person who created the survey, the person who sponsors the survey, how the information generated by the survey is used and how information generated by the survey is stored. This requirement will not prohibit a district employee from answering questions related to a student enrolled in the district as part of developing or implementing an individualized education program for the student.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

It is the responsibility of the board to review and approve the evaluation and testing program.

Legal Reference

20 U.S.C. § 1232h.
Iowa Code §§ 280.3

I.C. Iowa Code

Iowa Code § 280.3

U.S.C. - United States Code

20 U.S.C. § 1232h

Cross References**Code**

607.02

607.02

Description

[Education Program - Attendance Center Requirements](#)

Description

[Education - Protection of Pupil Rights](#)

Description

Student Health Services

Student Health Services

Approved 10/13/2023

Reviewed 4/12/21

Revised 6/19/17

505.6 GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the board and Iowa Department of Education in order to graduate.

It is the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 50 credits prior to graduation. The following credits will be required:

English/Language Arts	8 credits
Science	6 credits
Mathematics	6 credits
Social Studies	2 credits
Physical Education	4 credits
United States Government	2 credits
American History	2 credits

The required courses of study will be reviewed by the board annually.

Prior to graduation, the district will advise students on how to successfully complete the free application for federal student aid.

Graduation requirements for special education students include successful completion of four years of English, three years of math, three years of social studies and three years of science.

Students who complete a regular session in the Legislative Page Program of the general assembly at the state capitol will be credited ½ credit of social studies.

Students enrolled in a junior officers' training corp will receive 1/8th physical education credit for each semester the student is enrolled in the program.

Legal Reference: Iowa Code §§ 256.7, 11, .41; 279.8; 279.61; 280.3, .14.281 I.A.C.
12.3(5); 12.5

I.C. Iowa Code	Description
Iowa Code § 256.11	<u>DE - Educational Standards</u>
Iowa Code § 256.41	<u>DE - Online Learning Requirements</u>
Iowa Code § 256.7	<u>DE - Duties of State Board</u>
Iowa Code § 279.8	<u>Directors - General Rules - Bonds of Employees</u>
Iowa Code § 280.14	<u>Uniform School Requirements – Administrators</u>

Iowa Code § 280.3	Education Program - Attendance Center Requirements
Iowa Code §279.61	Individual Career and Academic Plan
I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12.3	Administration
281 I.A.C. 12.5	General Accreditation Standards - Education Program
Cross References	
Code	Description
603.03	Special Education

505.7 EARLY GRADUATION

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy. In such cases, the student must have the approval of the board and a recommendation from the superintendent and the high school principal. Request for early graduation will be made, in writing, to the board of directors.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

Legal Reference: Iowa Code §§ 279.8; 280.3
281 I.A.C. 12.2; .5; 12.3(5).

Cross Reference: 505 Student Scholastic Achievement

505.8 COMMENCEMENT

Students who have met the requirements for graduation will be allowed to participate in the commencement proceedings provided they abide by the proceedings organized by the school district. It is the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement.

Failure of a student to participate in commencement will not be a reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

Legal Reference: Iowa Code §§ 279.8; 280.3,
281 I.A.C. 12.; .5.

Cross Reference: 505 Student Scholastic Achievement

505.9 PARENT AND FAMILY ENGAGEMENT DISTRICTWIDE POLICY

Parent and family engagement is an important component in a student's success in school. The board encourages parents and families to become involved in their child's education to ensure the child's academic success. In order to facilitate parent and family involvement, it is the goal of the district to conduct outreach and implement programs, activities, and procedures to further involve parents and families with the academic success of their students. The board will:

1. Involve parents and families in the development of the Title I plan, the process for school review of the plan and the process for improvement by;
 - a. This jointly developed and agreed upon written policy is distributed to parents and family members of participating Title I children through the Parent Handbook which is distributed to every family at the time of registration. In school wide buildings, this will include all parents. (ESSA Section 1116(a)(2))
2. Provide the coordination, technical assistance and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance by;
 - a. Through professional development regarding parent and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully. (ESSA Section 116 (a)(2)(B))
3. To the extent feasible, coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies outlined in other relevant Federal, State, and local laws and programs by;
 - a. Working with local public preschool programs, Headstart programs, local library programs, and special education programs (IDEA). Our homeless education program coordinates with the local backpack program to offer support to students that are food insecure, especially over the weekends. (ESSA Section 116(a)(2)(C))
4. Conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, parents of any racial or ethnic minority, parents with disabilities and parents with limited literacy) by;
 - a. In addition to surveys, the district uses focus groups and open discussion groups for this evaluation. Parents and families have a voice. The evaluation tools and methods identify the type and frequency of school-home interactions and the needs of parents and families have to better support and assist their children in learning. The evaluations will target at least three key areas: barriers, ability to assist learning, and successful interactions. (ESSA Section 1116(a)(2)(D)(i-iii))
 - b. At least one annual meeting will be held to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. The meeting shall be for parents of both public and private school. The elementary buildings will hold an annual meeting in the fall. Notification will be sent in the district and building newsletter. (ESSA Section 1116(c)(1))

- c. Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses and associated with parent and family engagement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions. (ESSA Section 1116(c)(2))
 - d. Parents and family members of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Through annual meetings and parent-teacher conferences, the school will provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents and family members receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards. (ESSA Section 1116(c)(4)(A) & (B))
 - e. If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(C))
5. Use the findings of the annual evaluation to design strategies for more effective parent and family involvement and to revise, as necessary, the parent and family involvement policies by;
- a. If the schoolwide plan under Section 1114(b) is not satisfactory, parents of participating students may comment. Comments may be made in writing to the school principal. (ESSA Section 1116(c)(5))
 - b. A jointly developed school/parent compact outlines how parents and family members, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent handbook and is reviewed at the annual meetings. (ESSA Section 1116(d))
 - c. Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy will be provided in English and Spanish and will be free of educational jargon. (ESSA Section 1116(b)(1))
6. Involve parents and families in Title I activities by;
- a. The district uses the findings for the annual evaluation to design evidenced-based strategies for more effective parent and family engagement. The evaluation results will help uncover best practices that are working and adapt those ideas to the district and individual school needs. (ESSA Section 116(a)(2)(E))
 - b. The district will involve parents in the planning, review, and improvement of the school's Title I program through participation in stakeholder groups and in-person meetings where parents give input and feedback. (ESSA Section 1116(c)(3))
 - c. In a schoolwide program plan, if applicable, parents are asked to be involved in the joint development of the building's schoolwide plan through in-person meetings, surveys and electronic feedback as appropriate.
 - d. In order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency shall:
 - i. Provide assistance to parents in understanding challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

- ii. Provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- iii. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- iv. Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centres, that encourage and support parents in more fully participating in the education of their children;
- v. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- vi. Provide such other reasonable support for parental involvement activities under this section as parents may request. (ESSA Section 1116(e)(1-14))

The district shall involve parents in determining how to allocate reserved Title I funds in accordance with applicable laws.

The board will review this policy annually. The superintendent is responsible for notifying parents and families of this policy annually or within reasonable time after it has been amended during the school year. The superintendent may develop an administrative process or procedures to implement this policy.

Legal Reference: 20 U.S.C. §6318

Cross Reference: 903.2 Community Resources Persons and Volunteers

505.9R1 PARENT AND FAMILY ENGAGEMENT BUILDING – LEVEL REGULATION

To further the interests of student achievement, the superintendent will create necessary rules to engage parents and family members within the district in the following ways on a building-level basis:

1. **Policy Involvement:** The district will host an annual meeting and invite all parents to attend; and inform parents of their rights and the district's requirements under Title I. This meeting will also invite parents to become involved in the planning, review, and improvement of a building policy and in developing the district plan. The district will inform parents of:
 - Programs under this policy
 - Curriculum and assessment used for students
 - The opportunity to meet with administration to participate in decisions related to their children's education
 - A description and explanation of curriculum used in the school forms of academic assessment used to measure student progress, and
 - Achievement levels of the challenging State academic standards.
2. **Accessibility:** Provide opportunities for informed participation of parents and family members in understandable formats and languages. This includes participation by parents and family members who may have disabilities, limited English proficiency, and migratory children. Offer a flexible number of meetings during the day, evening, and weekends to facilitate parent involvement. The superintendent has discretion to allow schools to provide childcare for families of students during these meetings through Title I funds.
3. **High Student Academic Achievement:** Each school in the district will jointly develop with parents and family members a school-parents compact that outlines how parents, staff and students share responsibility for improving student academic achievement; and how a partnership will be built to achieve this. The compact will describe the responsibility of the school to provide high quality curriculum and instruction, and the parents' responsibility to support their children's learning. This will also address the importance of communication between schools and parents through parent teacher conferences, regular reports to parents on their children's progress, and ensure regular meaningful communication between family and school staff.
4. **Building Capacity for Involvement:** Each school within the district will include in their plan ways to achieve the following:
 - Assist parents and families to understand topics including academic standards and assessments and how to monitor student progress
 - Provide materials and training to help parents work with students to improve achievement.
 - Educate teachers and staff in how to communicate with parents and build ties to foster academic success
 - Coordinate and integrate other federal, state and local programs to support parents in more fully participating in students' education
 - Ensure information related to programs is sent to parents and families in understandable format; and
 - Provide other reasonable support to encourage parental involvement

5. Schools operating a Schoolwide Program: Each school operating a school wide program under this policy shall:
- Involve parents on a timely and ongoing basis in the planning, review and improvement of programs, including the parent and family engagement school policy drafting and review, and the joint development of the schoolwide program
 - If the schoolwide program plan is not satisfactory to the parents of the participating children, parent comments will be requested and submitted with the plan to the district.

506.1 EDUCATION RECORDS ACCESS

The board recognizes the importance of maintaining education records and preserving their confidentiality as provided by law. Education records are kept confidential at collection, storage, disclosure, and destruction stages. The board secretary is the custodian of education records. Education records may be maintained in the central administration office or administrative office of the student's attendance center.

Definitions:

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

- "Education Record" means those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution.
- "Eligible Student" means a student who has reached eighteen years or attends a postsecondary institution.

Parents of an eligible student are provided access to the education records only with the written permission of the eligible student unless the eligible student is defined as dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the students.

An education record may contain information on more than one student. Parents will have the right to access the information relating to their student or to be informed of the information. Eligible students will also have the right to access the information relating to themselves or be informed of the information.

Parent, eligible students, and other individuals authorized in accordance with law, will have access to the student's education records during the regular business hours of the school district. Parents and eligible students will have a right to access the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days (45) after the request is made. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents, an eligible student, or an authorized representative of the parents will have the right to access the student's education records prior to an Individualized Education Program (IEP) meeting or hearing.

Copies of education records will be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the education records. Fees for copies for the records are waived if it would prevent the parents or eligible student from accessing the records. A fee may not be charged to search or retrieve information from education records.

Upon the request of parents or an eligible student, the school district will provide an explanation and interpretation of the education records and a list of the types and locations of education records collected, maintained, or used by the school district.

If the parents or an eligible student believes the information in the education records is inaccurate, misleading or violates the privacy of the student, the parent or an eligible student may request that the school district amend the education records.

Education records may be disclosed in limited circumstances without parental or eligible student's written permission. This disclosure is made on the condition that the education record will not be disclosed to a third party without the written permission of the parents or the eligible student. The disclosure may be:

- to school officials within the school district and AEA personnel whom the superintendent has determined to have a legitimate educational interest, including, but not limited to, board members, employees, school

- attorney, auditor, health professionals, and individuals serving on official school committees;
- to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the education records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records unless the annual notification includes a provision that records will automatically be transferred to new school districts;
 - to the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities;
 - in connection with a student's application for, or receipt of, financial aid;
 - to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;
 - to accrediting organizations
 - to parents of a dependent student as defined in the internal Revenue Code;
 - to comply with a court order or judicially issued subpoena;
 - consistent with an interagency agreement between the school district and juvenile justice agencies;
 - in connection with a health or safety emergency;
 - as directory information; or
 - in additional instances as provided by law.

The superintendent will keep a list of the individuals and their positions who are authorized to view a special education student's education records, without the permission of the parents or the eligible student. Individuals not listed are not allowed access without parental or an eligible student's written permission. This list must be current and available for public inspection and updated as changes occur.

The superintendent will also keep a list of individuals, agencies and organizations which have requested or obtained access to a student's education records, the date access was given and their legitimate educational interest or purpose for which they were authorized to view the records. The superintendent, however, does not need to keep a list of the parents, authorized educational employees, officers and agencies of the school district who have accessed the student's education records. This list for an education record may be accessed by the parents, the eligible student, and the custodian of the education records.

Permanent education records, including a student's name, address, phone number, grades, attendance record, classed attended, grade level completed and year completed may be maintained without time limitation. Permanent education records will be kept in a fire-safe vault, or they may be maintained electronically with a secure backup file.

When personally identifiable information, other than permanent education records, is no longer needed to provide educational services to a special education student, the parents or eligible student are notified. This notice is normally given after the student graduates or otherwise leaves the school district. If the parents or eligible student request that the personally identifiable information be destroyed, the school district will destroy the records, except for permanent records. Prior to the destruction of the records, the school district must inform the parents or eligible student the records may be needed by the parents or eligible student for social security benefits or other purposes. For the purposes of policy, "no longer needed to provide educational services" means that the record is no longer relevant to the provision of instruction, support, or related services and it is no longer needed for accountability and audit purposes. At a minimum, a record needed for accountability and audit purposes must be retained for five years after the completion of the activity for which funds were used.

The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile justice agencies involved.

The purpose of the agreement is to allow for the sharing of information prior to a student's adjudication in order to promote and collaborate between the school district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

The school district may share any information with the agencies contained in a student's permanent record, which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the school district to the agencies after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and service to the student or student's family.

Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.

Confidential information shared between the school district and the agencies will remain confidential and will not be shared with any other person, unless otherwise provided by law. The school district may discontinue information sharing with an agency if the school district determines that the agency has violated the intent or letter of the agreement.

Agencies will contact the principal of the attendance center where the student is currently or was enrolled. The principal will then forward copies of the records within a reasonable time following receipt of the request.

The school district will provide training or instruction to employees about parents' and eligible students' rights under this policy. Employees will also be informed about the procedures for carrying out this policy. It is the responsibility of the superintendent to annually notify parents and eligible students that they have the right to:

1. Inspect and review the student's education records
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
3. Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without consent; and
4. File a complain with the U.S. Department of Education concerning alleged failures by the district to comply with the law.

The notice is given in a parents' or eligible student's native language. Should the school district collect personal information from students for the purposes of marketing or selling that information, the school district will annually notify parents of such activity.

The notice will include a statement that the parents have a right to file a complaint alleging the school district failed to comply with this policy. Complaints are forwarded to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington, DC. 20202-8520.

Legal Reference: 20 U.S.C. § 1232g, 1415.
34 C.F.R. §§99, 300, .610 *et seq.*
Iowa Code §§ 22; 279.9B, 280.24, .25, 622.10.
281 I.A.C. 12.3(4); 41
1980 Op. Att'y Gen. 720, 825.

Cross Reference: 501 Student Attendance
505 Student Scholastic Achievement
506 Student Records
507 Student Health and Well-Being
603.3 Special Education
708 Care, Maintenance and Disposal of School District Records
901 Public Examination of School District Records

506.1E1 EDUCATION RECORDS CHECKLIST

	Copy to Parent Upon Request	Parent Signature Required**	User Must Submit Written Request*	No Parent Signature Required	Parent Notification in Advance	Parent Notification of Release	Request Made Part of Student Record	Schedule Hearing Following b/written decision to Parent	
Subpoena or Judicial Order				X	X				Lawfully Issued
Student Financial Aid				X					Written Request
School or Staff in Same School System				X					No Written Request Necessary
Other School System Where Student Plans to Enroll	X		X	X		X	X		506.1E2
United States Comptroller General			X	X			X		506.1E2
Dept. of Health, Education and Welfare Secretary			X	X			X		506.1E2
National Institute of Education			X	X			X		506.1E2
Iowa Dept. of Education Official			X	X			X		506.1E2
Parent Inspection of Student Educational Records	X	X							506.1E5
Parent Request for Hearing to Challenge Record		X						X	506.1E4
Parent Authorization for School to Release Information	X	X							506.1E3
Notification of Transfer of Student Records	X			X					506.1E6

*Such written request is available for inspection by the parent or student and the school official responsible for record maintenance.

**When a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of the rights accorded the parent of the student will thereafter be required of and accorded only to the student.

506.1E2 REQUEST OF NONPARENT FOR EXAMINATION OR COPIES OF EDUCATION RECORDS

The undersigned hereby requests permission to examine the _____ official education records of:

Legal Name of Student Date of Birth

The undersigned requests copies of the following official education records of the above student:

The undersigned certifies that they are (check one):

- (a) An official of another school system in which the student intends to enroll. _____
 - (b) An authorized representative of the Comptroller General of the United States. _____
 - (c) An authorized representative of the Secretary of the U.S. Department of Education or U.S. Attorney General _____
 - (d) A state or local official to whom such is specifically allowed to be reported or disclosed. _____
 - (e) A person connected with the student's application for, or receipt of, financial aid. _____
(Specify Details Above)
 - (f) Otherwise authorized by law. _____
(Specify Details)
- _____
- _____
- (g) A representative of a juvenile justice agency with which the school district has an Interagency agreement. _____

The undersigned agrees that the information obtained will only be redisclosed consistent with state or federal law without the written permission of the parents of the student, or the student if the student is of majority age.

Signature Date

Agency Title

Address City, State, Zip

Phone Number

APPROVED

Signature: _____ Title: _____

Date: _____

506.1E4 REQUEST FOR HEARING ON CORRECTION OF EDUCATION RECORDS

To: _____ Address: _____
Board Secretary (Custodian)

I believe certain official education records of my child, _____ (full legal name of student), _____ (school name), are inaccurate, misleading or in violation of the privacy rights of my child.

To the official education records which I believe are inaccurate, misleading or in violation of the privacy or other right of my child are:

The reason I believe such records are inaccurate, misleading or in violation of the privacy or other rights of my child is:

My relationship to the child is:

I understand that I will be notified in writing of the time and place of the hearing; that I will be notified in writing of the decision; and I have the right to appeal the decision by so notifying the hearing officer in writing within ten days after my receipt of the decision or a right to place a statement in my child's record stating I disagree with the decision and why.

Signature _____ Date _____

Address _____ City, State, ZIP _____

Phone Number _____

506.1E5 REQUEST FOR EXAMINATION OF EDUCATION RECORDS

To: _____ Address: _____
Board Secretary (Custodian)

The undersigned desires to examine the following official education records. _____

of _____, _____, _____
Full Legal Name of Student Date of Birth Grade

Name of School: _____

My relationship to the child is: _____

(Check one)

_____ I do _____ desire a copy of such records. I understand that a reasonable charge may be made for the copies.

_____ I do not

Signature Date

Agency Title

Address City, State, ZIP

Phone Number

APPROVED:

Signature: _____ Title: _____

Date: _____

506.1E6 NOTIFICATION OF TRANSFER OF EDUCATION RECORDS

To: _____ Date: _____

Address: _____

City/State: _____ Zip: _____

Please be notified that copies of the Shenandoah Community School District's official education records concerning _____, (full legal name of student) have been transferred to:

School District Name Address

upon the written statement that the student intends to enroll in said school system.

If you desire a copy of such records furnished, please check here, and return this form to the undersigned. A reasonable charge will be made for the copies.

If you believe such records transferred are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, you have the right to a hearing to challenge the contents of such records.

Name: _____

Title: _____

506.1E7 LETTER TO PARENT REGARDING RECEIPT OF A SUBPOENA

Date:

Dear _____ (*Parent Name*):

This letter is to notify you that the Shenandoah Community School District has received a subpoena / court order requesting copies of your child's education records.

The specific records requested are _____
_____.

The school district has until _____ (date on subpoena or court order) to deliver the documents to _____ (requesting party on subpoena or court order). If you have any questions, please do not hesitate to contact me at _____ (*phone #*).

Sincerely,

(Principal or Superintendent)

506.1E8 ANNUAL NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- (1) The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal (or appropriate school official) will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school district to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personal identifiable information from education records, (such as an attorney, auditor, medical consultant, or therapist,); a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC, 20202-4605.

506.1E9 JUVENILE JUSTICE AGENCY INFORMATION SHARING AGREEMENT

Statement of Purpose: The purpose of this Agreement is to allow for the sharing of information among the School District and the Agencies prior to a student's adjudication in order to promote and collaborate to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

Identification of Agencies: This agreement is between the Shenandoah Community School District (hereinafter "School District") and (agencies listed) (hereinafter "Agencies").

Statutory Authority: This agreement implements Iowa Code § 280.25 and is consistent with 34 C.F.R. 99.38.

Parameters of Information Exchange:

1. The School District may share any information with the Agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to effectively serve the student.
2. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the Agencies without parental consent or court order.
3. Information contained in a student's permanent record may be disclosed by the School District to the Agencies after adjudication only with parental consent or a court order.
4. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family.
5. Information shared under the agreement is not admissible in any court proceeding which take place prior to a disposition hearing, unless written consent is obtained for a student's parent, guardian, or legal or actual custodian.
6. Information obtained by the school from other juvenile justice agencies may not be used as the basis for disciplinary action of the student.
7. This agreement only governs a school district's ability to share information and the purposes for which that information can be used. Other agencies are bound by their own respective confidentiality policies.

Records' Transmission: The individual requesting the information should contact the principal of the building in which the student is currently enrolled or was enrolled. The principal will forward the records within a reasonable time following receipt of the request.

Confidentiality: Confidential information shared between the Agencies and the school district will remain confidential and will not be shared with any other person, unless otherwise provided by law. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent. Agencies or individuals violating the terms of this agreement subject their entity represented and themselves personally to legal action pursuant to federal and state law.

Amendments: This agreement constitutes the entire agreement among the agencies with respect to information sharing. Agencies may be added to this agreement at the discretion of the school district.

Term: This agreement is effective from (September 1, 20__ or other date).

Termination: The School District may discontinue information sharing with an Agency if the School District determines that the Agency has violated the intent or letter of this Agreement.

APPROVED:

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

506.1R1 USE OF EDUCATION RECORDS

Parents and eligible students will have a right to access a student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. The intent of this regulation is to establish procedures for granting requests from eligible students and parents to access a student's education records.

Education records mean those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution. These may include but are not necessarily limited to: dates of attendance; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health date; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.

A. Access to Records

An eligible student or parent, upon written request to the board secretary, shall receive an explanation and interpretation of the education records. A student, eighteen years or older, has the right to determine who, outside the school system, has access to the records. Parents of students who are 18 years or older but still depends for income tax purposes may access the student's records without prior permission of the student.

1. School officials having access to student records are defined as having a legitimate educational interest. A. school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, AEA employee, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her task.

B. Release of Information Outside of School

Information from education records may be disclosed to outside parties as outlined in board policy and otherwise provided by law.

C. Procedures for Requesting a Record Amendment

1. If the eligible student, parent, or legal guardian believe the information in the education records is inaccurate, misleading, or violates the privacy of the student, the parents or an eligible student may request that the school district amend the education student records.
2. The school district will decide whether to amend the education student records within a reasonable time after receipt of the request.
3. If the school district determines an amendment is made to the education student record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.
4. If the school district determines that amendment of the student's education record is not appropriate, it will inform the parents or the eligible student of their right to a hearing before the hearing officer provided by the school district. The hearing officer may be an employee of the school district, so long as the employee does not have a direct interest in the outcome of the hearing.

5. Upon parental request, the school district will hold a hearing regarding the content of a student's education records which the parent believes to be inaccurate, misleading, or in violation of the privacy of the privacy rights of students.
6. The parents or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student may be represented by an individual at their choice at their own expense.
7. The hearing officer will render a written decision within a reasonable period after the hearing. The decision will be based upon evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.
8. The parents may appeal the hearing officer's decision to the superintendent within 10 days if the superintendent does not have a direct interest in the outcome of the hearing.
9. The parents may appeal the superintendent's decision or the hearing officer's decision if the superintendent was unable to hear the appeal, to the board within 10 days. It is within the discretion of the board to hear the appeal.
10. If the parents' and the eligible student's request to amend the education student record is further denied following the hearing, the parents or the eligible student are informed that they have a right to place an explanatory letter in the education student record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's education records will become a part of the education student record and be maintained like other education student records. If the school district discloses the education student records, the explanation by the parents will also be disclosed or the eligible student of the decision in writing.

506.2 STUDENT DIRECTORY INFORMATION

Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." The district has designated the following as "directory information":

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose)

Student is defined as an enrolled individual, PK-12 including children in school district sponsored child-care programs.

Prior to developing a student directory or to giving general information to the public, parents (including parents of students open enrolled out of the school district and parents of children home schooled in the school district) will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

It is the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents.

Legal Reference: 20 U.S.C § 1232g.
34 C.F.R. § 99
Iowa Code § 22; 622.10
281 I.A.C. 12.3(4); 41
1980 Op. Att'y Gen 720

Cross Reference: 504 Student Activities
506 Student Records
901.1 Public Examination of School District Records
902.6 Live Broadcast or Videotaping

Approved 8/8/94

Reviewed 4/12/21

Revised 5/14/12

506.2E1 AUTHORIZATION FOR RELEASING STUDENT DIRECTORY INFORMATION

The Shenandoah Community School District has adopted a policy designed to assure parents and students the full implementation, protection, and enjoyment of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA). A copy of the school district's policy is available for review in the office of the principal of all of our schools.

This law requires the school district to designate as "directory information" any personally identifiable information taken from a student's educational records prior to making such information available to the public.

The school district has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in official recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing no later than September 15th of this school year. If you desire to make such a refusal, please complete, and return the slip attached to this notice.

If you have no objection to the use of student information, you do not need to take any action.

RETURN THIS FORM

Shenandoah Community School District Parental Directions to Withhold Student/Directory Information for Education Purposes, for 20____ - 20____ school year.

Student Name: _____ Date of Birth: _____

School: _____ Grade: _____

Signature of Parent/Legal Guardian/Custodian of Child Date

This form must be returned to your child's school no later than Sept. 15th of this school year. Additional forms are available at your child's school.

Approved 8/8/94

Reviewed 4/12/21

Revised 5/14/12

506.2R1 USE OF DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Shenandoah School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Shenandoah Community School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Shenandoah Community School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and,
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. ¹

If you do not want the Shenandoah Community School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1st. The Shenandoah Community School District has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Date of attendance
- Grade level
- Participation in official recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Approved 8/8/94

Reviewed 4/12/21

Revised 5/14/12

506.3 STUDENT PHOTOGRAPHS

The board will permit student "portrait" photographs to be taken on school premises by a commercial photographer as a service to the students and their families.

Parents will be notified prior to the taking of pictures by a commercial photographer for student "portraits." In no case will students be required to have their picture taken or be pressured to purchase pictures.

Students or commercial photographers may take pictures of students upon consent for such things as the yearbook or student newspaper.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding student photographs.

Legal Reference: Iowa Code § 279.8

Cross Reference: 506 Student Records

Approved 8/8/94

Reviewed 4/12/21

Revised 1/10/11

506.4 STUDENT LIBRARY CIRCULATION RECORDS

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student's parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student's library circulation records without the approval or the notification of the student's parents. Parents may not access records, without the student's permission, of a student who has reached the age of majority or who is attending a post-secondary educational institution unless the student is considered a dependent for tax purposes.

It is the teacher-librarian's responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying is charged.

It is the responsibility of the superintendent, in conjunction with the teacher or teacher-librarian, to develop administrative regulations regarding this policy.

Legal Reference: 20 U.S.C. § 1232g.
34 C.F.R. Pt. 99.
Iowa Code §§ 22.
281 I.A.C. 12.3.

Cross Reference: 506 Student Records

507.1 STUDENT HEALTH AND IMMUNIZATION CERTIFICATES

Students desiring to participate in athletic activities or enrolling in kindergarten or first grade in the school district will have a physical examination by a licensed physician and provide proof of such an examination to the school district. A physical examination and proof of such an examination may be required by the administration for students in other grades enrolling for the first time in the school district.

A certificate of health stating the results of a physical examination and signed by the physician is on file at the attendance center. Each student will submit an up-to-date certificate of health upon the request of the superintendent. Failure to provide this information may be grounds for disciplinary action.

Students enrolling for the first time in the school district will also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and other immunizations required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion, or denial of admission. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.

Legal Reference: Iowa Code §§ 139.9; 280.13
281 I.A.C. 33.5.
641 I.A.C. 7.

Cross Reference: 402.2 Child Abuse Reporting
501 Student Attendance
507 Student Health and Well-Being

507.2 ADMINISTRATION OF MEDICATION TO STUDENTS

The board is committed to the inclusion of all students in the education program and recognizes that some students may need prescription and nonprescription medication to participate in their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container. Administration of medication may also occur consistent with board policy 804.05 – Stock Prescription Medication Supply.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed licensed health personnel working under the auspice of the school with collaboration from the parent or guardian, individual's health care provider or education team pursuant to 281.14.2(256). Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma, airway constricting diseases, respiratory distress or students at risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parents and prescribing licensed health care professional regardless of competency.

Persons administering medication shall include authorized practitioners, such as licensed registered nurses and physician, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course conducted by a registered nurse or pharmacist that is provided by the department of education). The medication administration course is completed every five years with an annual procedural skills check completed with a registered nurse or pharmacist. A record of course completion shall be maintained by the school.

A written medication administration record shall be on file including:

- Date
- Student's name
- Prescriber or person authorizing administration
- Medication
- Medication dosage
- Administration time
- Administration method
- Signature and title of the person administering medication; and
- Any unusual circumstances, actions, or omissions.

Medication shall be stored in a secured area unless an alternate provision is documented. The development of emergency protocols for medication-related reactions is required. Medication information shall be confidential information as provided by law.

Disposal of unused, discontinued/recalled, or expired abandoned medication shall be in compliance with federal and state law. Prior to disposal school personnel shall make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications needs to be picked up. If medication is not picked up by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

Legal Reference: Disposing on Behalf of Ultimate Users, 79 Fed. Reg. 53520, 53546 (Sept. 9, 2014)
Iowa Code §§ 124.101(1), 147.107, 152.1, 155A.4(2), 280.16, 280.23.

655 IAC §6.2(152). 281 ICA §14.1,2

I.C. Iowa Code	Description
Iowa Code §124	<u>Controlled Substances</u>
Iowa Code §147.107	<u>Drug Dispensing/Supplying</u>
Iowa Code §152	<u>Nursing</u>
Iowa Code §155A.4	<u>Dispensing/Distributing Prescription Drugs – Exceptions</u>
Iowa Code §280.16	<u>Asthma - epi-pens</u>
Iowa Code §280.23	<u>Student Health Services</u>
I.A.C. Iowa Administrative Code	Description
281 I.A.C. 14	<u>Special Health Services</u>
281 I.A.C. 14.1	<u>Medication Administration</u>
655 I.A.C. 6	<u>Nursing</u>
Cross References	Description
Code	
603.03	Special Education
607.02	Student Health Services
607.02	Student Health Services
804.05	Stock Prescription Medication Supply
804.05	Stock Prescription Medication Supply

**507.2E1 AUTHORIZATION ASTHMA OR AIRWAY CONSTRICTING DISEASE MEDICATION OR
EPINEPHRINE AUTO-INJECTOR SELF ADMINISTRATION CONSENT FORM**

Student's Name (last, first, middle)	Birthday	School	Date
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In accordance with applicable laws, students with asthma, airway constricting diseases, respiratory distress or students at risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parents and prescribing licensed health care professional regardless of competency. The following must occur for a student to self-administer asthma medication, bronchodilator canisters or spacer, other airway constriction disease medication or to self-administer an epinephrine auto-injector:

- Parent/Guardian provides signed, dated authorization for student medication self-administration
- Parent/Guardian provides a written statement from the student's licensed health care professional (a persona licensed under chapter 148 to practice medicine and surgery or osteopathic medicine and surgery, an advanced registered nurse practitioner licensed under chapter 152 or 152E and registered with the board of nursing, or a physician's assistant licensed to practice under the supervision of a physician as authorized in chapters 147 and 148) containing the following:
 - Name and purpose of the medication
 - Prescribed dosage, and
 - Times or special circumstances under which the prescribed medication is to be administered.
- The medication is in the original, labeled container as dispensed or the manufacturer's labeled container containing the student's name, name of the medication, directions for use, and date.
- Authorization shall be renewed annually. In addition, if any changes occur in the medication, dosage or time of administration, the parent is to notify school officials immediately. The authorization shall be reviewed as soon as practical.

Provided the above requirements are fulfilled, the school shall permit the self-administration of the prescribed medication by a student while in school, at school-sponsored activities, under the supervision of school personnel, and before or after normal school activities, such as while in before-school or after-school care on school-operated property. If the student abuses the self-administration policy, the ability to self-administer may be withdrawn by the school or discipline may be imposed, after notification is provided to the student's parent.

Pursuant to state law, the school district and its employees are to incur no liability, except for gross negligence, as a result of any injury arising from self-administration of medication or use of an epinephrine auto-injector by the student. The parent or guardian of the student shall sign a statement acknowledging that the school district is to incur no liability, except for gross negligence, as a result of self-administration of medication or an epinephrine auto-injector by the student as provided by law.

**AUTHORIZATION-ASTHMA, AIRWAY CONSTRICTING, OR RESPIRATORY DISTRESS
MEDICATION SELF-ADMINISTRATION CONSENT FORM**

Medication	Dosage	Route	Time
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Purpose of Medications & Administration Instruction

Special Circumstances	Discontinue/Re-Evaluate/Follow-up Date
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Prescriber's Signature	Date
------------------------	------

Prescriber's Address	Emergency Phone
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- I request the above named student possess and self-administer asthma or other airway constricting disease medication(s) and/or an epinephrine auto-injector at school and in school activities according to the authorization and instructions.
- I understand the school district and its employees acting reasonably and in good faith shall incur no liability for an improper use of medication or an epinephrine auto-injector or for supervising, monitoring, or interfering with a student's self-administration of medication or use of an epinephrine auto-injector. I acknowledge that the school district is to incur no liability, except for gross negligence, as a result of self-administration of medication or use of and epinephrine auto-injector by the student.
- I agree to coordinate and work with school personnel and notify them when questions arise or relevant conditions change.
- I agree to provide safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment.
- I agree the information is shared with school personnel in accordance with the Family Education Rights and Privacy Act (FERPA) and any other applicable laws.
- I agree to provide the school with back-up medication approved in this form.
- Student maintains self-administration record.

Parent/Guardian Signature (agreed to above statement)	Date
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Parent/Guardian Address	Telephone
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	Business Phone
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507.2E2 PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION OF
MEDICATION OR SPECIAL HEALTH SERVICE TO STUDENTS

Student's Name (last, first, middle)	Birthday	School	Date
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School medications and special health services are administered following these guidelines:

- Parent has provided a signed, dated authorization to administer prescription medication and/or provide the special health services listed. Electronic signatures meet the requirement of written signatures.
- The prescribed medication is in the original, labeled container as dispensed.
- The prescription medication label contains the student's name, name of the medication, the medication dosage, time(s) to administer, route to administer, and date.
- Authorization is renewed annually and as soon as practical when the parent notifies the school that changes are necessary.

Prescribed Medication	Dosage	Route	Time at School
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Special Health Services and instructions, in indicated:

Discontinue/Re-Evaluate/Follow-up Date for Prescribed Medication or Special Health Services listed

Prescriber's Signature And credentials (when indicated for health service delivery)	Date
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Parent/Guardian Signature	Date
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Parent/Guardian address	Home Phone
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507.2E3 PARENTAL AUTHORIZATION AND RELEASE FROM FOR INDEPENDENT SELF CARRY AND
ADMINISTRATION OF PRESCRIBED MEDICATIONS OF INDEPENDENT DELIVER OF HEALTH
SERVICES BY THE STUDENT

Student's Name (Last), (First), (Middle)	Birthday	School	Date
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I request the above-named student (Parent/Guardian initial all that apply)

_____ Carry and complete co-administration of prescribed medication, when competency has been demonstrated to licensed health personnel working under the auspices of the school. In accordance with applicable laws, students with asthma, airway constricting diseases, respiratory distress or students at risk of anaphylaxis who uses epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parents and prescribing licensed health care professional regardless of competency. The information provided by the parent for medication administration is confidential as provided by the Family Education Rights and Privacy Act (FERPA) and any other applicable laws. I agree to provide safe delivery of the medication to and from school and to pick up remaining medication and the end of the school year or when medication id expired. If the students abuses of self-administration policy, the ability to self-administer may be withdrawn by the school or discipline may be imposed, after notification is provided to the student's parent.

Prescribed Medication	Dosage	Route	Time at School
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_____ Co-administer, participate in planning, management and implementation of special health services at school and school activities after demonstration of proficiency to licensed health personnel working under the auspices of the school. The information provided by the parent for health service delivery is confidential as provide by the Family Education Rights and Privacy Act (FERPA) and any other applicable laws. I agree to coordinate and work with school personnel and the prescriber (if indicated) when questions arise. I agree to provide safe delivery of the student's equipment necessary for health service delivery to and from school and to pick up remaining equipment at the end of the school year.

Special Health Service Delivery:

Procedures for abandoned medication disposal shall be in accordance with applicable laws.

Prescriber's Signature And credentials (when indicated for health service delivery)	Date
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Parent/Guardian Signature	Date
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Parent/Guardian address	Home phone
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507.2E4 PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION OF
VOLUNTARY SCHOOL STOCK OF OVER-THE-COUNTER MEDICATION TO STUDENTS

Student's Name (Last), (First), (Middle)	Birthday	School	Date
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The district supplies the following nonprescription, over-the-counter medications that are listed below. Generic brands may be substituted, select all that apply:

- *Acetaminophen administered per manufacturer label*
- *Throat Lozenges administered per manufacturer label*
- *Other: _____ administered per manufacturer label (Please Specify)*
- *Other: _____ administered per manufacturer label (Please Specify)*
- *Other: _____ administered per manufacturer label (Please Specify)*
- *Other: _____ administered per manufacturer label (Please Specify)*

Voluntary school stock of nonprescription, over-the-counter medications are administered following these guidelines:

- Parent has provided a signed, dated annual authorization to administer of the nonprescription, over-the-counter medication(s) listed according to the manufacturer instructions. Electronic signature meets the requirement of written signature.
- The nonprescription, over-the-counter medication is in the original, labeled container and dispensed per the manufacturing label.
- All other nonprescription, over-the-counter medication not listed will require a written parent authorization and supply for the over-the counter medication.
- Supplements are not nonprescription, over-the-counter medications approved by the Federal Drug Administration and are NOT applicable.
- Nonprescription, over-the-counter medications approved by the Federal Drug Administration that require emergency medical service (EMS) notification after administration are NOT applicable.
- Persons administering nonprescription, over-the-counter medication include licensed health personnel working under the auspices of the school and individuals, whom licensed health personnel have delegated the administration of medication with valid certification who have successfully completed a medication administration course approved by the department and annual medication administration procedural skills check.
 - Districts stocking the administration of a voluntary stock of nonprescription, over-the-counter medications, collaborate with licensed health personnel to develop and adopt a protocol shared with the parent to define at a minimum:
 - when to contact the parent when a nonprescription medication, over the counter medication is administered;
 - documentation of the administration of the nonprescription, over-the-counter medication and parent contact;
 - a limit to the administration of a school's stock nonprescription, over-the-counter medications that would require a prescriber signature for further administration of a school's nonprescription, over-the-counter medications for the remaining school year;

- the development of an individual health plan for ongoing medication administration or health service delivery at school.

I request that the above-named student receive the voluntary stock nonprescription, over-the-counter medications supplied by the school in accordance with the district guidelines and protocol.

Parent Signature

Date

Parent/Guardian Address

Home Phone

507.3 COMMUNICABLE DISEASES – STUDENTS

Students with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or employees. The term "communicable disease" will mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases is included in the school district's bloodborne pathogens exposure control plan. The procedures will include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping. This plan is reviewed annually by the superintendent and school nurse.

The health risk to immunosuppressed students is determined by their personal physician. The health risk to others in the school district environment from the presence of a student with a communicable disease is determined on a case-by-case basis by the student's personal physician, a physician chosen by the school district or public health officials.

It is the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

For more information on communicable disease charts, and reporting forms, go to the Iowa Department of Public Health Web site:

<http://idph.iowa.gov/CADE/reportable-diseases>

Legal Reference: School Board of Nassau County v. Arline, 480 U.S. 273 (1987)
 29 U.S.C. §§ 701 et.seq.
 45 C.F.R. Pt. 84.3
 Iowa Code ch. 139A.8
 641 I.A.C. 1.2-.5,.7.

Cross Reference: 403.3 Communicable Diseases – Employees
 506 Student Records
 507 Student Health and Well-Being

Approved 8/8/94

Reviewed 4/12/21

Revised 1/10/11

507.3E1 COMMUNICABLE DISEASE CHART

CONCISE DESCRIPTIONS AND RECOMMENDATIONS FOR EXCLUSION
OF CASES FROM SCHOOL

DISEASE <i>*Immunization is available</i>	Usual Interval Between Exposure & First Symptoms of Disease	MAIN SYMPTOMS	Minimum Exclusion From School
CHICKENPOX	13 to 17 days	Mild symptoms and fever. Pocks are "blistery." Develop scabs, most on covered parts of body.	7 days from onset of pocks or until pocks become dry
CONJUNCTIVITIS (PINK EYE)	24 to 72 hours	Tearing, redness and puffy lids, eye discharge.	Until treatment begins or physician approves readmission.
ERYTHEMIA INFECTIOSUM (5 th DISEASE)	4 to 20 days	Usual age 5 to 14 years – unusual in adults. Brief prodrome of low-grade fever followed by Erythemia (slapped cheek) appearance on cheeks, lace-like rash on extremities lasting a few days to 3 weeks. Rash seems to recur.	After diagnosis no exclusion from school.
GERMAN MEASLES* (RUBELLA)	14 to 23 days	Usually mild. Enlarged glands in neck and behind ears. Brief red rash.	7 days from onset of rash. Keep away from pregnant women.
HAEMOPHILUS MENINGITIS	2 to 4 days	Fever, vomiting, lethargy, stiff neck and back.	Until physician permits return.
HEPATITIS A	Variable – 15 to 50 (average 28 to 30 days)	Abdominal pain, nausea, usually fever. Skin and eyes may or may not turn yellow.	14 days from onset of clinical disease and at least 7 days from onset of jaundice.
IMPETIGO	1 to 3 days	Inflamed sores, with puss.	48 hours after antibiotic therapy started or until physician permits return.
MEASLES*	10 days to fever, 14 days to rash	Begins with fever, conjunctivitis, runny nose, cough, then blotchy red rash.	4 days from onset of rash.
MENINGOCOCCAL MENINGITIS	2 to 10 days (commonly 3 to 4 days)	Headache, nausea, stiff neck, fever.	Until physician permits return.
MUMPS*	12 to 25 (commonly 18) days	Fever, swelling and tenderness of glands at angle of jaw.	9 days after onset of swollen glands or until swelling disappears.
PEDICULOSIS (HEAD/BODY LICE)	7 days for eggs to hatch	Lice and nits (eggs) in hair.	24 hours after adequate treatment to kill lice and nits.

RINGWORM OF SCALP	10 to 14 days	Scaly patch, usually ring shaped, on scalp.	No exclusion from school. Exclude from gymnasium, swimming pools, contact sports.
SCABIES	2 to 6 weeks initial exposure; 1 to 4	Tinny burrows in skin caused by mites.	Until 24 hours after treatment.
SCARLET FEVER SCARLATINA STREP THROAT	1 to 3 days	Sudden onset, vomiting, sore throat, fever, later fine rash (not on face). Rash usually with first infection.	24 hours after antibiotics started and no fever.
WHOOPING COUGH* (PERTUSSIS)	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after 2 weeks.	5 days after start of antibiotic treatment.

Readmission to School – It is advisable that school authorities require written permission from the health officer, school physician or attending physician before any pupil is readmitted to class following any disease which requires exclusion, not mere absence, from school.

507.3E2 REPORTABLE INFECTIOUS DISEASES

While the school district is not responsible for reporting, the following infectious diseases are required to be reported to the state and local public health offices:

Acute flaccid myelitis	Venezuelan equine encephalitis, West Nile, western equine encephalitis, and zika)
Acquired immune deficiency syndrome (AIDS) and AIDS-defining conditions	Mumps
Anthrax	Pertussis
Botulism (Including infant botulism)	Plague
Brucellosis (Brucella)	Poliomyelitis
Campylobacteriosis (Campylobacter)	Q Fever (Coxiella burnetii)
Chlamydia	Rabies, animal
Cholera	Rabies, human
Candida auris	Rubella (including congenital)
Carbapenem-resistant Enterobacteriaceae (CRE)	Salmonellosis (Salmonella)
Cryptosporidiosis	Severe acute respiratory syndrome (SARS)
Cyclospora	Shigellosis (Shigella)
Diphtheria	Smallpox
Escherichia coli shiga toxin-producing and related disease (including HUS and TTP)	Syphilis
Giardiasis (Giardia)	Tetanus
Gonorrhea	Tickborne disease (includes anaplasmosis, babesiosis, ehrlichiosis, Lyme disease, and Rocky Mountain spotted fever)
Haemophilus influenzae type B invasive disease	Tuberculosis, extra-pulmonary and laryngeal (infectious)
Hansen's disease (leprosy)	Tularemia
Hantavirus syndromes	Typhoid fever
Hepatitis A	Vancomycin intermediate
Hepatitis B, C, D, E	Staphylococcus aureus (VISA) and vancomycin-resistant
Human immunodeficiency virus (HIV)	Staphylococcus aureus (VRSA)
Legionellosis (Legionella)	Viral hemorrhagic fever (VHF) (e.g., Lassa, Marburg, Ebola, Crimean-Congo)
Listeria monocytogenes invasive disease	Yellow Fever
Malaria	
Measles (rubeola)	
Meningococcal invasive disease	
Mosquito-borne diseases (e.g., chikungunya, dengue, eastern equine encephalitis, La Crosse, St. Louis,	

Any other disease which is unusual in incidence, occurs in unusual numbers of circumstances, or appears to be of public health concern, e.g., epidemic diarrhea, food or waterborne outbreaks, acute respiratory illness.

507.3E3 REPORTING FORM

Source: Iowa Department of Public Health (2020)

REPORT THE FOLLOWING DISEASES IMMEDIATELY BY TELEPHONE (1-800-362-2736)

Anthrax Botulism Cholera Diphtheria Haemophilus influenzae type B invasive disease	Measles Meningococcal invasive disease Plague Poliomyelitis Rabies, human Severe acute respiratory syndrome	(SARS) Smallpox Viral hemorrhagic fever (VHF) (e.g., Lassa, Marburg, Ebola, Crimean-Congo) Yellow Fever
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REPORT ALL OTHER DISEASES BELOW. Week Ending: _____

See 507.3E2 for list of reportable infectious diseases.

DISEASE	PATIENT	COUNTY OR CITY	DOB	SEX
	Name _____ Parent (If applicable)			
	Address _____			
	Attending Physician _____			
	Name _____ Parent (If applicable)			
	Address _____			
	Attending Physician _____			
	Name _____ Parent (If applicable)			
	Address _____			
	Attending Physician _____			
	Name _____ Parent (If applicable)			
	Address _____			
	Attending Physician _____			

Reporting Physician, Hospital, or Other Authorized Person: _____

Address:

Remarks:

FOR SCHOOLS ONLY: Report over 10% absent only. Total enrollment:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Number Absent					
% of Enrollment					
REPORT NUMBER OF CASES ONLY					
_____ Chickenpox		_____ Gastroenteritis			
_____ Erythema infectiosum (5 th Disease)		_____ Influenza-like illness (URI)			

507.4 STUDENT ILLNESS OR INJURY AT SCHOOL

When a student becomes ill or is injured at school, the school district will attempt to notify the student's parents as soon as possible.

The school district, while not responsible for medical treatment of an ill or injured student, will have employees present administer emergency or minor first aid if possible. An ill or injured child will be turned over to the care of the parents or qualified medical employees as quickly as possible.

It is the responsibility of the principal to file an accident report with the superintendent within twenty-four hours after the student is injured.

Annually, parents are required to complete a medical emergency authorization form indicating the procedures to be followed, if possible, in an emergency involving their child. The authorization form will also include the phone numbers of the parents and alternative numbers to call in case of an injury or illness.

The superintendent is responsible, in conjunction with the school nurse, to develop rules and regulations governing the procedure in the event a student should become ill or be injured at school.

Legal Reference: Iowa Code § 613.17

Cross Reference: 507 Student Health and Well-Being

507.5 EMERGENCY PLANS AND DRILLS

Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters are conducted each school year. Fire and tornado drills are each conducted regularly during the academic school year with a minimum of two before December 31 and two after January 1.

Each attendance center will develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated to and reviewed with employees. Employees will participate in emergency drills. Licensed employees are responsible for instructing the proper techniques to be followed in the drill.

Legal Reference: Iowa Code § 100.31.
281 I.A.C. 41.25(3).

Cross Reference: 507 Student Health and Well-Being
711.10 School Bus Safety Instruction
804 Safety Program

507.6 STUDENT INSURANCE

Students will have the opportunity to participate in the health and accident insurance plan selected by the school district. The cost of the health and accident insurance program is borne by the student. Participation in the insurance health and accident plan is not a contract with the school district, but rather, a contract between the insurance company and the student.

Students participating in intramural or extracurricular athletics are required to have health and accident insurance. The student will bring written proof of insurance or participate in the health and accident insurance program selected by the school district.

Legal Reference: Iowa Code § 279.8

Cross Reference: 504 Student Activities
507 Student Health and Well-Being

507.7 CUSTODY AND PARENTAL RIGHTS

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued are followed by the school district. It is the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

This policy does not prohibit an employee from listening to a student's problems and concerns.

It is the responsibility of the superintendent to ensure employees remain neutral in a disagreement about custody and parental rights.

Legal Reference: Iowa Code §§ 232.67, .70, .73, .75; 235A; 279.8; 710.6
441 I.A.C. 9.2; 155; 175.

Cross Reference: 506 Student Records
507 Student Health and Well-Being

507.8 STUDENT ASSISTANCE TEAMS

The school district is committed to providing quality education in an environment that promotes learning. To assist students in grades kindergarten through twelve, the school district shall create a student assistance program.

This program shall be designed to:

- Provide assistance to students troubled by physical, social, emotional, sexual, legal, medical, family or chemical problems;
- Improve the quality of the education program and the school environment;
- Utilize existing human resources in the school district community rather than acquiring new employees in the school district; and,
- Enlist the support and involvement of the employees and officials.

Information shared with a student assistance team shall be confidential and shall not be disseminated without written permission from the student or parents.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 502.9 Smoking-Drinking-Drugs

507.9 STUDENT SPECIAL HEALTH SERVICES

The board recognizes that some special education students need special health services during the school day. These students will receive special health services in conjunction with their individualized education program.

The superintendent, in conjunction with licensed health personnel, will establish administrative regulations for the implementation of this policy.

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
 Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
 Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d
 173 (Iowa 1979).
 20 U.S.C. §§ 1400 *et seq.*
 34 C.F.R. Pt. 300 *et seq.*
 Iowa Code §§ 256.11(7); 256B; 273.2, .5, .9(2)-(3); 280.8
 281 I.A.C. 41.404(1)(f); (3)(f); 41.405

Cross Reference: 502 Student Rights and Responsibilities
 506 Student Records
 603.3 Special Education

507.9R1 SPECIAL HEALTH SERVICES REGULATION

Some students who require special education need special health services in order to participate in the educational program. These students will receive special health services in accordance with their individualized educational program.

• Definitions

"Assignment and delegation" - occurs when licensed health personnel, in collaboration with the education team, determine the special health services to be provided and the qualifications of individuals performing the health services. Primary consideration is given to the recommendation of the licensed health personnel. Each designation considers the student's special health service. The rationale for the designation is documented. If the designation decision of the team differs from the licensed health professional, team members may file a dissenting opinion.

"Co-administration" - the eligible student's participation in the planning, management and implementation of the student's special health service and demonstration of proficiency to licensed health personnel.

"Educational program" - includes all school curricular programs and activities both on and off school grounds.

"Education team" - may include the eligible student, the student's parent, administrator, teacher, licensed health personnel, and others involved in the student's educational program.

"Health assessment" - health data collection, observation, analysis, and interpretation relating to the eligible student's educational program.

"Health instruction" - education by licensed health personnel to prepare qualified designated personnel to deliver and perform special health services contained in the eligible student's health plan. Documentation of education and periodic updates are on file at school.

"Individual health plan" - the confidential, written, preplanned and ongoing special health service in the educational program. It includes assessment, planning, implementation, documentation, evaluation and a plan for emergencies. The plan is updated as needed and at least annually. Licensed health personnel develop this written plan with the education team.

"Licensed health personnel" - includes licensed registered nurse, licensed physician, and other licensed health personnel legally authorized to provide special health services and medications.

"Prescriber" - licensed health personnel legally authorized to prescribe special health services and medications.

"Qualified designated personnel" - persons instructed, supervised and competent in implementing the eligible student's health plan.

"Special health services" - includes, but is not limited to, services for eligible students whose health status (stable or unstable) requires:

- Interpretation or intervention,
- Administration of health procedures and health care, or
- Use of a health device to compensate for the reduction or loss of a body function.

"Supervision" - the assessment, delegation, evaluation, and documentation of special health services by licensed health personnel. Levels of supervision include situations in which licensed health personnel are:

- physically present.
 - available at the same site.
 - available on call.
- Licensed health personnel will provide special health services under the auspices of the school. Duties of the licensed personnel include the duty to:
 - Participate as a member of the education team.
 - Provide the health assessment.
 - Plan, implement and evaluate the written individual health plan.
 - Plan, implement and evaluate special emergency health services.
 - Serve as liaison and encourage participation and communication with health service agencies and individuals providing health care.
 - Provide health consultation, counseling and instruction with the eligible student, the student's parent and the staff in cooperation and conjunction with the prescriber.
 - Maintain a record of special health services. The documentation includes the eligible student's name, special health service, prescriber or person authorizing, date and time, signature and title of the person providing the special health service and any unusual circumstances in the provision of such services.
 - Report unusual circumstances to the parent, school administration, and prescriber.
 - Assign and delegate to, instruct, provide technical assistance, and supervise qualified designated personnel.
 - Update knowledge and skills to meet special health service needs.
 - Prior to the provision of special health services, the following will be on file:
 - Written statement by the prescriber detailing the specific method and schedule of the special health service, when indicated.
 - Written statement by the student's parent requesting the provision of the special health service.
 - Written report of the preplanning staffing or meeting of the education team.
 - Written individual health plan available in the health record and integrated into the IEP or IFSP.
 - Licensed health personnel, in collaboration with the education team, will determine the special health services to be provided and the qualifications of individuals performing the special health services. The documented rationale will include the following:
 - Analysis and interpretation of the special health service needs, health status stability, complexity of the service, predictability of the service outcome and risk of improperly performed service.
 - Determination that the special health service, task, procedure, or function is part of the person's job description.
 - Determination of the assignment and delegation based on the student's needs.
 - Review of the designated person's competency.
 - Determination of initial and ongoing level of supervision required to ensure quality services.
 - Licensed health personnel will supervise the special health services, define the level of supervision and document the supervision.
 - Licensed health personnel will instruct qualified designated personnel to deliver and perform special health services contained in the eligible individual health plan. Documentation of instruction and periodic updates

are on file at school.

- Parents will provide the usual equipment, supplies and necessary maintenance for such. The equipment is stored in a secure area. The personnel responsible for the equipment are designated in the individual health plan. The individual health plan will designate the role of the school, parents, and others in the provision, supply, storage, and maintenance of necessary equipment.

507.10 WELLNESS POLICY

The Shenandoah Community School District Board of Education is committed to the optimal development of every student. The board believes for students to have the opportunity to achieve personal, academic, developmental, and social success, there needs to be a positive, safe, and health-promoting learning environment at every level, in every setting.

The school district provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity. In accordance with law and this belief, the board commits to the following:

The school district supports and promotes proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the school district nutrition standards and in compliance with state and federal law. Foods should be served with consideration toward nutritional integrity, variety, appeal, taste, safety, and packaging to ensure high-quality meals.

The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of meals to all students; and/or use nontraditional methods for serving meals, such as "grab-and-go" or classroom breakfast.

The school district will identify at least one goal in each of the following areas:

- **Nutrition Education and Promotion:** Schools will provide nutrition education and engage in nutrition promotion that helps students develop lifelong healthy eating behaviors.
- **Physical Activity:** Schools will provide students with age and grade appropriate opportunities to engage in physical activity that meet the Iowa Healthy Kids Act.
- **Other School Based Activities that Promote Wellness:** As appropriate, schools will support students, staff, and parents' efforts to maintain a healthy lifestyle.

The following nutritional guidelines for food available on school campuses will be adhered to:

- Meals served through the National School Lunch and School Breakfast Program will be appealing and meet, at a minimum, nutrition requirements established by state and federal law;
- School providing access to healthy foods outside the reimbursable meal programs before school, during school and thirty minutes after school shall meet the United States Department of Agriculture ("USDA") Smart Snacks in Schools nutrition standards, at a minimum. This includes such items as those sold through a la carte lines, vending machines, student run stores, and fundraising activities;
- Snacks provided to students during the school day without charge (e.g., class parties) will meet standards set by the district in accordance law. The district will provide parents a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations; and
- Schools will only allow marketing and advertising of foods and beverages that meet the Smart Snacks in school nutritional standards on campus during the school day.

The superintendent or superintendent's designee shall implement and ensure compliance with the policy by:

- Reviewing the policy at least every three years and recommending updates as appropriate for board approval;
- Implementing a process for permitting parents, students, representatives of the school food authority,

teachers of physical education, school health professionals, the school boards, administrators and the public to participate in the development, implementation, and periodic review and update of the policy;

- Making the policy and updated assessment of the implementation available to the public (e.g., posting on the website, newsletters, etc.). This information shall include the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of the policy; and
- Developing administrative regulations, which shall include specific wellness goals and indicators for measurement of progress consistent with law and district policy.

Legal Reference: 42 U.S.C §§ 1751 *et. seq.*
42 U.S.C 1771 *et. seq.*
Iowa Code §§ 256.7(29), 256.11(6)
281 IAC 12.5, 58.11

Cross Reference: 504.5 Student Fund Raising
504.8 Student Activity Program
710 School Food Services

507.10R1 WELLNESS REGULATION

To implement the Wellness Policy, the following district specific goals have been established:

Goal 1 – Nutrition Education Promotion: Schools will provide nutrition education and engage in nutrition promotion that help students develop lifelong healthy eating behaviors. The goal(s) for addressing nutrition education and nutrition promotion include the following (*Select goal(s) from the list below*):

- Provide students with the knowledge and skills necessary to promote and protect their health;
- Ensure nutrition education and promotion are not only part of health education classes, but also integration into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy foods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Implement evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques;
- Teach media literacy with an emphasis on food and beverage marketing;
- Include nutrition education training for teachers and other staff; and/or
- Insert other district identified goals

Goal 2 – Physical Activity: Schools will provide students and staff with age and grade appropriate opportunities to engage in physical activity that meet federal and state guidelines, including the Iowa Healthy Kids Act. The goal(s) for addressing physical activity include the following (*Select goal(s) from the list below*):

- Develop a comprehensive, school-based physical activity program (CSPAP), that includes the following components:
 - Physical education, recess;
 - Classroom-based physical activity;
 - Walks to school; and
 - Out of school time activities;
- Promote the benefits of a physical active lifestyle and help students develop skills to engage in lifelong healthy habits;
- Engage students in moderate to vigorous activity during at least 50 percent of physical education class time;
- Encourage classroom teachers to provide short physical activity breaks (3-5 minutes), as appropriate;
- Encourage teachers to incorporate movement and kinesthetic learning approaches into core subject instructions when possible;
- Offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle;
- Ensure physical activity is not used for or withheld as a punishment;
- Afford elementary students with recess according to the following:
 - At least 20 minutes a day;

- Outdoors as weather and time permits;
- Encourages moderate to vigorous physical activity; and
- Scheduled to avoid extended periods of inactivity (i.e., periods of two or more hours)

Goal 3 – Other School-Based Activities that Promote Student Wellness: Schools will support student, staff, and parents' efforts to maintain a healthy lifestyle, as appropriate. The goal(s) for addressing other school-based activities that promote student wellness include the following (*select goal(s) from the list below*):

- Provide parents a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations;
- Provide school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment;
- Develop a plan to promote staff health and wellness;
- Engage students and parents, through taste-tests of new school meal items and surveys to identify new, healthful, and appealing food choices;
- Share information about the nutritional content of meals with parents and students;
- Support the consumption of breakfast at school by implementing alternative breakfast options to the extent possible (e.g.; grab'n'go, breakfast in the classroom, breakfast after 1st period, etc);
- Permit students to bring and carry water bottles filled with water throughout the day;
- Make drinking water available where school meals are served during mealtimes;
- Encourage fundraising efforts held outside school hours to sell only non-food items, promote physical activity, or include foods and beverages that meet or exceed the Smart Snacks nutrition standards;
- Strive to provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- Discourage students from sharing foods or beverages during meal or snack times, given concerns about allergies and dietary needs;
- Apply for USDA's Healthier US School Challenge: Smarter Lunchroom Award, a certification initiative that recognizes schools for nutrition and physical activity excellence.

Public Involvement: There is a process for permitting parents, students, representative of the school food authority, teachers of physical education, school health professionals, the school board, administrators, and the public to participate in the development, implementation, and periodic review and update of the policy.

508.1 CLASS OR STUDENT GROUP GIFTS

The board welcomes gifts to the school district from a class or student group. While class gifts to the school district do not require the approval of the superintendent, the board encourages students to consult with the superintendent or other licensed employees prior to selecting a gift for the school district.

Legal Reference: Iowa Code §§ 68B; 722.1, .2

Cross Reference: 704.4 Gifts - Grants - Bequests

Approved 8/8/94

Reviewed 4/12/21

Revised 1/10/11

508.2 OPEN NIGHT

In keeping with good community relations, student school activities will not be scheduled on Wednesday night beyond 6:30 p.m. whenever possible. It is the responsibility of the principal to oversee the scheduling of school activities for compliance with this policy.

Legal Reference: Iowa Code § 279.8

Cross Reference: 901.2 Board of Directors and Community Relations

Approved 8/8/94

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Revised 1/10/11

508.3 STUDENT TELEPHONE CALLS

Generally, students receiving telephone calls shall not be called to the phone. The administrative office in their attendance center will take a message and forward it to the student. Only in an emergency situation will a student be removed from the classroom or a school activity to receive a telephone call.

Students may, in an emergency situation, use the telephone in the administrative office of their attendance center to make a telephone call. Prior permission must be obtained from the principal or the principal's secretary.

Electronic devices like cell phones, tablets, MP3 players, cameras, or any other devices not used appropriately will be taken away from the student and given back at a later time.

1st Offense - items will be held in the school office and returned at the end of the following day. (If offense occurs on a Friday, item will be returned after school on Monday)

2nd Offense—items will be returned, after school, following two school days 3rd Offense—items will be returned, after school, following five school days

Saturday and Sunday are not school days nor will items be returned during the weekend. Building principals may consider extended vacations and holidays differently.

Legal Reference: Iowa Code §§ 279.8; 280.14 (2009).

Cross Reference: 502 Student Rights and Responsibilities

508.4 SUPERVISION AFTER SCHOOL EVENTS

There shall be an employee, or a person designated by the school district available to supervise the school building while students wait at the school building after a school activity.

It shall be the responsibility of the supervisor to ensure that the students and other individuals in the school building have a valid and clear purpose for being in the school building at that time. If there is no valid and clear purpose for the student or other individual to be in the school building, the supervisor shall require them to leave the school building at once. Persons or students who do not leave upon request may be reported to the local law enforcement authorities.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference: McClain v. Lafayette County Bd. Of Education, 673 F.2d 106 (5th Cir. 1982).
Iowa Code § 279.8 (1993).

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
507 Student Health and Well-Being
903 Public Participation in the School District

Approved 8/8/94

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Revised 1/10/11