500 Policies – Students

501.1	Resident Students
501.2	Nonresident Students
501.3	Compulsory Attendance
501.4	Entrance - Admissions
501.5	Attendance Center Assignment
501.5G1	Factors for School Facilities Planning
501.6	Student Transfers In
501.7	Student Transfers Out or Withdrawals
501.8	Student Attendance Records
501.9	Chronic Absenteeism and Truancy
501.9R1	Chronic Absenteeism and Truancy Regulation
501.11	Student Release During School Hours
501.12	Pregnant Students
501.13	Students of Legal Age
501.14	Open Enrollment Transfers - Procedures as a Sending District
501.15	Open Enrollment Transfers - Procedures as a Receiving District
501.15G1	Voluntary Transfers
501.16	Homeless Children and Youth
502.1	Student Appearance
502.2	Care of School Property/Vandalism
502.3	Student Expression and Student Publication
502.3R1	Student Expression and Student Publication Code
502.4	Student Complaints and Grievances
502.5	Student Lockers
502.6	Weapons
502.7	Student Substance Use
502.7G1	Possession or Use of Illegal Controlled Substance

502.8	Search and Seizure
502.8R1	Search and Seizure Regulation
502.9	Interviews of Students by Outside Agencies
502.10	Use of Motor Vehicles
503.1	Student Conduct
503.1R1	Student Suspension
503.2	Expulsion
503.3	Fines - Fees - Charges
503.3E1	Standard Fee Waiver Application
503.3R1	Student Fee Waiver and Reduction Procedures
503.4	Good Conduct Rule
503.5	Corporal Punishment, Mechanical Restraint and Prone Restraint
503.6	Physical Restraint and Seclusion of Students
503.6E1	Use of Physical Restraint and/or Seclusion Documentation Form
503.6E2	Debriefing Letter to Guardian of Student Involved in an Occurrence Where Physical Restraint and/or Seclusion Was Used
503.6E3	Debriefing Meeting Document
503.6R1	Use of Physical Restraint and Seclusion with Students
503.7	Student Disclosure of Identity
503.7E1	Report of Student Disclosure of Identity
503.7E2	Request to Update Student Identity
503.8	Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence
503.8R1	Discipline of Students who Make Threats of Violence or Cause Incidents of Violence/ Student Threats of Violence and Incidents of Violence Regulation
503.9	Secondary School Personal Device Policy
504.1	Student Government
504.2	Student Organizations
504.4	Student Performances
504.6	Student Activity Program

505.1	Student Progress Reports and Conferences
505.2	Student Promotion - Retention - Acceleration
505.2G1	ICCSD Retention Practices and Procedures
505.3	Student Honors and Awards
505.4	Student Surveys
505.5	Graduation Requirements
505.6	Early Graduation
505.7	Commencement
505.8	Parent and Family Engagement
505.8R1	Parent and Family Engagement District-Wide Policy Building Level Regulation
505.8G2	Title I Parent Compact
505.9	Senior Year Plus Proficiency Requirement - Alternative Assessment
506.1	Education Records Access
506.1E1	Request of Nonparent for Examination or Copies of Education Records
506.1E2	Authorization for Release of Education Records
506.1E3	Request for Hearing on Correction of Education Records
506.1E4	Request for Examination of Education Records
506.1E5	Notification of Transfer of Education Records
506.1E6	Letter to Parent Regarding Receipt of a Subpoena
506.1E7	Juvenile Justice Agency Information Sharing Agreement
506.1E8	Annual Notice
506.1G1	Cumulative File Maintenance Checklist
506.1R1	Use of Education Records Regulation
506.2	Student Directory Information
506.2R1	Use of Directory Information
506.2E1	Authorization for Releasing Student Directory Information
506.3	Student Photographs
506.3G1	Student Photographs Guideline
506.4	Student Library Circulation Records

507.1	Student Health and Immunization Certificates
507.2	Administration of Medication to Students
507.2E1	Authorization Asthma, Airway Constricting or Respiratory Distress Medication Self-Administration Consent Form
507.2E2	Parental Authorization and Release Form for the Administration of Medication or Special Health Services to Students at School
~~507.2E3~~	~~Parental Authorization and Release Form for Independent Self Carry and Administration of Prescribed Medication of Independent Delivery of Health Service by the Student~~
507.2E4	Parental Permission for Administering Over the Counter/Non-Prescription Medication at School (Elementary)
507.2E5	Parental Permission for Administering Over the Counter/Non-Prescription Medication at School (Secondary)
507.3	Communicable Diseases - Students
507.3G1	Communicable Diseases
507.4	Student Illness or Injury at School
507.5	Emergency Plans and Drills
507.5G1	Emergency Plans and Drills
507.6	Student Insurance
507.7	Custody and Parental Rights
507.7G1	Department of Health & Human Services (DHHS) Child Removal
507.8	Student Special Health Services
507.8R1	Special Health Services Regulation
507.9	Wellness Policy
507.9R1	Wellness Regulation
508.1	Class or Student Group Gifts

501.1 - Resident Students

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 or guardian. A student may establish a dwelling with someone other than the parents or guardian 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 or guardian.

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

Policy References:

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 District

501.2 - Nonresident Students

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 6/13/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 or designee 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 their former resident school district will be permitted to attend. Students who plan to open enroll to their former resident district for the next school year may do so without approval of the board.

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 1 may be allowed to attend without the payment of tuition.

Policy References:

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, 11, .24.

501.3 - Compulsory Attendance

Adoption Date: 06/22/2021

History: 3/22/2022 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 8/27/24 (updated), 3/11/25 (reviewed), 8/12/25 (updated)

Parents or guardians 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 1080 hours. Students not attending school as stated in Board Policy 501.9 or exempted by this policy as listed below, must be referred to the county attorney if absences are affecting academic progress.

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 excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving qualifying religious instruction in accordance with relevant laws;
- are unable to attend school due to legitimate medical reasons;
- has an individualized education program that affects the child's attendance;
- has a plan under Section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, that affects the child's attendance
- 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;
- are a military applicant undergoing military entrance processing;
- are engaged in military service;
- are traveling to attend a funeral; or
- are traveling to attend a wedding; or
- Absences related to college visits for high school students, as these are considered part of our educational program

It is the responsibility of the parent or guardian 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. Evidence may be shown in written or verbal communications with the building level administration. Parent/Guardian shall provide a copy of the evidence upon administration request. Reasonable travel time will be afforded for engaging in the exceptions listed above.

Policy References:

Legal Reference:

Iowa Code §§ 259A; 279.10-.11; ch. 299; 299A.

Cross Reference:

601.01 School Calendar
604.01 Private Instruction

501.4 - Entrance - Admissions

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 or designee 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 or designee is reason for denying admission to the student.

Policy References:

Legal Reference:

Iowa Code §§ 139A.8; 144.45(5); 282.1, .3, .6

Cross Reference:

507.01 Student Health and Immunization Certificates
607.02 Student Health Services
607.02-R1 Student Health Services - Regulation

501.5 - Attendance Center Assignment

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 or designee to make a recommendation to the board annually regarding the assigned attendance center for each student. In making the recommendation, the superintendent or designee 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 designee or the board.

Policy References:

Legal Reference:

Iowa Code §§ 139A.8; 144.45(5); 282.1, .3, .6

Cross Reference:

507.01	Student Health and Immunization Certificates
607.02	Student Health Services
607.02-R1	Student Health Services - Regulation

501.5G1 - Factors for School Facilities Planning

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

The factors listed below have been found helpful to the board and to the administration when setting school boundaries. No attempt has been made to prioritize the factors and it is recognized that in some cases accomplishment of one objective might prohibit the accomplishment of another.

- Base decisions on available data
- Promote safety
- Provide opportunity for stakeholder input
- Ensure ~~equity in~~ guaranteed and viable educational opportunities for all students
- Address immediate, short-term and long-term needs
- Utilize current capacity
- Keep communities of students together – schools serving neighborhoods
- Minimize student disruptions
- Consider projections of future enrollment and residential growth potential
- Do not allow schools to become too large or too small
- Balance socioeconomic demographics
- ~~Balance ethnicity demographics~~
- Minimize transportation distance, time, and cost
- Consider geographic barriers
- Plan and design for partnerships and community use of facilities

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501.6 - Student Transfers In

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

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 district retains discretion to assign the student to an attendance center.

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 or designee will make the grade level determination. The superintendent or designee 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 or designee will determine the amount of credits to be transferred. If the student has not previously attended an accredited school, it is within the superintendent or designee'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.

Policy References:

Legal Reference:

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

Cross Reference:

501.5	Attendance Center Assignment
501.15	Open Enrollment Transfers - Procedures as a Receiving District 505.03 Student Honors and Awards
604.01	Private Instruction
604.10	Online Courses
604.11	Appropriate Use of Online Learning Platforms

501.7 - Student Transfers Out or Withdrawals

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

If the student's parents or guardian wish to withdraw or transfer the student from school prior to completing and graduating from the education program, they should notify the building principal in writing as soon as possible of the decision to withdraw or transfer the student from the education program. The student or parent or guardian 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 or guardian wish to have the student's cumulative record sent to the new school district, the parents or guardian must notify the building principal 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 or guardian the records have been sent. The notice will inform the parents or guardian 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 or guardian will notify the building principal that the student is receiving competent private instruction and file the necessary competent private instruction reports.

Policy References:

Legal Reference:

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

Cross Reference:

501.15	Open Enrollment Transfers - Procedures as a Receiving District
604.01	Private Instruction

501.8 - Student Attendance Records

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed), 7/1/25 (updated)

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 Executive Director of Community Relations or designee as the custodian of district records.

Policy References:

Legal Reference:

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

501.9 - Chronic Absenteeism and Truancy

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 9/24/24 (updated), 2/11/25 (updated), 3/11/25 (reviewed), 8/12/25 (updated)

The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students. Students who are present in school and engaged active learners take greater ownership over their educational outcomes. For this reason, it is the priority of the district to foster regular student attendance throughout the school year and reduce barriers to regular attendance for students in the district.

Chronic absenteeism/absences means any absence from school for more than ten percent of the hours in the grading period established by the district.

Truant/truancy means a child of compulsory attendance age who is absent from school for any reason for at least twenty percent of the hours in the grading period.

Chronic absenteeism and truancy do not apply to the following students who:

- have completed the requirements for graduation in an accredited school or has obtained a high school equivalency diploma; are excused
- are excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving qualifying religious instruction in accordance with relevant laws;
- are unable to attend school due to legitimate medical reasons;
- has an individualized education program that affects the child's attendance;
- has a plan under Section 504 of the federal Rehabilitation Act , 29 U.S.C. §794, that affects the child's attendance;
- are attending a private college preparatory school accredited or probationally accredited;
- are excused under Iowa Code §299.22;
- are exempt under Iowa Code §299.24:
- are a military applicant undergoing military entrance processing;
- are engaged in military service;
- are traveling to attend a funeral; ~~or~~
- are traveling to attend a wedding; or
- absences related to college visits for high school students, as these are considered part of our educational program.

Evidence may be shown in written or verbal communications with the building level administration. Parent/guardian shall provide a copy of the evidence upon administrator request. Reasonable travel time will be afforded for engaging in the exceptions listed above.

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

Policy References:

Legal Reference:

34 C.F.R. sec. 300
28 C.F.R. Pt. 35
Iowa Code §§ 294.4; 299.
281 I.A.C. 12.3(4).

501.9R1 - Chronic Absenteeism and Truancy Regulation

Adoption Date: 9/24/2024

History: 2/11/25 (reviewed), 3/11/25 (reviewed), 8/12/25 (updated)

Daily, punctual attendance is an integral part of the learning experience. The education that goes on in the classroom builds from day to day and absences can cause disruption in the educational progress of the absent student. 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 the school.

Chronic Absenteeism

When a student meets the threshold to be considered chronically absent, the administration will send notice by mail or e-mail to the county attorney where the district's central office is located. The administration will also notify the student, or if a minor, the student's parent, guardian or legal or actual custodian via U.S. Mail, electronic mail, electronic message or in person delivery and include information related to the student's absences from school and the policies and disciplinary processes associated with additional absences.

School Engagement Meeting

If a student is absent from school for at least fifteen percent of the hours in the grading period, the administration will attempt to find the cause of the absences. If the administration determines that the child's absences are negatively affecting the child's academic progress, the administration will start and participate in a school engagement meeting. All of the following individuals must participate in the school engagement meeting:

- The student;
- The student's parent, guardian or legal or actual custodian if the student is an unemancipated minor; and
- A school official

The purposes of the meeting is to understand the reasons for the student's absences and attempt to remove barriers to the student's ongoing absences; and to create and sign an absenteeism prevention plan.

Absenteeism Prevention Plan

The absenteeism prevention plan will identify the causes of the student's absences and the future responsibilities of each participant. The school official will contact the student and student's parent/guardian at least once per week for the remainder of the school year to monitor the performance of the student and the student's parent/guardian under the plan. If the student and student's parent/guardian do not attend the meeting, do not enter into a plan or violate the terms of the plan, the county attorney may initiate a legal proceeding.

Absences

A student is considered absent if they are not physically on school grounds or are not participating in a required school-directed activity under the direction, supervision, or instructional guidance of educational staff at an approved off-grounds location (ie. a class field trip). It is understood that students will be absent for a variety of reasons, including illness, family activities, vacations, dentist/medical appointments, funerals, etc. Parents should notify schools of the reason for the absence.

The following absence types will not count towards student chronic absenteeism and will be coded as excused in Infinite Campus:

1. Absences related to illness or medical appointment a. After a student reaches eight (8) absences related to illness or medical appointments, parents/ guardians will be required to provide documentation for the medical absence(s) to continue to be considered excused
2. Absences related to a family medical emergency
3. Absences while attending religious services or receiving religious instruction
    a. Religious services may include but are not limited to holiday services, weddings, funerals or other celebrations of life, and other rite of passage religious services.
    b. For religious instruction:
        i. A parent must submit a notification informing the school that the child will be attending religious instruction during the day, indicating the days and times that the student will be absent.
        ii. The student cannot be absent for more that 5 hours a week for religious instruction.
        iii. The organization providing religious instruction must maintain attendance records and provide to the school upon request.
        iv. The student must make up any school work not completed while attending religious instruction.
4. Absences excused for sufficient reason by any court of record or judge
5. Absences related to an Individualized Education Program (IEP) that affects attendance
6. Absences related to a Section 504 plan under the Federal Rehabilitation Act that affects attendance
7. Absences related to military service, military entrance processing.
8. Absences related to reasonable travel time for attendance at a wedding or funeral as determined by the building administrator.
9. Absences related to college visits for high school students, as these are considered part of our educational program.

Any absence that does not fall into one of the above categories will appear as unexcused in Infinite Campus and will count toward student chronic absenteeism as explained below.

Process for addressing absenteeism:

- Schools will send notifications to guardians when a student has reached the 5%, 10%, and 15% absenteeism threshold for the grading period (See chart below).
- State law requires a notification be sent to the guardian when a student has reached 10% absenteeism in a grading period. In addition, the school is required by law to notify the county attorney.

- When a student reaches 15% absenteeism in a grading period, a School Engagement meeting is required by Iowa law if the school administration determine that the student's absences are negatively impacting academic progress. An Absenteeism Prevention Plan will be created at the School Engagement meeting. The goal of this plan is to work together to resolve absenteeism, address attendance barriers, and assist the student in attending school.
- If the student and/or the student's guardian fails to attend a required School Engagement Meeting, fails to enter into an Absenteeism Prevention Plan, or does not meet the terms of the Absenteeism Prevention Plan, Iowa law provides that the county attorney may initiate a legal proceeding.

	Grading Period	5% Absenteeism	10% Absenteeism	15% Absenteeism
Elementary	Term (60 days)	3 days	6 days	9 days
Middle School	Quarter (45 days)	2.25 days	4.5 days	6.75 days
High School	Trimester (60 days)	3 days	6 days	9 days

Additional information about chronic absenteeism is available in student handbooks and on the district's website at **https://www.iowacityschools.org/students-families/attendance**.

Policy References:

Legal References:

Iowa Code § 294.4
Iowa Code § 299
281 I.A.C. 12.3
28 C.F.R. 35
34 C.F.R. Pt. 300

Cross Reference

501.9 Chronic Absenteeism and Truancy

501.11 - Student Release During School Hours

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

Students will be allowed to leave the school district facilities during school hours only with prior authorization from their parents or guardian, unless the parent appears personally at the student's attendance center to arrange for the release of the student during school hours, or with the permission of the principal.

Approved reasons for release of a student during the school day will include, but not be limited to, illness, family emergencies, medical appointments, religious instruction, classes outside the student's attendance center, employment for which the student has been issued a work permit and other reasons determined appropriate by the principal.

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

Policy References:

Legal Reference:

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

501.12 - Pregnant Students

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 8/13/24 (updated), 3/11/25 (reviewed)

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 is encouraged to notify the principal or the guidance counselor as soon as they are aware of the pregnancy in order for the district to facilitate the student's equal access to the district's educational programs and activities. The school may require that a pregnant student provide the principal with a written note from their 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 their pregnancy, the student may be excused and arrangements made to continue their studies during their absence. The student will resume classes upon the recommendation of their physician.

Policy References:

Legal Reference:

34 C.F.R. §106.40
Iowa Code §§ 216; 279.8; 280.3.

Cross Reference:

604.2 Individualized Instruction

501.13 - Students of Legal Age

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

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 or guardians 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 superintendent or designee, the student will be able to make decisions and sign documents rather than requiring parental permission or signature.

Policy References:

Legal Reference:

20 U.S.C. § 1232g (2012).
Iowa Code §§ 22; 282.2, .6, .7; 285.4; 599.1; 622.10.
281 I.A.C. 12.3(6).

501.14 - Open Enrollment Transfers - Procedures as a Sending District

Adoption Date: 06/22/2021

History: 08/24/21 (updated), 03/22/22 (updated), 7/26/22 (updated), 11/29/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 8/13/24 (updated), 3/11/25 (reviewed)

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. The board of directors will not agree to waive the athletic ineligibility period as the district of residence unless the student meets a state identified good cause exception.

Parents or guardians 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 on the district website or at the Educational Services Center.

Parents or guardians of children who will begin kindergarten in the school district are exempt from the open enrollment March 1 deadline. Parents or guardians of children who will begin kindergarten and prekindergarten children enrolled in special education programs and included in the district's basic enrollment will file in the same manner set forth above by September 1. Parents or guardians 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 or deny open enrollment requests according to the timelines established by law. The parents or guardian may withdraw the open enrollment request prior to the start of the school year. The receiving district's superintendent or designee will notify the parents or guardian and sending school district by mail within five days of the school district's action to approve or deny the open enrollment request.

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

Policy References:

Legal Reference:

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

Cross Reference:

501.15 Open Enrollment Transfers - Procedures as a Receiving District

501.15 - Open Enrollment Transfers - Procedures as a Receiving District

Adoption Date: 06/22/2021

History: 08/24/21(updated), 3/22/22 (updated), 7/26/22 (Updated), 11/29/22 (updated), 2/14/23 (reviewed), 2/13/24 (updated), 8/13/24 (updated), 3/25/25 (updated)

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 board will take action on the open enrollment request no later than June 1 in the year preceding the first year desired for open enrollment.

The superintendent or designee will notify the sending school district and parents or guardian 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. The district reserves the right to deny continued open enrollment to any students who meet the definition of chronic absent. The district will notify the chronically absent student's parent or guardian and district of residence of the decision to deny enrollment in the future in accordance with applicable laws.

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.

Students in grades nine through twelve open enrolling into the school district will be eligible for participation in interscholastic athletics, at the varsity level only, in accordance with applicable laws. As a receiving district, the board of directors will agree to waive the ineligibility period, should the board of directors of the district of residence agree to waive the ineligibility period. The board of directors will not agree to waive the athletic ineligibility period as the district of residence unless the student meets a state identified good cause exception or the sending district has waived the ineligibility period.

Parents or guardians 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 or guardians 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. For children requiring special education, the receiving district will complete and provide to the resident district the documentation needed to seek Medicaid reimbursement for eligible services.

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

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

Policy References:

Legal Reference:

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

Cross Reference:

501.6 Student Transfers In
501.7 Student Transfers Out or Withdrawals
501.14 Open Enrollment Transfers - Procedures as a Sending District
606.6 Insufficient Classroom Space

501.15G1 - Voluntary Transfers

Adoption Date: 06/22/2021

History: 3/22/22(updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/25/25 (updated)

Information regarding elementary voluntary transfers, secondary voluntary transfers, and transfer athletic eligibility can be found on the Iowa City Community School District website under Parents; Enrollment & Registration; Voluntary Transfers or at the following link:

https://www.iowacityschools.org/students-families/enroll-register/voluntary-transfers

500

501.16 - Homeless Children and Youth

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 2/13/24 (updated), 3/11/25 (reviewed)

The Iowa City 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 and aligns with the federal McKinney-Vento act definition. 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 (sometimes referred to as "doubled up");
    - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
    - 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:

- The Board will designate 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.
  Immediately enroll a homeless child or youth, pending resolution of any dispute regarding school enrollment.

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

Policy References:

Legal References:

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

Cross Reference:

503.3	Fines - Fees - Charges
503.3R1	Fines - Fees - Charges - Student Fee Waiver and Reduction Procedures
503.3E1	Fines - Fees - Charges - Standard Fee Waiver Application
507.1	Student Health and Immunization Certificates
603.3	Special Education
711.1	Student School Transportation Eligibility

502.1 - Student Appearance

Adoption Date: 11/23/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

5021-StudentAppearance.pdf

Legal References:

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

STUDENT APPEARANCE

The District and the Board, in accordance with Iowa Department of Education guidance[1] and compliance with Iowa Code 208.22[2], believe that student dress codes should support equitable educational access and should not reinforce gender stereotypes[3]. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, or cultural observance.

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

I. GOALS OF A STUDENT DRESS CODE

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.

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[1] Iowa Department of Education: Dress Code - https://educateiowa.gov/resources/legal-resources/legal-lessons/dress-codes

[2] UNIFORM SCHOOL REQUIREMENTS, §280.22 - https://www.legis.iowa.gov/docs/code/280.22.pdf

[3] This policy has been adapted from Oregon NOW Model Student Dress Code - https://noworegon.org/wp-content/uploads/sites/12/2018/01/or_now_model_student_dress_code_feb_2016__1_.pdf

- Prevent students from wearing clothing with profanity, hate speech, and/or pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.
- Hairstyles - Allow students to wear a hairstyle that is historically and contemporarily associated with race, culture, family, community, or religious practices*(braids, dreadlocks, twists, and "protective hairstyles")[4]

II. RECOMMENDED DRESS CODE POLICY

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student. It is also the responsibility of the district to ensure that student attire does not contribute to any bullying/harassment or shaming that could create a hostile or intimidating atmosphere for any student.

Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

These district student dress code and enforcement policies apply to the entire district and take steps to ensure that all schools in the district adopt and follow them. Student dress codes will not be enforced in different ways that result in inequities within districts or in ways that are inconsistent with the law or other district intent.

1. Basic Principle: Certain body parts must be covered for *all* students

Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage should not have coverage requirements. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

[4]H. R. 5309 "The Crown Act" - https://www.congress.gov/116/bills/hr5309/BILLS-116hr5309rfs.pdf

2. **Students <u>Must</u> Wear: ***
   - Top: Shirt/Dress
   - Bottom: pants/sweatpants/shorts/skirt/dress/leggings (There will be no restriction on the length of shorts/skirts/dresses so long as they do not expose genitalia or buttocks)
   - Shoes: activity-specific shoes requirements are permitted (for example for sports)

* High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering girls' bodies or promoting culturally specific attire, or gender-specific requirements.

3. **Students <u>May</u> Wear:**

   - Hats, including religious headwear
   - Hoodie sweatshirts (over the head is allowed)
   - Fitted pants, including leggings, yoga pants, and "skinny jeans"
   - Midriff baring shirts
   - Pajamas
   - Ripped jeans
   - Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
   - Athletic attire [5]
   - Clothing with commercial or athletic logos

4. **Students <u>Cannot</u> Wear:**

   - Violent language or images.
   - Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
   - Hate speech, profanity, pornography. [6]
   - Images or language that create a hostile or intimidating environment based on any protected class.

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[5] Ensure athletic uniforms are appropriate and modified if requested. All student-athletes should be able to wear uniforms that are appropriate for their sport. For example, swimmers should be allowed to modify their swim uniform, provided it does not provide any competitive advantage. Similar accommodations should be made for equipment, such as cups, bras, or other undergarment safety requirements.

[6] Iowa City Community School District, Policy No. 502.3R1 – Section C " Limitation to Student Expression"

https://www.iowacityschools.org/our-district/school-board/board-policies/board-policies-details/~board/board-policies/post/5023r1-student-expression-and-student-publication-code

- Bathing suits.
- Helmets or headgear that obscure the face (except for religious observance or medical purposes).

III. TRAINING FOR SCHOOL ADMINISTRATORS, TEACHERS & STUDENTS

A school dress code is most effective when school administrators and teachers are trained to *understand and embrace* the intent of the code, how to *apply and enforce* the code equitably, and how to *talk about* the dress code and the reasoning behind it.

- School administrators and teachers should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce it with the least impact on student learning and self-confidence.
- School administrators and teachers must enforce the district dress code consistently once it is adopted. ~~School administration and staff should not have the discretion to vary the requirements in ways that lead to discriminatory enforcement~~. Discretion should be exercised consistently and in ways that do not result in discriminatory enforcement.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.

IV. DRESS CODE ENFORCEMENT AT SCHOOLS

A school dress code is only as effective and fair as its enforcement. Historically, school dress codes have been written and enforced in ways that disproportionately impact girls, students of color, and gender-expansive students.[7]

- All staff should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
- All staff must enforce the district dress code consistently once it is adopted. All staff should not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.
- All staff should be trained and able to use student/body-positive language to explain the code and to address code violations. [8]
- Enforcement should be consistent with a school's overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations, including access to a student advocate or ombudsperson and appeals process.

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[7] Adapted from Alameda Unified School District, Regulation 5132: Dress and Grooming

[8] BodyWHYs: The Eating Disorders Association \of Ireland - What can teachers do to promote positive body image?

- Enforcement for students should be limited to safety and non-violence/non-discrimination and should not include messages predicated on body maturity or "professionalism."
- Violations should be treated as minor on the continuum of school rule violations.
- Students should never be removed from a classroom for a dress code violation unless they are violating the 'Students Cannot Wear' and 'Students MUST Wear' sections of the dress code except where a dress code violation also substantially interferes with the orderly education process or student safety. Loss of class time should be avoided or kept to a minimum.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- Students should never be forced to wear extra school clothing (that isn't their own) when they violate the code. That is akin to a dunce cap or scarlet letter. Students should be presented with a variety of options to rectify the situation. This could include, but is not limited to personal on-site clothing, school-offered clothing, and delivery of alternate clothing.
- Students' parents should never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day unless by student request.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- The dress code should be clearly conveyed to students, not just in the student handbook which rarely gets read, but in other ways, too, such as posters, newsletters, etc...

- Students should not be shamed or required to display their bodies in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.
- School staff will not disclose any information that may reveal a student's transgender status or known/perceived gender fluidity to others, including parents or guardians and other school staff unless legally required to do so or unless the student has authorized such disclosure.[9]

Evaluation: The Superintendent or designee shall annually review the effectiveness of this policy and determine, as appropriate, if any further review or revision is required.

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[9] ICCSD LGBTQ+ Administrative Guidelines page 5 section "Privacy and Confidentiality"

V. TEACHING ABOUT CONSENT + SEXUAL HARASSMENT: A STEP BEYOND DRESS CODE

Schools have a role to play in setting clear anti harassing policies and in teaching curricula that promote positive messages about consent-only sexual activity or other physical contact.

Consent: Schools should teach all students and administrators and teachers about consent (no means no) so there is a clear message that individual students are responsible for their actions and that consent is a must before any sexual or other physical contact.

Sexual Harassment: Schools should have clear and well-publicized anti-sexual harassment policies for students and staff. Schools should educate students and staff to not engage in sexual harassment and to recognize what it is and how to address it.

502.2 - Care of School Property/Vandalism

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

Students will treat school district property with the 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 or designee, in conjunction with the principal, to develop administrative rules regarding this policy.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 282.4, .5; 613.16.

Cross Reference:

802.1 Maintenance Schedule

502.3 - Student Expression and Student Publication

Adoption Date: 06/22/2021

History: 08/24/21(updated), 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/25/25 (updated)

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 help ensure that the students learn and meet the goals of the school activity and that the potential audience 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 administrative 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 judgment, will consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an 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 or designee may develop procedures for safely addressing qualifying types of mass protests by students, including walk-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 walk-out may not return back to the building for the remainder of that school day.

The superintendent or designee is encouraged to obtain feedback from community stakeholders in the development of these procedures. The goal of the procedures shall be to address student safety, maintain the educational environment and promote communication during demonstrations while remaining viewpoint neutral.

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

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 102.R1. 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 or designee 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 or designee will also be responsible for distributing this policy and the student publications code to the students and their parents or guardian.

Policy References:

Legal References:

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; .73; 280.22

502.3R1 - Student Expression and Student Publication Code

Adoption Date: 08/24/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

Student Expression defined

Student Expression is speech, action or other forms of expression which convey a student's beliefs, views or opinions.

Official school publications defined

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

Limitations to Student Expression

No student will express, publish or distribute material which is:

1. obscene;
2. libelous;
3. slanderous; or
4. encourages students to:
    a. infringe on the rights of others.
    b. interrupt the maintenance of a disciplined atmosphere; or
    c. disrupt or interfere with the education program;
    d. cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
    e. violate lawful school regulations;
    f. commit unlawful acts;

Responsibilities of students for official school publications

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.

Responsibilities of faculty advisors for official school publications

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. Official school publications are produced under the supervision of a faculty advisor. Faculty advisors to students producing official school publications shall supervise the production of the student staff in order to maintain professional standards of English journalism. District employees acting within the scope of their professional ethics will not suffer adverse employment action or retaliated against for acting to protect a student for engaging in authorized student expression or for refusing to infringe on protected student expression.

District employee rights

Any District employee or official, acting within the scope of that person's professional ethics, if any, shall not be dismissed, suspended, disciplined, reassigned, transferred, subject to termination or nonrenewal of a teaching contract or extracurricular contract, or otherwise retaliated against for acting to protect a student for engaging in expression protected by law or refusing to infringe upon student expression that is protected by law.

Liability

Student expression, including 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.

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 502.4.
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 213.1.

Time, place and manner of restrictions on student expression

1. Student expression may be conveyed and official student publications may be distributed in a reasonable manner on or off school premises.
2. Student expression and distribution of official school publications 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.

502.4 - Student Complaints and Grievances

Adoption Date: 06/22/2021

History: 11/23/21(updated), 3/22/22 (updated), 2/14/23 (updated), 2/13/24 (reviewed), 3//11/25 (updated)

Creating an environment where students feel comfortable addressing their concerns in a meaningful manner is vital to the learning process. It is the goal of the board to resolve student complaints at the lowest organizational level. Student complaints and grievances regarding board policy, administrative regulations, or other matters should first be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint.

If the complaint cannot be resolved by a student's teacher or other licensed employee, the student may discuss the matter with the principal within three (3) days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within five (5) 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. The board retains discretion as to whether to consider or take action on any complaint.

If you have questions or a grievance, please contact the Human Resources Department at (319)688-1000. If you are unsure how to proceed or would like assistance in discussing your options, you may also contact the Ombuds at **ombuds@iowacityschools.org** or at (319)688-1312.

Policy References:

Legal Reference:

Iowa Code § 279.8.

Cross Reference:

210.8	Board Meeting Agenda
210.8E1	Board Meeting Agenda - Example
210.8E2	Board Meeting Agenda - Example (with closed session)
213	Public Participation in Board Meetings

502.5 - Student Lockers

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 280.14; 808A.

Cross Reference:

802.1 Maintenance Schedule

502.6 - Weapons

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 8/13/24 (reviewed), 3/11/25 (reviewed),

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 or guardians 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 or designee 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 or designee may develop an administrative process or procedures to implement the policy.

Policy References:

Legal Reference:

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

502.7 - Student Substance Use

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

The board believes it is imperative to promote the health and well-being of all students in the district. The district will provide a substance use prevention program and set restrictions on substance use by students in accordance with applicable law.

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of alcohol, tobacco/nicotine products, other controlled substances, or "look alike" substances that appear to be tobacco/nicotine products, 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. "Controlled substances" in this policy refers to the misuse of both licit and illicit drugs.

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 tobacco/nicotine products for those under the age of twenty one (21), may be reported to the local law enforcement authorities. Possession, use or being under the influence of 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 use 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 use prevention program will include:

- Age-appropriate, evidence-based substance use prevention 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 social pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of controlled substances and the unlawful possession and use of tobacco/nicotine products and alcohol is harmful to student well-being;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of controlled substances,tobacco/nicotine products and/or 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 complete a substance use evaluation to determine whether substance use disorder treatment is recommended and, if recommended, 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 or guardians and students that compliance with the standards of conduct is mandatory.

It is the responsibility of the superintendent or designee, 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, .9; 453A.
281 I.A.C. 12.3(6); .5(3)(e), .5(4)(e), .5(5)(e)

502.7G1 - Possession or Use of Illegal Controlled Substance

Adoption Date: 06/29/2021
History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

The District and the Board recognize the following as serious violations of the school's disciplinary policy:

1. Possessing, drinking, or being under the influence of alcoholic beverages on school property or at school sponsored or approved events off the school grounds at any time, including official school events at other schools;
2. Possessing, distributing, using, or being under the influence of illegal drugs on school property or at school-sponsored or approved events off the school grounds at any time, including official school events at other schools;
3. Possessing, distributing, or using drug paraphernalia, including vaping, on school property or at school-sponsored or approved events off the school grounds at any time, including official school events at other schools.

Each violation of this policy shall be reviewed by the appropriate administrator within a reasonable time after the alleged violation. The student shall have the opportunity to discuss the matter with the administrator before the administrator makes a decision.

The penalty for such violations may include suspension or expulsion. Participation in activities, including practices, shall also be prohibited during any period of suspension or expulsion.

School officials will notify law enforcement when a student is suspected of possessing, using, distributing or selling any illegal controlled substance on school property or at school sponsored or approved events off the school grounds at any time, including official school events at other schools.

This policy does not affect nor rescind policies in effect for students who may also be disciplined through the activity policies of the athletic department or other departments.

502.8 - Search and Seizure

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

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, cannabis, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco/nicotine, 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 or designee, in conjunction with the principals, to develop administrative regulations regarding this policy. The search and or seizure will be documented.

Policy References:

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:

905.2 Nicotine/Tobacco-Free Environment

502.8R1 - Search and Seizure Regulation

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

Searches (in general)

Reasonable and Articulable 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 observations 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

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.

Types of Searches

Personal Searches

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 law affecting school order.

Student searches will require more compelling circumstances to be considered reasonable.

1. Student Searches: If a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, have students turn garments inside out. Two staff members should be present.
2. If a more intrusive search is required, police should be contacted.

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 insuring 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 a 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.

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.

502.9 - Interviews of Students by Outside Agencies

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/25/25 (updated)

Generally, students may not be interviewed during the school day by persons other than parents or guardians and school district officials and employees. School officials may interview students without parent permission or present.

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, in consultation with the Deputy Superintendent, to determine whether the request will be granted. Generally, prior to granting a request, the principal shall contact the parents to inform them of the request and to ask them to be present, (unless legally prohibited from doing so or doing so could reasonably place the child in danger).

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

Policy References:

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 Use of Motor Vehicles
902.2 News Conferences and Interviews

502.10 - Use of Motor Vehicles

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 10/8/24 (updated), 3/11/25 (updated)

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(s) or at another 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 wish to drive to and park at their school attendance center shall comply with the rules and regulations established by the building principal including speed limit and parking zones. Failure to comply with this policy or the school district rules shall be reason for revocation of school driving and parking privileges, tickets as well as other disciplinary action including suspension and expulsion.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 321.

Cross Reference:

502.9 Interviews of Students by Outside Agencies

503.1 - Student Conduct

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 12/12/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

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.

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.

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.

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.

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.

This policy is not intended to address the use of therapeutic classrooms or seclusion rooms for students.

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 or designee, in conjunction with the principal, to develop administrative regulations regarding this policy. The guidance is maintained in the district Comprehensive Behavior Approach (CBA).

Legal References:

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:

603.3 Special Education
903.5 Distribution of Materials
903.5R1 Distribution of Materials - Regulation

503.1R1 - Student Suspension

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 12/12/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

Administrative Action

Probation

1. 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.
2. 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 or guardian.

In-School Suspension

1. 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.
2. 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. Suspensions longer than five days must be approved by the superintendent or designee. Written notice and reasons for the in-school suspension will be sent to the student's parents or guardian.

Out-of-School Suspension

1. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.
2. 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. Suspensions longer than five days must be approved by the superintendent or designee. The principal may suspend students after conducting an investigation of the charges against the student, giving the student:
    a. The student will be provided with accurate information regarding rules and regulations, either in written form or through verbal instruction by teachers or administrators;
    b. The student will be made aware of the specific behaviors giving rise to any proposed penalty or disciplinary action; AND
    c. The student will be offered an opportunity to express their views to the decision-making authority regarding the incident.
3. Notice of the out-of-school suspension will be mailed to the student's parent or guardian no later than the end of the school day following the suspension and a letter will be placed in the student's cumulative file. 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 or guardian will include the circumstances which led to the suspension and a copy of the board policy and rules pertaining to the suspension.

Suspension an Special Education Students

1. 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.
2. 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

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 12/12/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

Only the board may remove a student from the school environment for more than ten (10) consecutive school days. 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 or designee 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:

1. Notice of the reasons for the proposed expulsion;
2. 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 or designee;
3. An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student's behalf;
4. The right to be represented by counsel; and
5. 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).

503.3 - Fines - Fees - Charges

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

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 as allowable by state law.

The superintendent or designee will inform the board of the dollar amount to be charged to students or others for fines, charges, or fees annually. Parents or guardians 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 or designee, in conjunction with the principal, to develop administrative regulations regarding this policy.

Policy References:

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:

501.16 Homeless Children and Youth

503.3E1 - Standard Fee Waiver Application

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

Families should apply for free and reduced benefits if they feel they would qualify. Iowa Eligibility Free and Reduced Meal Application: **https://www.iowacityschools.org/students-families/iowa-eligibility-free-reduced-application**

The standard fee waiver application is part of the registration process online and can be found on our district website. Families who complete the waiver and have qualified for benefits are eligible to have their students'fees waived or partially waived.

Enrollment and Registration webpage **https://www.iowacityschools.org/students-families/enroll-register**

503.3R1 - Student Fee Waiver and Reduction Procedures

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

The board recognizes that while certain fees charged to 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 parent or guardian's ability to meet the financial criteria.

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 parent or guardian have applied for benefits and meet the financial eligibility criteria for free meals under the Child Nutrition program, or have qualified for benefits through a qualifying method, such as foster care of homelessness.
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 parent or guardian meet the financial eligibility criteria for reduced price meals offered under the Child Nutrition program. A partial waiver is based on the same percentage as the reduced price meals.

Application

Fee waivers are part of the registration process as a parent permission and must be renewed annually.

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.

The waiver allows confidential information provided on the Iowa Eligibility Application to be shared only with district staff who need that information to apply benefits.

Fines or Charges

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

Notice

The school district will annually notify parent or guardian and students of the waiver. The following information will be included in registration materials.

Students whose families have applied for free and reduced price lunch benefits and meet the income guidelines or have qualified for benefits through a qualifying method and meet the income guidelines for free and reduced price lunch 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. This waiver does not carry over from year to year and must be completed annually.

503.4 - Good Conduct Rule

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

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.

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 or designee 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.

Policy References:

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:

504.4 Student Performances
606.5 Student Field Trips and Excursions

503.5 - Corporal Punishment, Mechanical Restraint and Prone Restraint

Adoption Date: 06/22/2021

History: 3/22/22 9reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

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 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.

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

Policy References:

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).
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
503.6 Physical Restraint and Seclusion of Students
503.6R1 Physical Restraint and Seclusion of Students - Regulation
503.6E1 Physical Restraint and Seclusion of Students - Documentation Form
503.6E2 Physical Restraint and Seclusion of Students - Debriefing Letter to Guardian of student Involved in an Occurrence Where Physical Restraint or Seclusion was Used
503.6E3 Physical Restraint and Seclusion of Students - Debriefing Meeting Document

503.6 - Physical Restraint and Seclusion of Students

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/25/25 (updated)

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 district implemented instructional strategies.

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, de-escalation, or instruction.

Physical restraint or seclusion is reasonable or necessary only:

- To prevent or terminate an imminent threat of bodily injury to the student or others; or
- To prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; or
- 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
- 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
- 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 be present during the use of physical restraint or seclusion on a student will be invited to participate in 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.

Policy References:

Legal Reference:

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

Cross Reference:

402.3 Abuse of Students by School District Employees
503.5 Corporal Punishment, Mechanical Restraint and Prone Restraint

503.6E1 - Use of Physical Restraint and/or Seclusion Documentation Form

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 3/11/25 (updated)

5036E1.pdf

Code 503.6E1

USE OF PHYSICAL RESTRAINT AND/OR SECLUSION DOCUMENTATION FORM

Chapter 103 Incident Report

* Required

1. Student Name *

2. Date of occurrence * *Example: January 7, 2019*

3. Start and end time of occurrence (when first signs of behavior began until the situation was over/calm)* *Example: 8:30-8:54 AM*

4. Start and end time of use of physical restraint (or N/A)*

5. Start and end time of use of seclusion (or N/A) *

Employee Names and Titles

List names of individuals and job titles in the following format: First Name, Last Name, Job Title

6. Employees names and titles who observed, were involved with or implemented physical restraint and/or seclusion during occurrence (including administrator who approved extended time if applicable) *

7. Employee's date of last training on use of physical restraint and seclusion (list staff names from above and last training date of AEA Chapter 103 online module) *

8. Describe all student and employee actions before, during and after occurrence, including verbal and physical interventions *

9. Describe the reason(s) for any of the following, if applicable: use of nonapproved restraint, use of non-designated seclusion rooms, any restraint or seclusion that lasted longer than necessary*

10. 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 *

11. Approval from administrator to continue physical restraint or seclusion past 15 minutes * *Mark only one.*

- [ ] Yes
- [ ] No
- [ ] NIA, duration of seclusion or restraint was less than 15 minutes

12. Name of Administrator Approving if past 15 minutes *

13. Time Approved (for incidents past 15 minutes) *

14. Reasons for length of incident if past 15 minutes *

15. Approval obtained from administrator to continue physical restraint or seclusion more than 30 minutes past last approval time * *Mark only one.*

- [ ] Yes
- [ ] No
- [ ] NIA, duration of seclusion or restraint was less than 30 minutes

16. Name of Administrator Approving if more than 30 minutes past last approval time *

17. Time Approved if more than 30 minutes *

18. Reasons for length of incident if more than 30 minutes *

19. 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. If first attempt to reach guardian is unsuccessful, additional attempts to notify guardians must be documented.

20. 1st attempt: Employee attempting notification *

21. 1st attempt: Name of Parent/Guardian Contacted *

22. 1st attempt: Time of notification * *Example: 8:30 AM*

23. 1st attempt: Manner of Notification * *Mark only one.*

- [ ] Phone Call
- [ ] Email
- [ ] Other:

24. 1st attempt: Was notification successful? To be successful, a guardian must confirm they received an email\voicemail\text.* *Mark only one.*

- [ ] Yes Skip to question 37
- [ ] No Skip to question 26

Parent/Guardian Notification attempt 2:
Document additional attempts to reach guardian if first attempt is unsuccessful, additional attempts to notify guardians must be documented.

25. 2nd attempt: Employee attempting notification

26. 2nd attempt: Name of Parent/Guardian Contacted

27. 2nd attempt: Time of notification *Example: 8:30 AM*

28. 2nd attempt: Manner of Notification *Mark only one.*

- [ ] Phone Call
- [ ] Email
- [ ] Other:

29. 2nd attempt: Was notification successful? To be successful, a guardian must confirm they received an email\voicemail\text. *Mark only one.*

- [ ] Yes *Skip to question 37*
- [ ] No *Skip to question 26*

Parent/Guardian Notification attempt 3:
Document additional attempts to reach guardian if first attempt is unsuccessful, additional attempts to notify guardians must be documented.

30. 3rd attempt: Employee attempting notification

31. 3rd attempt: Name of Parent/Guardian Contacted

32. 3rd attempt: Time of notification *Example: 8:30 AM*

3rd attempt: Manner of Notification *Mark only one.*

- [ ] Phone Call
- [ ] Email
- [ ] Other

33. 3rd attempt: Was notification successful? To be successful, a guardian must confirm they received an email\voicemail\text. (if no, list additional attempts needed) *Mark only one.*

- [ ] Yes *Skip to question 37*
- [ ] No *Go to question 36*

34. If no, list additional attempts made:

Additional explanations required

35. If Parent/Guardian notification requirements were not complied with, explain why. This includes, if notification was not made within one hour of the incident, or within one hour of the end of the school day (whichever occurred first) or if the parent was not able to be reached or did not confirm they received the email\voicemail\text. *

36. Describe injuries sustained or property damaged by students or employees: *

37. Describe future approaches to address student behavior including any consequences or disciplinary actions that may be imposed on the student: *

Form Review

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.

38. Printed Name of Employee who reviewed and completed the form *

39. Date the form was delivered to Parent/Guardian * *Example: January 7, 2019*

40. Method of Transmittal * *Mark only one.*

- [ ] Email
- [ ] Mail
- [ ] Fax
- [ ] Parent/Guardian picked up in person

41. Name of Parent/Guardian that the documentation is transmitted to *

503.6E2 - Debriefing Letter to Guardian of Student Involved in an Occurrence Where Physical Restraint and/or Seclusion Was Used

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed0, 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

5036E2.pdf

Code 503.6E2

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

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

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

* Required

1. Parent/Guardian Name *

2. Student Name *

3. Date and time of Debriefing Meeting (within 5 days of occurrence) *

4. Location of meeting (school location and room number or description) *

5. Reason for debriefing meeting * *Check all that apply.*

   - [ ] Following the first instance of seclusion or physical restraint during a school year
   - [ ] When any personal injury occurs as a part of the use of seclusion or physical restraint
   - [ ] When a reasonable educator would determine a debriefing session is necessary
   - [ ] When suggested by a student's IEP team
   - [ ] When agreed to by the guardian and school officials
   - [ ] and after seven instances of seclusion or physical restraint of the student

Employee names and titles

List names of individuals and job titles in the following format: First Name Last Name, Job Title

6. Employees names and titles who observed, were involved with or implemented physical restraint and/or seclusion during occurrence (including administrator who approved extended time if applicable) *

7. Name and title of Employee not involved in the occurrence that will attend the debriefing meeting: *

8. Administrator name & title *

9. Administrator contact email *

10. Administrator contact telephone number *

503.6E3 – Debriefing Meeting Document

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

5036E3.pdf

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Code 503.6E3

DEBRIEFING MEETING DOCUMENT

The following individuals must attend the debriefing meeting: employees who administered physical restraint or seclusion; an administrator or employee not involved in the occurrence; the administrator or employee who approved continuation of the physical restraint or seclusion; other relevant personnel designated by the school; if indicated by student's behavior in occurrence, an expert in behavioral/mental health or other discipline. The following individuals must be invited to attend the debriefing meeting: the parent or guardian of the student, the student with guardian's consent.

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

503.6R1 - Use of Physical Restraint and Seclusion with Students

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 3/11/25 (updated)

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.
- 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 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.
- 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.
- 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 augmentive 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. Augmentive communication should be supported during seclusion as practical.
- As soon as practical after the situation is under control, but within one hour after the occurrence, or at 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 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.

The District will maintain a systematic process of restraint and seclusion data review.

Restraint and seclusion incident reports will be reviewed by building teams, and by a District team, on a dailly basis.

503.7 - Student Disclosure of Identity

Adoption Date: 08/22/2023

History: 2/13/24 (reviewed), 3/11/25 (reviewed)

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

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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.

503.7E1 - Report of Student Disclosure of Identity

Adoption Date: 08/22/2023

History: 2/13/24 (reviewed), 3/11/25 (reviewed)

5037E1.pdf

Code No. 503.7E1

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

503.7E2 - Request to Update Student Identity

Adoption Date: 08/22/2023

History: 2/13/24 (reviewed), 3/11/25 (reviewed)

5037E2.pdf

Code No. 503.7E2

REQUEST TO UPDATE STUDENT IDENTITY

(Student's 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

503.8 - Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence

Adoption Date: 10/10/2023

History: 2/13/24 (reviewed), 3/11/25 (reviewed)

503.8 - Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence

Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence

Discipline Policy

Discipline is designed to promote behavior that will enable students to learn and successfully participate in their educational and social environments. The 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 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 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).~~

District Response to a Threat or Incident of Violence by a Student

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 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).

Escalating Responses by Grade Band

Grades PK-2 5

Level	Escalating Response

Level 1 3	• Requires parent or guardian notification.
	• Requires individualized educational program (IEP) meeting, if the student has an IEP.
	• Responses may include any of the following:
	  ○ 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.
	• Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class.

Level 2	• 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:
	  ○ 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 1	• 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:
	  ○ 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~~ 6-12

Level	Escalating Response

Level ~~1~~ 3	• Requires parent or guardian notification.
	• Requires individualized educational program (IEP) meeting, if the student has an IEP.
	• Responses to an incident may include the following:
	  ○ Parent or guardian conference that may include 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.
	• Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class.

Level 2	• 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, but are not limited to, the following:
	  ○ 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~~ 1	• 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:
	  ○ 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;
	  ○ 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; and/or
	  ○ Recommendation for expulsion.

Grades 6-8

Level	Escalating Response

Level 1	• Requires parent or guardian notification.
	• Requires individualized educational program (IEP) meeting, if the student has an IEP.
	• Responses to an incident may include the following:
	  ○ Parent or guardian conference that may include 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	• 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, but are not limited to, the following:
	  ○ 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;
	  ○ 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	• 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:
	  ○ Parent or guardian conference that may include 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;
	  ○ 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	• 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: o Parent or guardian conference that includes the student, when appropriate; o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; o Behavior intervention student agreement coupled with another response(s); o Restitution or opportunities to repair relationships coupled with another response(s); o Detention; o Temporary removal from extracurricular activities; o Temporary removal from class; o In-school suspension; and/or o Suspension of transportation, if misconduct occurred in a school vehicle.
Level 2	• 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: o Parent or guardian conference that includes the student, when appropriate; o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; o Behavior intervention student agreement coupled with another response(s); o Restitution or opportunities to repair relationships coupled with another response(s); o Detention; o Temporary or permanent removal from extracurricular activities; o Temporary or permanent removal from class; o In-school suspension; o Out-of-school suspension; o Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	• 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: o Parent or guardian conference that includes the student, when appropriate; o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; o Behavior intervention student agreement coupled with another response(s); o Restitution or opportunities to repair relationships coupled with another response(s); o Detention; o Temporary or permanent removal from extracurricular activities; o Temporary or permanent removal from class; o In-school suspension; o Out-of-school suspension; o Suspension of transportation privileges, if misconduct occurred in a school vehicle; o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or o Recommendation for expulsion.

Definitions (consistent with the Iowa Departments of Education's Data Dictionary ~~2022-23~~)

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.

503.8R1 – Discipline of Students Who Make Threats of Violence or Cause incidents of Violence – Student Threats of Violence and Incidents of Violence Regulation

Adoption Date: 12/12/2023

History: 3/11/25 (reviewed)

Effective student discipline policies serve the needs of the District in maintaining the order of the education environment while safeguarding the education interests of all students. For this reason, it is crucial to engage many perspectives in crafting sound policies related to discipline. The board, in conjunction with teachers and administrators in the District, have assigned further meaning to concepts listed in this policy.

Incident Levels Defined

Incident levels must escalate, with Level 3 being less severe than Level 1 incidents. However, the District maintains discretion in applying the level of discipline appropriate for an incident. In making this determination, the administration will consider the incident levels identified in the Comprehensive Behavior Plan. Because no definition could encompass all possible threats or incidents, the administration has discretion in determining which level to assign the incident after looking at the nature of the incident as well as the age, grade level, and maturity of the student.

~~Care~~ Threat Assessment

This approach to violence prevention emphasizes early attention to problems such as bullying, teasing and other forms of student conflict before they escalate into violent behavior. This model generates broader changes in the nature of student-staff interactions around discipline matters and to encourage a more positive school climate in which students feel treated with dignity and respect.

Considerations for Determining the Maturity of the Student

The District believes that gauging the maturity of a student is subject to interpretation and best left to the licensed employees who interact most closely with the student on a regular basis. Assessing a student's maturity level is based on individual characteristics unique to each student. Therefore, in making a determination about the maturity of a student, the administration may consult with the student's classroom teacher and other relevant licensed staff. The administration will consider at least the following factors in determining the maturity of the student:

- Age
- Grade Level
- Student disability (504 or IEP)

Considerations for Determining Whether the Off-Campus Threat of Violence or Incident of Violence Will Directly Affect the Good Order, Efficient Management and Welfare of the School District

The District recognizes that students maintain First Amendment rights to free expression both

within school and outside. However, free speech protections are not absolute and do not extend to true threats of violence toward an individual or a group of individuals. In considering whether a threat or incident of violence will directly affect the good order, efficient management and welfare of the school district necessitating the need for investigation, the administration will consider at least the following factors:

- The specificity of the threat for time, location or individual(s) targeted;
- The reasonable likelihood of the student's ability to carry out the threat;
- The reasonable likelihood that the threat will interfere with the operation of the educational environment.

In addition to the notification requirements in policy, the administration will apprise the parents or guardians of any student who suffered violence or a threat of violence, of the rights to file complaints under any other relevant board policies including but not limited to anti-bullying/ anti-harassment and Title IX.

Legal Reference:
Iowa Code §279.79

Cross Reference:
502 Student Rights and Responsibilities
503 Student Discipline

503.9 - Secondary School Personal Device Policy

Adopted: 2/10/2024

History:

For the purposes of this policy “instructional time” is defined as the time between the tardy bell that starts each class period and the dismissal bell that ends the class period. For the purposes of this policy “personal devices” includes, but not limited to cell phones, personal laptops, smart glasses, and gaming devices.

Student cell phones shall not be seen, heard, or in use during instructional time.

Cell phones must be detached from the student’s body during instructional time by being placed in a backpack, purse, hanging pouch in the classroom, or the student’s assigned locker. Ringers must be silenced.

Students are not allowed to have headphones/earbuds on or in their ears during instructional time. Headphones and earbuds must be detached from the student’s body by being placed in a backpack, purse, hanging pouch in the classroom, or the student’s assigned locker.

Students will be allowed to wear smartwatches during the school day. If the smartwatch distracts the classroom environment, teachers will follow the sequence of consequences below. Students can wear smartwatches but smartwatches shall not be used for communication purposes during instructional time.

At the middle schools, students may use cell phones during passing time between class periods and during the student’s assigned lunch. Students' cell phones shall not be seen, heard, or in use during study hall.

At the high schools, students may use cell phones during passing time between class periods, during the student’s assigned lunch, open hour(s), and during study hall. Students on an open hour shall not use cell phones in the hallway during the instructional time of class periods until they reach the designated area within the school. Hallways are not designated areas for cell phones during instructional time.

Implementation Procedures

Upon entering the classroom all phones, earbuds, and headphones must be detached from the student’s body by being secured in a backpack, purse, hanging pouch in the classroom, or the student’s assigned locker. Ringers must be silenced. Phones, earbuds, and headphones must remain detached from the body until the student leaves the classroom at the end of the class period.

Teachers will begin each class period by saying “Your devices should be secured”. This statement is the only warning given to students.

If a cell phone, earbuds, or headphone is seen, heard, or in use during instructional time the teacher shall contact the office via their school’s help email (e.g. _____Help@iowacityschools.org). The office will send the Engagement and Intervention Strategist (EIS), Supervisory Para, Facilitator, or an Administrator to confiscate the phone, earbuds, and/or headphones.

The confiscated device(s) will be held in the main office until the end of the student school day.

If a student refuses to give up their phone, earbuds, and/or headphones, the student is removed from the classroom and taken to the main office. If the student continues to refuse, the administrator shall call the parent/guardian. Additional school consequences may apply.

Consequences for Policy Infractions

- 1st Offense: Loss of phone, earbuds, and/or headphones for day; Student signs documentation sheet to receive their device(s) at end of their school day and acknowledge their violation of the policy
- 2nd Offense: Loss of phone, earbuds, and/or headphones for day; Student signs documentation sheet to receive their device(s) at end of their school day and acknowledge their violation of the policy and that an additional infraction will result in parent/guardian(s) being contacted
- 3rd Offense: Loss of phone, earbuds, and/or headphones for day; Parent/Guardian contacted by administration; Student signs documentation sheet to receive their device(s) at end of their school day and to acknowledge a parent/guardian meeting will be held if another infraction occurs
- 4th Offense: Loss of phone, earbuds, and/or headphones until parent/guardian meeting. Administration contacts parents/guardians; Student signs documentation sheet to acknowledge the policy infraction
- 5th Offense: Technology Plan Implemented. Administration contacts parents/guardians; Technology plan created during the parent/ guardian meeting.

Documentation will be completed through a policy documentation log that's accessible by building staff. Documentation will not be done through office disciplinary referrals in Infinite Campus.

Any student who videotapes a fight/disruption, or actively encourages inappropriate behaviors will be subject to disciplinary consequences.

Exemptions

Exemptions to the policy will only be granted if one of the following criteria is met:

A) Required for the implementation of a student's individualized education program or 504 Plan,

B) Authorized by an administrator for educational purposes, or

C) Pre-approved on an individual student basis by an administrator due to documented health concerns.

Related Board Policy Language

As written in ICCSD Board Policy: The use of non-district owned recording devices on school property and at school events will be regulated. Students, parents and community members will not be permitted to take recordings of other students or employees during school hours unless the recording is authorized in advance by building administration. Students and employees found to violate this policy will be subject to disciplinary measures consistent with board policy and applicable student and employee handbooks. This policy will not be construed or enforced in a way that infringes on employee activity otherwise protected by law. (Board Policy 804.6 and 804.6R1)

Policy Reference:

Legal Reference:

16 C.F.R. 312
34 C.F.R. pt. 99
47 C.F.R. 54.520
Iowa Code 279.8

504.1 - Student Government

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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.

Policy References:

Legal Reference:

Iowa Code § 279.8.

504.2 - Student Organizations

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

Secondary school student-initiated, non-curriculum-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.

Non-Curriculum-Related Organizations

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

Only students may attend and participate in meetings of non-curriculum-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 non-curriculum group's meetings.

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

Policy References:

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

504.4 - Student Performances

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 or designee, 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 or designee to determine whether the event will benefit the education program and the participating students. Contests or other performances by students unapproved by the superintendent or designee are the responsibility of the parent or guardian and the student.

Policy References:

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:

503.4 Good Conduct Rule

504.6 - Student Activity Program

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

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, all students 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 with approval of the (superintendent, high school principal, athletic director). Such outside participation will not conflict with the school-sponsored athletic activity.

It is the responsibility of the superintendent or designee 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 or guardians 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.

Policy References:

Legal Reference:

20 U.S.C. §§ 1681-1683; 1685-1686 (2012).
34 C.F.R. Pt. 106.41 (2012).
Iowa Code §§ 216.9; 280.13-.14 (2013).
281 I.A.C. 12.3(6), 12.6., 36.15(7).

Cross Reference:

507.9 Wellness
507.9R1 Wellness - Regulation

505.1 - Student Progress Reports and Conferences

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

Students will receive a progress report at the end of each grading period. Students, who are doing poorly, and their parents or guardian, are notified prior to the end of the term 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 term.

Parent-teacher conferences will be held ~~during the first and second term~~ twice each year at all levels to keep parents informed.

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

Policy References:

Legal Reference:

Iowa Code §§ 256.11, 41; .280, 284.12.

281 I.A.C. 12.3(4), 12.3(6), .5(16).

505.2 - Student Promotion - Retention - Acceleration

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 8/13/24 (updated), 3/11/25 (reviewed)

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 or by the request of the parents or guardian. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents or guardian 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 coursework 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 or guardian 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 district administration, 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.

For students in grades kindergarten through sixth, if a student is not reading at a proficient level, the district will notify a student's parent or guardian of the student's reading level and the option for parents to request that the student be retained in the student's current grade level for the subsequent school year. The district is prohibited from promoting a student to the next grade level if the student is not reading proficiently, and the student's parent or guardian requests the student be retained at their current grade level for the next year.

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

Policy References:

Legal Reference:

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

Cross Reference:

410.2 Summer School Licensed Employees
603.2 Summer School Instruction

505.2G1 - ICCSD Retention Practices and Procedures

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

Grade level retention is not a practice that is generally supported by the ICCSD

Experts generally consider grade level retention an ineffective strategy to support student achievement.

- Grade retention may also have negative effects on social-emotional outcomes.
- Grade retention may contribute to inequitable educational outcomes because some groups of students are more likely to be retained.
- Schools should provide students with additional support outside of the typical school schedule as an alternative to retention.
- Schools should use the MTSS process to reduce the need for grade retention.

Process when parents request for retention consideration

- Meet with the parent or guardian and hear their concerns
- Share one or more of the articles around retention with the family
    - Phi Delta Kappa
    - Hanover Research Brief
- Have them leave the meeting, and have time to think about it
- If they still want to retain, have them write a letter stating that they have read the research on retention and wish to retain their child and state that they have read the article(s)
    - They need to sign and date the letter
    - Place the letter in the Cumulative file
    - Sample Letter

ELL Retention

Once identified, an ELL should be placed with students the same chronological age, unless there are extenuating circumstances, which will be considered on an individual basis. In no case will a student be placed in a grade level more than one year different from age-appropriate peers (see district LAU plan). If the team recommends a placement outside of the “age-based grade”, the principal and district ELL Coordinator must be included in the decision-making process.

Retention in Preschool

The state of Iowa currently does not allow students who have turned 5 by September 15 to enroll in a public school preschool program.

Parents or guardians who do not want to send their child on to kindergarten would have the option to enroll their 5-year-old child in a non-public preschool, keep their child at home for a year, or even enroll their child in kindergarten for half days.

505.3 - Student Honors and Awards

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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.

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

Policy References:

Legal Reference:

Iowa Code § 279.8.

Cross Reference:

501.6 Student Transfers In

505.4 - Student Surveys

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 8/22/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

Student surveys are 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 prior notice to the parent or guardian.

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 students; 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 or designee, in conjunction with the principal, to develop administrative regulations regarding this policy.

It is the responsibility of the board to review the results of the survey.

Policy References:

Legal Reference:

20 U.S.C. § 1232h
Iowa Code §§ 280.3

Cross Reference:

607.2 Student Health Services
607.2R1 Student Health Services - Regulation

505.5 - Graduation Requirements

Adoption Date: 06/22/2021

History: 08/24/21(updated), 3/22/22 (reviewed), 7/26/22 (updated), 2/14/23 (reviewed), 8/22/23 (updated), 2/13/24 (reviewed), 3/11/25 updated), 8/12/25 (updated)

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 or designee to ensure that students complete grades one through twelve and that high school students complete 305 credits prior to graduation. The following credits will be required for graduation:

Language Arts	**60 credits**
Science	**45 credits**
Earth and Space (15)	
Biology (15)	
Chemistry or Physical (15)	
Mathematics	**45 credits**
Social Studies	**45 credits**
American History (15)	
World History (15)	
US Government (10)	
Economics (5)	
Physical Education	**20 credits**
Health	**5 credits**
Electives	**85 credits**
Total	**305 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, three years of science, four trimesters of physical education.

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 officer's training corp will receive 1/8th physical education credit for each semester the student is enrolled in the program.

Beginning with the school year starting July 1, 2026, students must receive a passing score on the civics test as set forth by the Iowa Department of Education and required by relevant law.

Policy References:

Legal Reference:

Iowa Code §§ 256.7, 11, 41; 279.8; 279.61; 280.3, .14.
281 I.A.C. 12.3(5); 12(5).

Cross Reference:

603.3 Special Education

505.6 - Early Graduation

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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.

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.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 280.3.
281 I.A.C. 12.3(5); 12(5).

505.7 - Commencement

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 280.3.
281 I.A.C. 12.5.

505.8 - Parent and Family Engagement

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 2/13/24 (updated), 3/11/25 (reviewed)

It is the policy of Iowa City Community Schools that parents or guardians and family members of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental or guardian involvement is a key factor to academic achievement, we seek to involve parents or guardians in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent or guardian involvement activities. The district encourages parent or guardian involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents or guardians and the value of parent or guardian contributions; and developing roles for community organizations and businesses to work with parents and schools.

1. This jointly developed and agreed upon written policy will be distributed to parents or guardians and family members of participating Title I children electronically at the beginning of the school year. In school-wide buildings, this will include all parents or guardians. (ESSA Section 1116(a)(2))
2. The district will provide technical assistance and support to schools in planning and implementing effective parent or guardian and family engagement activities to improve student academic achievement and school performance through professional development regarding parent or guardian and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully. (ESSA Section 1116(a)(2)(B))
3. The district will work to find ways to ~~work cooperatively~~ collaborate with other Federal, state, and local programs. The Title I program will work with the district homeless liaison, the early literacy program and special education programs (IDEA). (ESSA Section 1116(a)(2)(C))
4. The district will conduct an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. The evaluation tools and methods identify the type and frequency of school-home interactions and the needs parents or guardians 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))
5. The district will use the findings for the annual evaluation to design evidenced-based strategies for more effective parent or guardian 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 1116(a)(2)(E))
6. The district involves parents or guardians and family members in activities of the school through frequent communication and interactions, and seeks their input in the review and revision of the Parent and Family Engagement Policy. (ESSA Section 1116(a)(2)(F))
7. At least one annual meeting will be held to inform parents or guardians 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 or guardians of both public and private schools. All elementary buildings will hold an annual meeting in the fall. Notification will be sent in the building newsletter. (ESSA Section 1116(c)(1))

8. Parent or guardian 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 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))
9. The district will involve parents or guardians in the planning, review, and improvement of the school's Title I program through participation in surveys and in-person meetings where parents give input and feedback. (ESSA Section 1116(c)(3))
10. In a school-wide program plan, parents or guardians will be asked to be involved in the joint development of the building's school-wide plan through in-person meetings, surveys and electric feedback as appropriate. This applies only to Title I schools operating a School-wide Program. (ESSA Sections 1116(c)(3) and 1114))
11. Parents or guardians and family members of participating children will be given assistance in understanding the Title I program, with timely information about the Title I program. Through annual meetings, parent-teacher conferences, and report cards, the school will provide parents or guardians 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 or guardians 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 presented in the fall of the year, through individual reports given to parents at conference time, and through report cards. (ESSA Section 1116(c)(4)(A) & (B))
12. If requested by parents or guardians, 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))
13. If the school-wide plan under Section 1114(b) is not satisfactory, parents or guardians of participating students may comment. Comments may be made in writing to the school principal. (ESSA Section 1116(c)(5))
14. A jointly developed school/parent compact outlines how parents or guardians 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 or guardians will build and develop a partnership to help children achieve our local high standards. It will be distributed at registration and reviewed at the annual meetings. (ESSA Section 1116(d))
15. Parents or guardians 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, translated into other languages and will be free of educational jargon. (ESSA Section 1116(b)(1))
16. In order to ensure effective involvement of parents or guardians, and to support a partnership among the school, parents or guardians, and the community focused on improving student academic achievement, each school and local educational agency shall:
    1. Provide assistance to parents or guardians in understanding challenging state academic standards, state and local academic assessments, how to monitor a child's progress and work with educators to improve the achievement of their children;
    2. Provide materials and training to help parents or guardians 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;
    3. Educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents or guardians, in the value and utility of contributions of parents or guardians, and in how to reach out to, communicate with, and work with parents or guardians as equal partners, implement and coordinate parent programs, and build ties between parents or guardians and the school;
    4. Coordinate and integrate parent or guardian involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as

parent resource centers, that encourage and support parents or guardians in more fully participating in the education of their children;

5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents or guardians of participating children in a format and, to the extent practicable, in a language the parents or guardians can understand; and
6. Provide such other reasonable support for parental involvement activities under this section as parents or guardians may request. (ESSA Section 1116(e)(1-14))

17. The school, to the extent practicable, will provide opportunities for the informed participation of parents or guardians and family members (including parents or guardians and family members who have limited English proficiency, parents and family members with disabilities, and parents or guardians and family members of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand.

Policy References:

Legal Reference:

20 U.S.C. §6318

Cross Reference:

903.2 Community Resource Persons and Volunteers

505.8G2 - Title I Parent Compact

Adoption Date: 06/22/2021
History: 3/22/22 (updated), 2/14/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

Students who attend a Title I identified school are eligible to receive services from the Title I program. Title I is designed to provide instructional support in reading (and possibly math,) by highly qualified teachers during the school day. Please review the compact and call your child's school with any questions.

Goals for students in the programs

Reading goals may include:

- Increase phonemic awareness and phonics skills
- Increase sight word recognition in reading and writing
- Increase fluency when reading and writing familiar text/words
  Increase use of multiple strategies when reading and writing unfamiliar text/words
- Increase comprehension of and ability to retell stories orally and in writing

Math goals may include:

- Increase understanding of number sense
- Increase understanding in whole number place value
- Increase proficiency with basic addition, subtraction, multiplication and division facts
- Increase use of appropriate strategies to solve problems
- Increase ability to communicate mathematical thinking to peers, teachers, and others

How is instruction delivered in a Title I program?

Students participate in one-on-one or small or small group instruction with a Title I teacher or classroom teacher. Title I teachers and classroom teachers will work together to coordinate the literacy or math instruction provided in the classroom and in the group setting.

Why is parent involvement necessary?

~~According to research,~~ Research indicates that parent or guardian involvement is a key factor in a child's academic success. Therefore, parent or guardian involvement plays an important role in the development of the guidelines for the reading programs. Teachers ~~plan meeting~~ and parents/guardians meet to:

- Share reading and writing ideas and strategies that can be helpful at home
- Provide materials for parents to use at home
- Answer questions parents or guardians have regarding the reading or math programs

The role of parent/guardian

I _____, want my child to achieve. Therefore, I will encourage them by doing the following:

- See that my child attends school regularly and on time.
- Establish a habit of reading with my child every day for 10-30 minutes.
- Let my child see me reading and writing (modeling).
- Participate in conferences and activities.
- Read through newsletters to discuss the activities with my child.

505.8R1 – Parent and Family Engagement District-Wide Policy Building Level Regulation

Updated Mar 13 2025

Adoption Date: 3/11/25

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, at the building level, 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-parent 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 ensuring 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 formats; and
    - Provide other reasonable support to encourage parental involvement
5. Schools Operating a Schoolwide Program: Each school operating a schoolwide 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.

505.9 - Senior Year Plus Proficiency Requirement - Alternative Assessment

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

The Iowa City Community School District is committed to offering rigorous and challenging learning for all students. Students participating in the state's Senior Year Plus (SYP) program have the opportunity to enroll in college courses and receive credit at both institutions. To be eligible for SYP programs of Post Secondary Enrollment Options (PSEO), concurrent enrollment, or career academy courses, a student must meet the academic requirements of both the school district and the postsecondary institution.

Student proficiency requirements of the school district

To be eligible to enroll in SYP college credit programs for PSEO, concurrent enrollment, or career academy courses, state law requires high school students to be proficient in reading, mathematics, and science. It should be noted that students seeking to enroll in a Career and Technical Education course via concurrent enrollment are exempt from this proficiency requirement. To demonstrate proficiency, students must meet one of the two following criteria:

- Score at or above the proficiency level on the most recent administration of the state assessment in each of the required subject areas (reading, math, and science)
- Meet one of the district's equivalent alternative measures of proficiency (see below)

Alternative measures of student proficiency of the school district

Students who did not score at the proficiency level on the state assessment in one or more of the content areas of reading, mathematics, and science, or who have not taken the exams, may demonstrate proficiency of each content area in which they are not proficient through one of the alternative measures:

- Meet or exceed equivalent college placement exam score in the subject area(s) (e.g., Accuplacer)
- Meet or exceed equivalent college entrance exam score in the subject area(s) (e.g ACT)

For students with Individual Education Plans (IEP) who do not demonstrate proficiency in one or more areas of the state assessment, the IEP team may set an alternative, but equivalent measure of proficiency through the IEP. The alternative measure is not the same as Alternate Assessments associated with federal legislation.

506.1 - Education Records Access

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed), 7/1/25 (updated)

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. Education records may be maintained in the central administration office or administrative office of the student's attendance center. Education records requests should be directed to the Executive Director of Community Relations or designee as the custodian of district records.

Definitions

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

An education record may contain information on more than one student. Parents or guardians 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.

Parents or guardians, eligible students, and other individuals authorized in accordance with law 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 after the request is made. Parents or guardians, other than parents or guardians 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 or guardians may not access the student records. Parents or guardians, an eligible student or an authorized representative of the parents or guardians 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 guardians or student from exercising the right to access the education records. Fees for copies of the records are waived if it would prevent the parents or 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 guardians 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 guardians or an eligible student believes the information in the education records is inaccurate, misleading or violates the privacy of the student, the parents or guardians 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 guardian 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 guardians or the eligible student. This 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 educational 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 or guardians by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it was 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;
- In connection with a health or safety emergency;
- As directory information; or
- In additional instances as provided by law.

  The superintendent or designee 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 guardians or the eligible student. Individuals not listed are not allowed access without parental or guardian or an eligible student's written permission. This list must be current and available for public inspection and updated as changes occur.

The superintendent or designee 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 or designee, however, does not need to keep a list of the parents or guardians, 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 or guardians, the eligible student and the custodian of education records.

Permanent education records, including a student's name, address, phone number, grades, attendance record, classes 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 a student graduates or otherwise leaves the school district. If the parents or guardians 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 guardians or eligible student the records may be needed by the parents or guardians or eligible student for social security benefits or other purposes. For purposes of policy, "no longer needed to provide educational services" means that a 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 completion of the activity for which funds were used.

The school district will provide training or instruction to employees about parents' or guardians 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 or guardians 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 guardian or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures 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 complaint 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 guardians 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 or guardians of such activity. The notice will include a statement that the parents or guardians 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.

Policy References:

Legal Reference:

20 U.S.C. § 1232g, 1415.
34 C.F.R. Pt. 99, 300, .610 et seq.
Iowa Code §§ 22; 279.9B, 280.24, .25, 622.10.
281 I.A.C. 12.3(4); 41

Cross Reference:

102	Equal Education Opportunity
102.R1	Equal Educational Opportunity - Grievance Procedure
102.E1	Equal Educational Opportunity - Annual Notice of Nondiscrimination
102.E2	Equal Educational Opportunity - Continuous Notice of Nondiscrimination
102.E3	Equal Educational Opportunity - Notice of Section
102.E4	Equal Educational Opportunity - Discrimination Complaint Form
102.E5	Equal Educational Opportunity - Witness Disclosure Form
102.E6	Equal Educational Opportunity - Disposition of Complaint Form
504	Student and Parental Rights
603.3	Special Education
604.11	Appropriate Use of Online Learning Platforms
708	Care, Maintenance and Disposal of School District Records
712	Technology and Data Security
712.R1	Technology and Data Security - Security Requirements of Third-Party Vendors Regulation
804.6	Use of Recording Devices on School Property
804.6R1	Use of Recording Devices on School Property - Use of District Owned Recording Devices Regulation
901	Public Examination of School District Records

506.1E1 - Request of Nonparent for Examination or Copies of Education Records

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

5061E1.pdf

Code No. 506.1E1

REQUEST OF NONPARENT FOR EXAMINATION OR COPIES OF EDUCATION RECORDS

The undersigned hereby requests permission to examine the Iowa City Community School District's official education records of:

(Legal Name of Student) (Date of Birth)

The undersigned requests copies of the following official education records of the above.

The undersigned certifies that they are (check one):

- ☐ An official of another school system in which the student intends to enroll.
- ☐ An authorized representative of the Comptroller General of the United States.
- ☐ An authorized representative of the Secretary of the U.S. Department of Education or U. S. Attorney General
- ☐ A state or local official to whom such is specifically allowed to be reported or disclosed.
- ☐ A person connected with the student's application for, or receipt of, financial aid (Specify details above.)
- ☐ 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 Title

Agency Date

Address Phone

City, State, Zip

APPROVED:

Signature Title

-

Dated

506.1E2 - Authorization for Release of Education Records

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed) **5061E2_1.pdf**

500

Code No. 506.1E2

AUTHORIZATION FOR RELEASE OF EDUCATION RECORDS

The undersigned hereby authorizes the Iowa City Community School District to release copies of the following official education records:

_____

_____

Concerning _____ _____
(Full Legal Name of Student) (Date of Birth)

_____ From 20 _____ to 20 _____
(Name of Last School Attended) (Year(s) of Attendance)

The reason for this request is: _____

_____

Copies of the records to be released are to be furnished to:

☐ the undersigned
☐ the student
☐ other (please specify) _____

_____
Signature

_____
Address

_____
City, State, Zip

_____
Phone Number

506.1E3 - Request for Hearing on Correction of Education Records

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

5061E3.pdf

Code No. 506.1E3

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 privacy rights of my child.

The official education records which I believe are inaccurate, misleading or in violation of the privacy or other rights 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 Phone

_____
City, State, Zip

506.1E4 - Request for Examination of Education Records

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

5061E4.pdf

Code No. 506.1E4

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 student is: _____

(check one)

☐ I do
☐ I do not

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

_____
Parent/Guardian Signature

_____
Date

_____
Address

_____
City, State, Zip

_____
Phone

APPROVED:

_____ _____
Signature Title

_____
Date

506.1E5 - Notification of Transfer of Education Records

Adoption Date: 06/22/2021

History: 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

5061E5.pdf

500 *annual notices*

Code No. 506.1E5

NOTIFICATION OF TRANSFER OF EDUCATION RECORDS

To: _____ Date: _____
Parent/or Guardian

Street Address: _____

City, State, Zip: _____

Please be notified that copies of the Iowa City Community School District's official education records concerning _____, have been transferred to:
Full legal name of student

_____ _____
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)

506.1E6 – Letter to Parent Regarding Receipt of a Subpoena

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

5061E6.pdf

Code No. 506.1E6

LETTER TO PARENT REGARDING RECEIPT OF A SUBPOENA

Date

Dear (Parent) :

This letter is to notify you that the Iowa City Community School District has received a (subpoena or 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 Number) .

Sincerely,

(Principal or Superintendent)

506.1E7 - Juvenile Justice Agency Information Sharing Agreement

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 2/13/24 (updated), 3/11/25 (reviewed)

506.1E7 - Juvenile Justice Agency Information Sharing Agreement

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 Iowa City Community School District (hereinafter "School District") and Juvenile Court, United Action for Youth, Coralville Police Department, Iowa City Police Department, North Liberty Police Department, University Heights Police Department and Johnson County Sheriff Department (hereinafter "Agencies").

Statutory Authority: This agreement implements Iowa Code § 280.25 and is consistent with 34 C.F.R. 99.38 (2012).

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 prior to adjudication by the Juvenile Court.
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 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.
6. Information obtained by the school from a party to this agreement may not be used as the basis for disciplinary action against 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 February 13, 2024.

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: _____
Title: _____
Agency: Juvenile Court Services
Dated: _____

Address: 855 S Dubuque Street #126
City: Iowa City
State: Iowa Zip: 52240
Phone Number: 319-356-6076

Signature: _____
Title: _____
Agency: United Action for Youth
Dated: _____

Address: 1700 S 1st Ave. #14
City: Iowa City
State: Iowa Zip: 52240
Phone Number: 319-338-7518

Signature: _____
Title: _____
Agency: Coralville Police Dept.
Dated: _____

Address: 1503 5th Street
City: Coralville
State: Iowa Zip: 52241
Phone Number: 319-248-1800

Signature: _____
Title: _____
Agency: Iowa City Police Dept.
Dated: _____

Address: 401 E Washington Street
City: Iowa City
State: Iowa Zip: 52240
Phone Number: 319-356-5275

Signature: _____
Title: _____
Agency: North Liberty Police Dept.
Dated: _____

Address: 5 E Cherry St.
City: North Liberty
State: Iowa Zip: 52317
Phone Number: 319-626-5724

Signature: _____
Title: _____
Agency: University Heights Police Dept.
Dated: _____

Address: 1302 Melrose Ave.
City: Iowa City
State: Iowa Zip: 52246
Phone Number: 319-887-6800

Signature: _____
Title: _____
Agency: Johnson County Sheriff's Office
Dated: _____

Address: 511 S Capitol St.
City: Iowa City
State: Iowa Zip: 52240
Phone Number: 319-356-6020

506.1E8 - Annual Notice

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 guardians 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 parents 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 guardians or eligible students who wish to ask a school district to amend a record should write to the school principal, 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 guardian or eligible student, the district will notify the parent or guardian 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 guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure 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 PII from education records, such as an attorney, auditor, medical consultant, or therapist, or a parent or guardian 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.

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.

506.1G1 - Cumulative File Maintenance Checklist

Adoption Date: 06/22/2021

History: 10/11/21 (updated), 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

- **Record of Access Sheet** (pink copy paper) Building personnel should be completing this document, NOT the person requesting the file.
- **Home Language Survey**
  - Registration Process (OLR).
  - Students who are coming from other ICCSD schools do not need to fill out a new HLS, but secretaries should look at the HLS and notify the ELL Assessment Specialist or if the student shows a need for assessing because the student may have been missed in the previous school.
- **Proof of Age** –Verification of the child's birth date (Examples include a copy of the child's birth certificate, passport or visa) uploaded to Infinite Campus. For additional options, please contact the Educational Services Center at (319) 688-1000). Please contact the ESC as they will help with any questions regarding this proof.
  - Please make sure to enter the student using their legal name into Infinite Campus.
  - Parent or Staff uploads document into Infinite Campus.
- **Paperwork indigenous to your particular school** – Send to Kenwood for scanning when going into 6^{th}/9^{th} grade and upon graduation.
  - New Family Questionnaire
  - New student info sheet for Infinite Campus
  - Any paperwork indigenous to your school.
- **Legal Paperwork** –Upload to infinite Campus
  - Guardianship
  - Restraining orders
  - Adoption decrees
  - Name change
  - Consent to release/share information with health care providers
  - Outside Agency – Occupational Health
  - Academic consent forms
  - Social Security Disability Determination
- **ELL (English Language Learners)** - light blue ELL folder provided by the ELL Assessment Specialist at the ESC
  - English Screener Results for students screened and identified as English Learners in our district:
    - For students identified as English Learners prior to the 2018-19 school year, there should be a copy of the ELL Assessment Results sheet (this was usually a green sheet).
      - Note: If you find TELPA testing booklets or TELPA student answer sheets, please shred them immediately.
    - For students identified as English Learners during the 2018-19 school year or later, there should be an ELPA21 Dynamic Screener score report.
  - Program Placement Form: There should be a copy of the English Learner Program Placement/Description of Program(s) that the family was given when the child was initially placed in our district's ELL program.
  - ELPA21 Summative Assessment Results - there should be a summative score report for each year that the student has been in ELL services in Iowa since 2015-16.
  - If parents/guardians wish to waive services, there should be a signed Waiver/Refusal form with the Explanation of Consequences for not participating in the English Learner Program. A new waiver must be signed and placed in the blue folder each school year the family wishes to waive services.
  - Important Reminders:
    - Blue ELL folders should always be kept in a student's cumulative file, never in a separate location.
    - Whenever an ELL teacher needs a blue ELL folder, they may "check it out" and keep it in a locked, secure location but must return it as soon as possible to the office to be placed back in the student's cumulative file.
    - After a student exits the ELL program, the blue folder remains in the cumulative file with the ELL records from when the student was in the ELL program.
- **Behavior Chapter 103 (Red Folder)** – Anything not posted in Infinite Campus (paper) should be in this file. Any behavior from another school district, Referral Report, Incident Report and Suspension Reports.
- **Attendance (Yellow Folder)** – Truancy letters and Attendance Contracts from another school district should be kept in this file. ANYTHING ELSE TO BE SCANNED.
- **Report Cards** – **Scan when going to 6^{th}/9^{th} grade**
  - In descending, chronological order with most current year on top.
  - This would include the elementary conference reports.
  - Title 1 reports, Academic Support Reports
- **504 (Accommodation Plan)** – if applicable (Orange Folder)
  - Upload 504 into Infinite Campus.
  - All documents to be scanned upon graduation.
- **Test Results – (Purple Folder)** Upon Graduation this folder will be scanned as a permanent record.
  - CogAT Profile Narrative
  - Any other standardized testing that is not ISASP
  - Iowa Alternate Assessment Score Report
  - Disability Suspected form
- **ELP (Extended Learning Program) – (Yellow Folder from ELP)** At the end of 6th grade, if a student has an ELP folder it will be turned into the office to be placed in the cumulative folder. As noted above the CogAT reports are to be led in the Purple Test Results folder.

NOTE - ALL SPECIAL EDUCATION INFORMATION MUST BE PULLED OUT OF THE CUMULATIVE FILE AND TRANSFERRED TO THE “GREEN” SPECIAL EDUCATION FOLDER.

When a student leaves the district, you will need to print off the following reports from infinite Campus:

- Home Language Survey – To print the HLS form: go to Student inform>Forms. Select the student. Click New>Click Home Language Survey> Click Save> Click Print.
- Proof of birth
- Grades
- Attendance
- Behavior Reports
- 504 or IEP if applicable
- Legal Paperwork – since it will no longer be filed in the cumulative file.

Cumulative Folder Itself

Areas of the cumulative folder that must be filled out include:

Student’s name – AS LISTED IN INFINITE CAMPUS Gender – per birth certificate, legal document, etc. Birthdate
Schools attended

How long should we keep documentation

- **Checkout forms** – 1 year past the current year (if student left in 22-23; keep the checkout form 1 year then shred at the end of 23-24 so you always have 1 year to refer where a child moved to and where the cumulative file was sent.)
- **Request of Records** – 1 year past the current year
- **Grade changes** – 10 years then shred

506.1R1 - Use of Education Records Regulation

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

Parents or guardians 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 or guardians 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 data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.

Access to Records

1. Parents or guardians, 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 or guardians, 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 after the request is made. An eligible student or parent or guardian, 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 or guardians of students who are 18 years or older but still dependents for income tax purposes may access the student's records without prior permission of the student.
2. 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 guardian 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 tasks.

Release of Information Outside the School

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

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 guardians 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 or guardian request, the school district will hold a hearing regarding the content of a student's education records which the parent or guardian believes to be inaccurate, misleading, or in violation of the privacy rights of students.
6. The hearing will be held within a reasonable time after receipt of the parent or guardian or eligible student's request. The parent or guardian or eligible student will receive reasonable advance notice of date, time and place of the hearing.
7. The parents or guardian or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent or guardian or eligible student may be represented by an individual at their choice at their own expense.
8. 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.
9. The parents or guardians 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.
10. The parents or guardians 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.
11. If the parents' or guardians 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 or guardians will also be disclosed or the eligible student of the decision in writing.

506.2 - Student Directory Information

Adoption Date: 07/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

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 guardians or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or guardian 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
- Photograph
- ~~Major field of study~~
- Dates of attendance (including graduation date)
- Grade level
- Participation in officially recognized activities and sports (including weight and height ~~of~~ for members of athletic teams, ~~Degrees~~, honors, recognitions and awards received)
- The most recent school or district attended. ~~educational agency or institution attended~~

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 or guardians 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 or designee to provide notice and to determine the method of notice that will inform parent or guardian.

Policy References:

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.

Cross Reference:

901 Public Examination of School District Records
902.4 Live Broadcast or videotaping

506.2E1 - Authorization for Releasing Student Directory Information

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

The Iowa City Community School District has adopted a policy designed to assure parents and guardians 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 at the administrative offices.

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
- Photograph
- ~~Major field of study~~
- Dates of attendance (including graduation date)
- Grade level
- Participation in officially recognized activities and sports (including weight and height of members of athletic teams ~~Degrees~~, honors, recognitions, and awards received)
- The most recent ~~educational agency or institution~~ school or district attended

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 do so during eRegistration.

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

506.2R1 – Use of Directory Information

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

506.2R1 - Use of Directory Information

Code No. 506.2R1

USE OF DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Iowa City Community School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Iowa City 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 Iowa City Community School District to include this type of information from your child's education records in certain school publications. Examples include:

Publication	**Audience**	**Authorized Fields**
Student/Family Directory/Class List	Parents, PTO's	Parent emails, grade level, teacher, student name, parent name(s), photo
Activity Contacts	Parents, Booster Clubs	Parent emails
Yearbook	Students, parents	Student name, grade level, photo
Activities Rosters	Attendees/General Public	Student name, grade level, accolades, instrument/part (music only), jersey number (sports only), height (sports only), position (sports only), weight (football only)
Awards Assemblies	Parents, Students, Attendees	Student name, grade level, accolades
Fundraising Contacts		Home addresses, parent email addresses

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 Iowa City Community School District to disclose directory information from your child's education records without your prior written consent, you must indicate so during eRegistration. Iowa City Community School District has designated the following information as directory information

- Student's name
- Photograph
- ~~Major field of study~~
- Dates of attendance (including graduation date)
- Grade level
- Participation in officially recognized activities and sports (including weight and height of members of athletic teams, ~~Degrees~~, honors, recognitions,and awards received
- The most recent ~~educational agency or institution~~ school or district attended

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

506.3 - Student Photographs

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 or guardians 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 or designee, in conjunction with the principal, to develop administrative rules regarding student photographs.

Policy References:

Legal Reference:

Iowa Code § 279.8.

506.3G1 - Student Photographs Guideline

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (updated)

Iowa City Community School District likes to celebrate the achievements of our students and staff. Throughout the year photos and videos may be taken of students, student work, and school activities. These photos and videos may appear in various ICCSD and/or community/media news stories and materials, including school and district websites, social media websites, newsletters, yearbooks, brochures, etc. Student names are usually not used in association with photos and videos, but when they are, only first names will be used except in situations where full names are standard (such as athletic programs, yearbooks, etc.) Parents or guardians who wish to prevent their student's image from appearing in any of the above venues must indicate so during registration. Changes to preferences can be made at any time either in Infinite Campus or by contacting your child's school. The permission/objection needs to be renewed annually during registration.

506.4 - Student Library Circulation Records

Adoption Date: 06/22/2021

History: 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 or guardian consent. Individuals who may access such records include a student's parents or guardian, 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 or guardian. Parents or guardians 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 may be charged.

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

Policy References:

Legal Reference:

20 U.S.C. § 1232g
34 C.F.R. Pt. 99
Iowa Code §§ 22
281 I.A.C. 12.3(4).

507.1 - Student Health and Immunization Certificates

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed), 8/12/25 (updated)

~~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.~~

Physical examinations by an approved healthcare professional are required for students entering the preschool program. Students in 7-12th grade playing a sport must submit proof of a physical examination annually. These signed certificates of examination should be kept on file at the attendance center. A physical examination for kindergarten students is recommended but not required. 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. 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, mumps, varicella, hepatitis B, and other immunizations required by law.~~ Students enrolled in the district must provide proof of all immunizations required for school attendance according to Iowa 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. According to state law, 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 and Human Services, 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 and Human Services Certificate of Immunization Exemption to be exempt from this policy. The district will include information related to immunization requirements as well as exemption requirements in the district's registration documentation as well as on the district's website.

Policy References:

Legal Reference:
Iowa Code §§ 139A.8; 280.13.
281 I.A.C. 33.5.
641 I.A.C. 7.

507.2 - Administration of Medication to Students

Adoption Date: 06/22/2021

History: 10/11/22 (updated), 3/22/22 (updated), 2/14/23 (reviewed), 8/22/23 (updated), 2/13/24 (updated), 3/11/25 (reviewed)

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.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by 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, physicians, advanced practice providers, 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.

Policy References:

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 IAC §14.1, 2

Cross Reference:

603.3	Special Education
607.2	Student Health Services
607.2R1	Student Health Services - Regulation
804.5	Stock Prescription Medication Supply
804.5E1	Stock Prescription Medication Parental Authorization and Release Form for the Administration of a Voluntary School Supply of Stock Medication for Life Threatening Incident

507.2E1 - Authorization Asthma, Airway Constricting or Respiratory Distress Medication Self-Administration Consent Form

Adoption Date: 06/22/2021

History: 10/11/22 (updated), 3/22/22 (reviewed), 2/14/23 (reviewed), 8/22/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

5072E1.pdf

Code No. 507.2E1

STUDENT MEDICATION SELF-CARRY & SELF-ADMINISTRATION AUTHORIZATION

(Including Asthma, Anaphylaxis, Diabetes, or Other Emergency Medications only)

Student Name: _____ Date of Birth: ____ / ____ / ____

School: _____ School Year: _____

Medication: _____

Dosage: _____ Route: _____ Time(s) at School: _____

Purpose & Instructions: _____

Special Circumstances / Follow-Up / Discontinue Date (if applicable): _____

- ☐ This medication is an asthma, respiratory, anaphylaxis, diabetes, or other emergency medication
- ☐ Backup medication provided to school (if required)

AUTHORIZATION (Parent/Guardian – Initial All That Apply)

_____ **Self-Carry & Self-Administration of Medication**

I request that my child be permitted to possess and self-administer the medication listed above at school and during school-sponsored activities. I understand competency must be demonstrated to licensed health personnel working under the auspices of the district.

_____ **Participation in Special Health Services (if applicable)**

I authorize my child to participate in the planning, management, and delivery of prescribed health services after demonstration of proficiency to licensed school health personnel.

PARENT/GUARDIAN CONSENT & ACKNOWLEDGEMENTS

- I understand the school district and its employees acting reasonably and in good faith shall incur no liability for improper use of medication or for supervising, monitoring, or not interfering with self-administration.
- I agree to coordinate with school personnel and notify them of any changes in the student's condition or medication.
- I agree to provide safe delivery of medication/equipment to and from school and to retrieve remaining medication or equipment at the end of the school year or upon expiration.
- I understand that misuse of self-administration privileges may result in revocation after parent notification, and disciplinary actions may be imposed.
- I consent to sharing this information with appropriate school personnel in accordance with FERPA and applicable laws.
- I understand students are responsible for maintaining their self-administration record when required.

PARENT / GUARDIAN SIGNATURE

Name: _____

Signature: _____ Date: ___ / ___ / ___

Phone: _____

PRESCRIBER AUTHORIZATION

Prescriber Name & Credentials: _____

Signature: _____ Date: ___ / ___ / ___

Phone: _____

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

Student Name (Last/First/Middle)	Birthdate	School	Date

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.

In order for a student to self-administer medication, bronchodilator medication via metered dose inhalers (MDI) with or without spacer for asthma or any airway constricting disease:

- Parent/guardian provides signed, dated authorization for student medication self-administration.
- Physician (person licensed under chapter 148, 150, or 150A, physician, physician assistant, advanced registered nurse practitioner, or other person licensed or registered to prescribe or dispense a prescription drug or device in the course of professional practice in Iowa in accordance with section 147.107, or a person licensed by another state in a health field in which, under Iowa law, licensees in this state may legally prescribe drugs) provides written authorization containing:
    - 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 is renewed annually. 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, a may possess and use the student's prescribed medication 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 afterschool care on school operated property. If the student abuses the self administration policy, the ability to self-administer may be withdrawn by the school.

Pursuant to state law, the school district or accredited nonpublic school and its employees are to incur no liability, except for gross negligence, as a result of any injury arising from self-administration of medication by the student. The parent or guardian of the student shall sign a statement acknowledging that the school district or nonpublic school is to incur no liability, except for gross negligence, as a result of self-administration of medication by the student as established by Iowa Code § 280.16.

Code No. 507.2E3

PARENTAL AUTHORIZATION AND RELEASE FORM FOR INDEPENDENT SELF CARRY AND ADMINISTRATION OF PRESCRIBED MEDICATION OF INDEPENDENT DELIVERY OF HEALTH SERVICES BY THE STUDENT

Student's Name (Last, First, Middle)	Birthdate	School	Date

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 use epinephrine autoinjectors 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 at the end of the school year or when medication id expired. 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.

Prescribed Medication	Dosage	Route	Time at School

_____ 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 Services 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
Parent/Guardian Signature	Date
Parent/Guardian Address	Home Phone

507.2E2 - Parental Authorization and Release Form for the Administration of Medication or Special Health Services to Students at School

Adoption Date: 08/22/2023

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 8/22/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

5072E2.pdf

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Code No. 507.2E2

IOWA CITY COMMUNITY SCHOOL DISTRICT
PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION
OF MEDICATION OR SPECIAL HEALTH SERVICES TO STUDENTS AT SCHOOL

Student Name: _____

Medication: _____

Reason for Medication: _____

Amount of Dose: _____

Time to give medication: _____

Physician/Prescriber Name: _____ Phone: _____

Special Instructions: _____

_____

I request that the prescribed medication be administered by a qualified staff person according to the written directions given. I agree that school personnel may contact the prescriber as needed and that medication information may be shared with school personnel who need to know. I understand the law provides that there shall be no liability for damages as a result of the administration of medication where the person administering the medication acts as an ordinary reasonably prudent person would under the same circumstances and that the school district and the school nurse are to incur no liability, except for gross negligence, as a result of injury arising from the administration of medication. I will comply with the procedure listed on the back of this form related to the administration of medication at school.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Home Phone: _____ Work Phone: _____

MEDICATION WILL NOT BE GIVEN IF IT HAS EXPIRED OR IT HAS AN IMPROPER LABEL. PLEASE CHECK THE CONTAINER BEFORE SENDING IT TO SCHOOL.

DISPOSAL OF UNUSED MEDICATION AT THE END OF THE SCHOOL YEAR – please check one.

- ☐ I will pick up any unused medication at the end of the school year.
- ☐ Please send any unused medication home with my child. The school district will not be responsible for the medication once it is in the possession of my child.
- ☐ Please discard any unused medication.

***If medication is not picked up by the last day of school it will be disposed of safely.

Special Health Services and Instructions:

_____

_____

_____

_____

_____ _____

Prescriber's Signature for Special Health Services Date

_____

Prescriber's Name (Please Print)

_____ _____

*Parent/Guardian signature for Special Health Services Date

IOWA CITY COMMUNITY SCHOOL DISTRICT
REQUEST TO ADMINISTER MEDICATION IN SCHOOL INFORMATION
AND PROCEDURES

Medications may be administered at school only with a prescriber's written order and written authorization from the parent/guardian. All medications should be taken before or after school hours whenever possible. However, it is understood that certain drugs may be required during the school day. These students should have medication available and administered in a manner that is compliant with school district policy.

1. **Prescription medication:** No prescription medication will be administered to a student in school or during school-sponsored activities without a written physician/prescriber order and parent/guardian written authorization. Parents are responsible for obtaining the prescriber. A current pharmacy-labeled container can serve as the written prescriber's order. A second labeled medication container can be obtained for school use by asking the pharmacist.
2. **Over-the-counter/non-prescription medication** will be given only with the parent/guardian's written authorization. Dosages must be dispensed per manufacturer label. Over-the-counter/non- prescription medications are to be provided by the parent/guardian and sent to school in the original labeled medication container with the student's name attached. This procedure will safeguard your child against overmedication and possible unforeseen reactions.
    a. Elementary students will also require a provider order to administer over-the-counter medications at school.
    b. Supplements are not considered nonprescription over-the-counter medications approved by the Federal Drug Administration and are not to be administered at school
3. The parent/guardian is responsible for submitting a new prescriber's order form to the school each time there is a change of dosage or time of administration for prescription medications. Prescriber's orders may be faxed to the school.
4. Students who must carry inhalers or emergency medications (epi-pen) throughout the school day need a written prescriber's order on file in the health office. The order must specifically state the purpose of the medication, dosage, times for medication to be given, and/or special circumstances under which the medication is to be given; and that the student must carry the medication at all times.
5. To ensure the safety of all children, we request that a parent or another responsible adult deliver all medications to the office and/or health office. The medication will be kept in a locked storage box.
6. The parent/guardian will inform the office/health office staff of the number of tablets/capsules that are brought to school.
7. The first dosage of any new prescription must be given at home so the child can be more closely observed for possible side effects and/or adverse reactions.
8. The parent/guardian is responsible for notifying the school when a medication has been discontinued or changed.
9. The Iowa City Community School District does not assume responsibility for medication not prescribed by a physician/prescriber or medication administered by the student himself/herself.

10. No medication will be continued beyond the school year in which it is ordered.
11. Disposal of unused, discontinued/recalled, or expired 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 need 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.

7/2023

Code No. 507.2E3

PARENTAL AUTHORIZATION AND RELEASE FORM FOR INDEPENDENT SELF CARRY AND ADMINISTRATION OF PRESCRIBED MEDICATION OF INDEPENDENT DELIVERY OF HEALTH SERVICES BY THE STUDENT

Student's Name (Last, First, Middle)	Birthdate	School	Date

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 use epinephrine autoinjectors 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 at the end of the school year or when medication id expired. 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.

Prescribed Medication	Dosage	Route	Time at School

_____ 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 Services 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
Parent/Guardian Signature	Date
Parent/Guardian Address	Home Phone

507.2E4 - Parental Permission for Administering Over the Counter/Non-Prescription Medication at School (Elementary)

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 8/22/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

5072E4.pdf

IOWA CITY COMMUNITY SCHOOL DISTRICT
PARENTAL PERMISSION FOR ADMINISTERING
OVER THE COUNTER/NON-PRESCRIPTION
MEDICATION AT SCHOOL
(ELEMENTARY)

This form must be completed by your child's physician or other healthcare provider

Student Name: _____

Medication: _____

Reason for medication: _____

Amount of dose: _____`

Time to give medication: _____

Special Instructions: _____

_____

*Physician/NP/PA/Dentist signature: _____

Physician/NP/PA/Dentist Phone Number: _____ Date: _____

I request that this medication be administered by a qualified staff person according to the written directions given. I agree that school personnel may contact the physician/ healthcare provider as needed and that medication information may be shared with school personnel who need to know. I understand the law provides that there shall be no liability for damages as a result of the administration of medication where the person administering the medication acts as an ordinary reasonably prudent person would under the same circumstances and that the school district and the school nurse are to incur no liability, except for gross negligence, as a result of injury arising from the administration of medication. I will comply with the procedure listed on the back of this form related to the administration of medication at school.

Parent/Guardian name: _____

*Parent/Guardian Signature: _____

MEDICATION WILL NOT BE GIVEN IF IT HAS EXPIRED OR IT HAS AN IMPROPER LABEL. PLEASE CHECK THE CONTAINER BEFORE SENDING IT TO SCHOOL.

DISPOSAL OF UNUSED MEDICATION AT THE END OF THE SCHOOL YEAR – please check one.

- ☐ I will pick up any unused medication at the end of the school year.
- ☐ Please send any unused medication home with my child. The school district will not be responsible for the medication once it is in the possession of my child.
- ☐ Please discard any unused medication.

***If medication is not picked up by the last day of school it will be disposed of safely.

_____ _____

*Parent/Guardian signature Date

IOWA CITY COMMUNITY SCHOOL DISTRICT
REQUEST TO ADMINISTER MEDICATION IN SCHOOL INFORMATION AND PROCEDURES
(Elementary)

Medications may be administered at school only with a prescriber's written order and written authorization from the parent/guardian. All medications should be taken before or after school hours whenever possible. However, it is understood that certain drugs may be required during the school day. These students should have medication available and administered in a manner that is compliant with school district policy.

1. No medication (prescription or over-the-counter) will be administered to a student in an elementary school or during school-sponsored activities without a written physician/prescriber order and parent/guardian written authorization. Parents are responsible for obtaining the prescriber order.
    a. **Prescription medication:** A current pharmacy-labeled container can serve as the written prescriber's order. A second labeled medication container can be obtained for school use by asking the pharmacist.
    b. **Over-the-counter/non-prescription medication** will be given only with a prescriber's order and parent/guardian's written authorization. Over-the counter/non- prescription medications are to be provided by the parent/guardian and sent to school in the original labeled medication container with the student's name attached. This procedure will safeguard your child against overmedication and possible unforeseen reactions.
        i. Supplements are not considered non-prescription over-the-counter medications approved by the Federal Drug Administration and are not to be administered at school.
2. The parent/guardian is responsible for submitting a new prescriber's order form to the school each time there is a change of dosage or time of administration. Prescriber's orders may be faxed to the school.
3. Students who must carry inhalers or emergency medications (epi-pen) throughout the school day need a written prescriber's order on file in the health office. The order must specifically state the purpose of the medication, dosage, times for medication to be given, and/or special circumstances under which the medication is to be given; and that the student must carry the medication at all times.
4. To ensure the safety of all children, we request that a parent or another responsible adult deliver all medications to the office and/or health office. The medication will be kept in a locked storage box.
5. The parent/guardian will inform the office/health office staff of the number of tablets/capsules that are brought to school.
6. The first dosage of any new prescription must be given at home so the child can be more closely observed for possible side effects and/or adverse reactions.

7. The parent/guardian is responsible for notifying the school when a medication has been discontinued or changed.
8. The Iowa City Community School District does not assume responsibility for medication not prescribed by a physician/prescriber or medication administered by the student himself/herself.
9. No medication will be continued beyond the school year in which it is ordered.
10. Disposal of unused, discontinued/recalled, or expired 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 need 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.

7/2023

507.2E5 - Parental Permission for Administering Over the Counter/Non-Prescription Medication at School (Secondary)

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 8/22/23 (updated), 2/13/24 (reviewed), 3/11/25 (reviewed)

5072E5.pdf

Code 507.2E5

IOWA CITY COMMUNITY SCHOOL DISTRICT PARENTAL PERMISSION FOR ADMINISTERING *OVER THE COUNTER/ NON-PRESCRIPTION* MEDICATION AT SCHOOL (SECONDARY)

Student Name: _____

Medication: _____

Reason for medication: _____

Amount of dose (per manufacturer label): _____

Time to give medication: _____

Special Instructions: _____

_____

I request that this medication be administered by a qualified staff person according to the written manufacturer label. I understand the law provides that there shall be no liability for damages as a result of the administration of medication where the person administering the medication acts as an ordinary reasonably prudent person would under the same circumstances and that the school district and the school nurse are to incur no liability, except for gross negligence, as a result of injury arising from the administration of medication. I will comply with the procedure listed on the back of this form related to the administration of medication at school.

Parent/Guardian name: _____

*Parent/Guardian Signature: _____ Date: _____

Home Phone: _____ Work Phone: _____

MEDICATION WILL NOT BE GIVEN IF IT HAS EXPIRED OR IT HAS AN IMPROPER LABEL. PLEASE CHECK THE CONTAINER BEFORE SENDING IT TO SCHOOL.

DISPOSAL OF UNUSED MEDICATION AT THE END OF THE SCHOOL YEAR – please check one.

- ☐ I will pick up any unused medication at the end of the school year.
- ☐ Please send any unused medication home with my child. The school district will not be responsible for the medication once it is in the possession of my child. Please
- ☐ discard any unused medication.

***If medication is not picked up by the last day of school it will be disposed of safely.

_____ _____

*Parent/Guardian signature Date

IOWA CITY COMMUNITY SCHOOL DISTRICT
REQUEST TO ADMINISTER MEDICATION IN SCHOOL
INFORMATION AND PROCEDURES (Secondary)

Medications may be administered at school only with a prescriber's written order and written authorization from the parent/guardian. All medications should be taken before or after school hours whenever possible. However, it is understood that certain drugs may be required during the school day. These students should have medication available and administered in a manner that is compliant with school district policy.

1. **Prescription medication:** No prescription medication will be administered to a student in school or during school-sponsored activities without a written physician/prescriber order and parent/guardian written authorization. Parents are responsible for obtaining the prescriber. A current pharmacy-labeled container can serve as the written prescriber's order. A second labeled medication container can be obtained for school use by asking the pharmacist.
2. **Over-the-counter/non-prescription medication** will be given only with the parent/guardian's written authorization. Dosages must be dispensed per manufacturer label. Over-the-counter/non- prescription medications are to be provided by the parent/guardian and sent to school in the original labeled medication container with the student's name attached. This procedure will safeguard your child against overmedication and possible unforeseen reactions.
    a. Supplements are not considered non-prescription over-the-counter medications approved by the Federal Drug Administration and are not to be administered at school.
3. The parent/guardian is responsible for submitting a new prescriber's order form to the school each time there is a change of dosage or time of administration for prescription medications. Prescriber's orders may be faxed to the school.
4. Students who must carry inhalers or emergency medications (epi-pen) throughout the school day need a written prescriber's order on file in the health office. The order must specifically state the purpose of the medication, dosage, times for medication to be given, and/or special circumstances under which the medication is to be given; and that the student must carry the medication at all times.
5. To ensure the safety of all children, we request that a parent or another responsible adult deliver all medications to the office and/or health office. The medication will be kept in a locked storage box.
6. The parent/guardian will inform the office/health office staff of the number of tablets/capsules that are brought to school.
7. The first dosage of any new prescription must be given at home so the child can be more closely observed for possible side effects and/or adverse reactions.
8. The parent/guardian is responsible for notifying the school when a medication has been discontinued or changed.
9. The Iowa City Community School District does not assume responsibility for medication not prescribed by a physician/prescriber or medication administered by the student himself/herself.

10. No medication will be continued beyond the school year in which it is ordered.
11. Disposal of unused, discontinued/recalled, or expired 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 need 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.

7/2023

507.3 - Communicable Diseases - Students

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (updated), 2/13/24 (updated), 3/11/25 (reviewed)

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 or designee and health services manager.

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 or designee, in conjunction with the senior health services manager, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

Policy References:

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
403.3R1 Communicable Diseases - Employees - Regulation
403.3E1 Communicable Diseases - Employees - Hepatitis B Vaccine Information and Record

507.3G1 - Communicable Diseases

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (updated), 2/13/24 (reviewed), 3/11/25 (updated)

The District shall be notified as soon as it is known that a student has a communicable disease If an employee learns a student(s) has a communicable disease, the employee shall notify a school nurse or the health services manager. It shall be the responsibility of the superintendent or designee, when the superintendent or designee or the health services manager, upon investigation, has knowledge that a reportable communicable disease is present, to notify the Iowa Department of Public Health (via the Johnson County Department of Public Health). Health data of a student is confidential and it shall not be disclosed to third parties, except in cases of reportable communicable diseases.

It is the responsibility of the superintendent or designee, in conjunction with the senior health services manager, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

507.4 - Student Illness or Injury at School

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

When a student becomes ill or is injured at school, the school district will attempt to notify the student's parents or guardian 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 or designee within twenty-four hours after the student is injured.

Annually, parents or guardian 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 or designee is responsible, in conjunction with the senior health services manager, to develop rules and regulations governing the procedure in the event a student should become ill or be injured at school.

Policy References:

Legal Reference:

Iowa Code § 613.17

507.5 - Emergency Plans and Drills

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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.

Policy References:

Legal Reference:

Iowa Code § 100.31

Cross Reference:

711.7 School Bus Safety Instruction

507.5G1 - Emergency Plans and Drills

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

The plan will be communicated to and reviewed with employees, and a copy submitted to the ESC and Physical Plant. Employees will participate in emergency drills. Licensed employees are responsible for instructing the proper techniques to be followed in the drill.
The emergency plan shall include:

- assignment of employees to specific tasks and responsibilities;
- instructions relating to the use of alarm systems and signals. If combination visual and auditory warning devices do not exist, the plan shall include specific provisions for warning individuals with hearing impairments;
- information concerning methods of fire containment;
- systems for notification of appropriate persons and agencies;
- information concerning the location and use of fire fighting equipment;
- specification of evacuation routes and procedures;
- posting of plans and procedures at suitable locations throughout the facility;
- evacuation drills which include the actual evacuation of individuals to safe areas;
- an evaluation for each evacuation drill.

500

507.6 - Student Insurance

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

Student health and accident insurance will be offered to all students with a plan selected by the district. The cost of this specific insurance plan is the responsibility of the student and their family/guardian. Purchase of this student plan is a contract between the insurance carrier and the student and not a contract for the coverage with the district.

Policy References:

Legal Reference:

Iowa Code § 279.8.

507.7 - Custody and Parental Rights

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

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. Employees will only testify in a court proceeding or otherwise provide written or verbal information for use in a legal proceeding (where the district is not a party) as required by a judicial subpoena or court order.

This policy does not prohibit an employee from listening to a student's problems and concerns. In a situation where family members disagree about educational placement or instructional decisions regarding the student(s) and have equal parental rights, the district will remain neutral and will make the decision that is in the best educational interest of the child.

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

Policy References:

Legal Reference:

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

507.7G1 - Department of Health & Human Services (DHHS) Child Removal

Adoption Date: 06/22/2021

History: 3/22/22 (updated), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (updated)

1. If a child or youth needs to be removed from their caregiver and placed into foster care, it would be the ICCSD's preference that the DHHS worker removes a child or youth at their home, not during school hours
2. If the DHHS worker determines that it is in the best interest of the child or youth to be taken into DHHS custody at school, the following conditions are to be met:
    - The DHHS Worker contacts the building administrator to arrange the time and location to ensure safety and confidentiality within the school.
    - School personnel will not change the usual dismissal procedure for the child or youth unless there is a law enforcement officer and/or Department of Health & Human Services worker on-site to facilitate the process and provide supervision. ~~(The school dismissal process begins at 2:45 for elementary schools and 3:45 for secondary schools.)~~ Changes to standard dismissal procedures must be communicated at least 15 minutes before the school's dismissal time.

3. The DHHS worker will contact the Foster Care Point of Contact (POC) upon removal/placement into foster care. The primary goal is exploring transportation arrangements, allowing the child or youth to remain in their same school throughout the foster care placement. Should remaining in the school of origin not be feasible or not in the best interest of the child or youth, the DHHS supervisor is to contact the ICCSD's Foster Care POC to call a best interest determination meeting and collaboratively transition school enrollment without delay, including transfer of school records, in order to comply and align with the ESSA Fostering Connections stipulations.

507.8 - Student Special Health Services

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (reviewed)

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 health plan.

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

Policy References:

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.

Cross Reference:

603.3 Special Education
711.1 Student School Transportation Eligibility

507.8R1 - Special Health Services Regulation

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (updated), 2/13/24 (reviewed), 5/14/24 (updated), 3/11/25 (reviewed)

Special health services are designed to enable a child with a disability to receive a Free & Appropriate Public Education (FAPE). 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 in accordance with licensed practice 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 in the student's education record.

"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 or guardian, administrator, teacher, licensed health personnel, and others involved in the student's educational program, or as described in the Individuals with Disabilities Education Act or Section 504 on the Rehabilitation Act of 1973.

"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, nursing diagnosis, outcomes, planning, interventions, evaluation, student goals, if applicable, and a plan for emergencies. The plan is updated as needed and at least annually. Licensed health personnel develop this written plan with the collaboration from the parent or guardian, individual's health care provider or 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 under the auspices of the school.

"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:

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 or guardian 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 or guardian, 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 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 and qualifications of school personnel performing health services.
- Review of the designated person's competency.
- Determination of initial and ongoing level of supervision, monitoring and evaluation required to ensure quality services.

Licensed health personnel will supervise the special health services, define the level and frequency 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, written consent of personnel as required in Iowa Code 280.23 and periodic updates are on file at school.

Parents or guardian will provide the usual equipment, supplies and necessary maintenance for such unless the school is required to provide the equipment, supplies, and maintenance under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. 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 or guardian, and others in the provision, supply, storage and maintenance of necessary equipment.

507.9 - Wellness Policy

Adoption Date: 06/22/2021

History: 2/14/23 (reviewed), 2/13/24 (reviewed), 3/11/25 (updated)

The Iowa City 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 shall identify at least one goal in each of the following areas:

- Nutrition Education and Promotion: Schools shall provide nutrition education and engage in nutrition promotion that helps students develop lifelong healthy eating behaviors.
- Physical Activity: Schools shall 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 shall 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;
- Schools 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) shall meet standards set by the district in accordance with the law. The district will provide on the district website a sample a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations; and
- Schools shall 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 board, 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.

Policy References:

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 I.A.C. 12.5; 58.11.

Cross Reference:

504.6 Student Activity Program

704.6 Fundraisng Within the District

507.9R1 - Wellness Regulation

Adoption Date: 06/22/2021

History: 9/9/21(updated), 3/22/22 (updated), 2/14/23 (updated), 2/13/24 (updated), 6/11/24 (updated), 3/11/25 (updated)

PHYSICAL EDUCATION/PHYSICAL ACTIVITY

Physical Education

The school district will provide physical education that:

- meets a minimum of:
    - 54 minutes per week for kindergarten students;
    - 81 minutes per week for first through fifth grade students;
    - every other day for middle school;
    - meets the state requirements for high school;
      is taught by a certified physical education teacher;
- includes students with disabilities and provides adapted PE services in accordance with state guidelines and IDEA;
- the teacher engages students in moderate to vigorous activities during at least 50 percent of physical education class time;
- includes lifestyle (non-team) activities at each grade level.

Daily Recess

Elementary schools shall provide recess for students that:

- meets a minimum of:
    - 40 minutes per day for kindergarten through second grade students;
    - 30 minutes per day for third and fourth grade students;
    - 20 minutes per day for fifth grade students;
- is preferably outdoors;
- encourages moderate to vigorous physical activity verbally for all students and through the provision of space and equipment;
- includes a variety of equipment and apparatus to encourage participation in moderate to vigorous physical activity;
- discourages extended periods (i.e., periods of one or more hours) of inactivity.

When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools will give students periodic breaks during which they are encouraged to stand and be moderately active.

~~Physical Activity and Punishment~~

Staff will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment. Withholding recess will ~~not~~ only be considered ~~unless~~ in extreme circumstances ~~where all other methods have been exhausted or for continued unacceptable behavior exhibited during recess.~~ – and at the discretion of the building administrator.

HEALTH EDUCATION

Health Education Coordinator

The school district will provide a health education coordinator to:

- monitor implementation process of the health education curriculum;
- emphasize the importance of health education across curriculums;
- work with teachers to ensure scheduling instruction in physical education and adapted PE services;
- develop community supports and partnerships;
- work with district staff to ensure physical education instruction time meets state guidelines.

Health Education – Elementary

The school district will provide health education for kindergarten through fifth grade students that:

- meets the state requirements;
- is sequential and standards-based;
- provides active learning and skills practice;
- is taught by qualified teachers;
- is emphasized across the physical education, social studies, science and guidance curriculums.

Health Education – Secondary

The school district will provide health education for sixth through twelfth grade that:

- meets the state requirements;
- is taught by qualified teachers;
- utilizes community support and partnerships;
    - all nutrition education must be delivered by a registered dietitian as a guest speaker and or licensed teacher during classroom and/or extracurricular activities;
- provides opportunities for students to practice skills;
- includes curriculum that focuses on wellness and healthy life choices.

Health Education Teachers

The school district will encourage health education teachers at both the elementary and secondary level to:

- collaborate with community public health-related agencies to enhance health education lessons;
- collaborate with school nutrition and health services to promote health education lessons in addition to the classroom lessons ;
- develop cross-curricular collaboration with guidance, PE, science and social studies

Professional Development

The school district will provide opportunities for professional development according to the Iowa City Community School District Professional Development Plan.

SCHOOL NUTRITION SERVICES

General Guidelines

The following nutritional guidelines for food available on school campuses shall 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;

- Schools 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) shall meet standards set by the district. ~~The district will provide on the district website a sample list of foods and beverages that meet nutrition standards for classroom snacks and celebrations; and~~
- Schools shall only allow marketing and advertising of foods and beverages that meet the Smart Snacks in School nutrition standards on campus during the school day.
- Meal times will be scheduled to allow for students to have at least 10 minutes of seat time at breakfast and 15 minutes at lunch.

Lunches brought from Home

In regards to lunches brought from home, the school district will:

- encourage students and parents to bring healthy foods and beverages;
- ~~discourage~~ students shall refrain from trading foods with each other;
- encourage students and families to be aware of classroom allergies provided by classroom teachers (elementary).

~~Snacks,~~ Birthday~~, Classroom, and Building~~ Celebrations

- To promote student health and safety, birthday celebrations will be non-food based. Fun activities such as games, crafts, or special classroom experiences are encouraged.

Classroom and Building Snacks

In regards to snacks being served in the classroom, the school district ~~will:~~ shall adhere to the following guidelines:

~~1. Will allow healthy snacks to be served in the classroom, especially at the primary level;~~

~~2. will allow only fresh fruits/vegetables or purchased foods with the ingredients listed;~~

~~3. will allow only foods that meet the Healthy Food Guidelines/ Smart Snacks which is posted on the district website;~~

~~4. shall not allow foods with peanuts or peanut butter, or food that were made in a factory where cross-contamination may occur;~~
~~5. will ensure all food should be removed from the classroom at the end of each day.~~
~~6. will encourage celebrations that promote non-food-related activities (example: play a game).~~

1. Nutritional Guidelines
    - Allow healthy snacks to be served in the classroom, especially at the primary level;
    - All snacks must align with the district's Healthy Food Guidelines and USDA Smart Snacks in School standards.
2. Approved Food Items
    - Fresh fruits and vegetables or Smart Snack approved commercially packaged foods with a complete ingredient label shall be permitted.
    - Homemade foods are not permitted.
3. Food Allergies
    - All food served shall follow the District Food Allergy Protocols
4. Food Safety and Storage
    - Food must be served using proper food handling and sanitation guidelines.
    - All food items must be consumed or properly disposed of by the end of the school day.
    - Food may not be stored overnight in classrooms.

Fundraising

The school district shall:

- ensure that foods meeting Healthy Food Guidelines /Smart Snacks guidance is ~~the healthy foods be~~ sold to students for fund-raising activities ~~that meet Healthy Food Guidelines /Smart Snacks and~~;
- not allow food/beverage sales to occur during the school breakfast or lunch period;
- allow only foods that meet Healthy Food Guidelines / Smart Snacks to be sold to students during the school day, and up to 30 minutes after school is dismissed; and
- not allow unhealthy foods and beverage advertisements on school grounds.

Rewards and Incentives

The school district shall:

- ~~allow~~ encourage staff to ~~only~~ use non-food items as rewards or incentives to encourage student achievement or desirable behavior;
- food rewards used in incentive programs, such as PBIS, must meet guidelines as listed above in "Classroom and Building Snacks"
- allow an exception to this ONLY if the student's Individualized Education Plan (IEP) or other Behavior Intervention Plan (BIP) includes the use of food and follows departmental guidelines;
- encourage students and families to be aware of classroom allergies provided by classroom teachers (elementary). In these circumstances, the food must comply with the district ~~smart snack guidance;~~ Food Allergy Protocols (except as required by an IEP or BIP)
- not withhold food or beverages as a punishment for students.

OTHER SCHOOL-BASED ACTIVITY GOALS THAT PROMOTE STUDENT WELLNESS

Physical Activity Opportunities after School

Elementary and secondary schools will offer extracurricular physical activity programs, such as physical activity clubs and/or intramural programs.

Schools may offer a range of after-school moderate to vigorous physical activities that meet the needs, interests and abilities of all students including boys, girls, non-binary students, and students with disabilities.

Schools may collaborate with local agencies to promote local, state, and national events that encourage physical activity by students, staff, families, etc.

Integrating Physical Activity into Classroom Settings

Opportunities for physical activity beyond the physical education class may be provided to students. These opportunities may include the following:

- reinforce the importance of a physically active lifestyle;
- encourage physical activities over sedentary activities such as watching television, video games, etc

- provide opportunities for physical activity to be incorporated in all classes when possible;
- provide short physical activity breaks during or between classes, as appropriate for all ages and developmental levels.

EVALUATION OF WELLNESS POLICY

Policy Review

The Wellness Committee (co-facilitated by the Senior Health Services Manager and the Nutritional Services Director) will review the Wellness Policy and monitor progress towards wellness goals at the end of each school year. The information will be provided in the district's annual progress report. A Triennial Assessment will be completed once every 3 years with results posted to the district website.

Policy Enforcement and Questions

Questions related to the Wellness Policy should be directed to the Senior Health Services Manager and the Nutritional Services Director or Director of Curriculum and Instruction (for curricular related questions). Determinations regarding whether a food or beverage item is in compliance with the policy should first be made by the building principal. Upon request, additional consideration and guidance shall be provided by the Senior Health Services Manager and the Nutritional Services Director if disagreement exists with the building administrator's determination. Appeals of the decision(s) made by the Senior Health Services Manager and the Nutritional Services Director can be made to the Deputy Superintendent for final determination.

508.1 - Class or Student Group Gifts

Adoption Date: 06/22/2021

History: 3/22/22 (reviewed), 2/14/23 (reviewed), 2/13/24 (updated), 3/11/25 (reviewed)

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, principal, or other licensed employees prior to selecting a gift for the school district.

Policy References:

Legal Reference:

Iowa Code §§ 68B; 722.1, .2 .

Cross Reference:

704.4 Gifts - Grants - Bequests
704.6 Findraising Within the District