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600 - Goals and Objectives of the Education Program

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The goals and objectives of the school district are designed to achieve the philosophy statement of the school district. An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program.

Short-term and long-term objectives for the education program are established annually by the board and shall always include a special focus and explicit statements on equity. These objectives will reflect the results of the needs assessment, recommendation of the advisory committee, recommendations from the superintendent, and changes in law.

Annually, the board will report to the committee regarding progress toward the achievement of the goals and objectives of the education program.

Policy Reference:

101	Educational Philosophy of the School District
200.3	Responsibilities of the Board of Directors

600.G1 - Goals and Objectives

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/2/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (updated)

The district will ensure that students become responsible, independent, lifelong learners capable of making informed decisions in a democratic society as well as in the dynamic global community. These goals and objectives are reflected in the **District Strategic Plan** and **Portrait of a Graduate**.

601.1 - School Calendar

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 8/22/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 1080 hours and includes, but is not limited to, the days for student instruction, staff development, in-service days and teacher conferences. Each year the minimum school calendar may include up to 5 days or 30 hours of instruction delivered primarily over the internet.

The academic school year for students shall begin no sooner than August 23. Employees may be required to report to work at the school district prior to this date.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program.

The board, in its discretion, may excuse graduating seniors from up to five days or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It is the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program. The board shall hold a public hearing on any proposed school calendar prior to adopting the school calendar.

Policy References:

Legal Reference:

Iowa Code §§ 20.9; 279.10, 280.3; 299.1 (2).

281 I.A.C. 12.1(7); 41.106.

Cross Reference:

214	Public Hearings
409.1	Employee Vacation - Holidays
501.3	Compulsory Attendance
601.2	School Day
603.3	Special Education

601.2 - School Day

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

School districts choose between 180 days and 1080 hours of instruction. The length of the day is a local school district decision when using hours of instruction. The student school day for grades one through twelve will consist of a minimum of six hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of students' instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

The board may define the number of days kindergarten will be held and the length of each school day for the students attending kindergarten. The school day will consist of a schedule as recommended by the superintendent and approved by the board.

If using days, not hours, the school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, the part of the day during which school was in session will constitute a school day. The superintendent or designee will create administrative regulations necessary to utilize any remote learning opportunities that are available and permitted by law during the period of closure. The provision of special education and accommodation for students who have individualized education programs (IEPs) or Section 504 plans during periods of closure will be determined by each respective IEP or Section 504 team.

It is the responsibility of the superintendent to inform the board annually of the length of the school day.

Policy References:

Legal Reference:

34 C.F.R. sec. 300
28 C.F.R. pt. 35
Iowa Code § 256.7 (3) (21) (32), 279.8, .10.
281 I.A.C. 12.1(1), .1(7-10).

Cross Reference:

601.1 School Calendar
711.8 Transportation in Inclement Weather

602.1 – Curriculum Development

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 3/27/24 (reviewed), 4/8/25 (reviewed)

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students. The board delegates the curriculum development process to the superintendent, who will make curriculum development recommendations and submit them to the board for final approval.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensure the identified learnings are rigorous, challenging, and represent the most important learning for our students.
- Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The superintendent or designee is responsible for the curriculum development process and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends research and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external public regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level;
- Ensure proposed curriculum complies with applicable laws;
- Align annual improvement goals with needs assessment information.

It is the responsibility of the superintendent or designee to keep the board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Policy References:

Legal Reference:

20 U.S.C. § 1232h.
34 C.F.R. Pt. 98.
Iowa Code §§ 216.9; 256.7, 279.8; .74; 280.3. 281 I.A.C. 12.5, .8.

Cross Reference:

101	Educational Philosophy of the School District
103	Long-Range Needs Assessment
103.R1	Long-Range Needs Assessment - Regulation
604.10	Online Courses
906	Unmanned Aircraft/Drones

602.2 – Curriculum Implementation

Updated Apr 17 2025

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent or designee is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- Utilize cultural knowledge, prior experiences, frames of reference and performance styles of diverse students to make learning encounters relevant and effective.
- Study and identify the best instructional practices and materials to deliver the content;
- Describe procedures for the purchase of instructional materials and resources (See Policy 605.1)
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions;
- Ensure the curriculum framework complies with applicable laws;
- Provide professional development to staff to support effective curriculum implementation.

It is the responsibility of the superintendent or designee to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation, including recommendations to the board.

Policy References:

Legal Reference:

20 U.S.C. § 1232h
34 C.F.R. pt. 98
Iowa Code §§ 216.9, 256.7, 279.8, .74 280.3. 281 I.A.C. 12.8.

Cross Reference:
101 Educational Philosophy of the School District Long-Range
103 Needs Assessment
103.R1 Long-Range Needs Assessment - Regulation

602.3 - Curriculum Evaluation

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/22 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

The superintendent or designee is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement, with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- ~~Utilize an equity rubric to evaluate curriculum in relation to concepts such as positive representation of a variety of cultures, issues and perspectives, and freedom from sexual, racial and cultural stereotypes~~.
- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
- Identify procedures for using assessment information to determine long-range and annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data-based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.
- Ensure curriculum complies with applicable laws.

It is the responsibility of the superintendent or designee to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation, including recommendations to the board.

Policy References:

Legal Reference:

20 U.S.C. § 1232h
34 C.F.R. pt. 98
Iowa Code §§ 216.9, 256.7, 279.8, .74;280.3. 281 I.A.C. 12.8.

Cross Reference:
101 - Educational Philosophy of the School District
103 - Long-Range Needs Assessment
103.R1 - Long-Range Needs Assessment - Regulation

602.4 - Pilot - Experimental - Innovative Projects

Updated Apr 17 2025

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects will first be reviewed and analyzed by the superintendent or designee. Projects recommended by the superintendent or designee will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects are designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents is in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Policy References:

Legal Reference:

20 U.S.C. § 1232h
34 C.F.R. Pt. 98
Iowa Code §§ 279.8, .10; 280.3.
281 I.A.C. 12.5, .8.

603.1 - Basic Instruction Program

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (updated), 8/13/24 (updated), 10/8/24 (updated), 4/8/25 (Reviewed), 8/12/25 (updated)

The basic instruction program will include the courses required for each grade level by the State Department of Education. The instructional approach will be gender fair and multicultural.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, character education and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades ~~one through six~~ kindergarten through five will include English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, physical education, traffic safety, music, and visual art and computer science. Career planning and pathways will also be taught in grades five and six. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades ~~seven and~~ six through eight will include English-language arts, social studies including instruction related to civics, mathematics, science, health, age-appropriate and research-based human growth and development, family and consumer science, career instruction, exploration and development, technology education, physical education, music, and visual art and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades nine through twelve will include English language arts (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), age-appropriate and research-based human growth and development, physical education (1 unit), fine arts (2 units), foreign language (2 units), financial literacy (1/2 unit), vocational education (12 units) and computer science (1/2 unit).`

The board may, in its discretion, offer additional courses in the instruction program for any grade level.

Each instruction program is carefully planned for optimal benefit, taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It is the responsibility of the superintendent or designee to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one through six, grades seven and eight, and grades nine through twelve.

Policy References:

Legal Reference:

20 U.S.C. § 1232h.
34 C.F.R. Pt. 98.
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14.
281 I.A.C. 12.5, 11.

Cross Reference:

102	Equal Educational 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 504 Student and Parental Rights 1
02.E4	Equal Educational Opportunity - Discrimination Complaint Form
102.E5	Equal Educational Opportunity - Witness Disclosure Form
102	Equal Educational Opportunity - Disposition of Complaint Form
103	Long-Range Needs Assessment
103.R1	Long-Range Needs Assessment - Regulation
903.2	Community Resource Persons and Volunteers

603.2 - Summer School Instruction

Updated Apr 17 2025

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

The Iowa City Community School District recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

- School district administration may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. The school district will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.
- If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.
- In additional instances as provided by law.

The superintendent or designee may develop administrative regulations regarding this policy.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 280.3; 282.6.
281 I.A.C 41.106.

Cross Reference:

410.2 Summer School Licensed Employees
505.2 Student Promotion - Retention - Acceleration
711.4 Summer School Program Transportation Service

603.3 - Special Education

Adoption Date: 06/22/2021

Revision History: 4/26/22 (reviewed), 3/28/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

The board, in cooperation with Grant Wood Area Education Agency, will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP).

Special education students are required to meet the graduation requirements listed for special education students in IASB sample policy 505.5 – Graduation Requirements and in their IEPs for graduation. It is the responsibility of the superintendent or designee and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

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; 273.1, .2, .5, .9(2)-(3); 280.8.
281 I.A.C. 41.109; 41.404

Cross Reference:

501.16 Homeless Children and Youth
503.1 Student Conduct
503.1R1 Student Conduct - Regulation
505.5 Graduation Requirements
506.1 Education Records Access
506.1R1 Education Records Access - Regulation
506.1E1 Education Records Access - Request of Nonparent for Examination or Copies of Education Records
506.1E2 Education Records Access - Authorization for Release of Education Records
506.1E3 Education Records Access - Request for Hearing on Correction of Education Records

506.1E4 Education Records Access - Request for Examination of Education Records
506.1E5 Education Records Access - Notification of Transfer of Education Records
506.1E6 Education Records Access - Letter to Parent Regarding Receipt of a Subpoena
506.1E7 Education Records Access - Juvenile Justice Agency Information Sharing Agreement
506.1E8 Education Records Access - Annual Notice
507.2 Administration of Medication to Students
50.2E1 Administration of Medication to Students - 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 Services by the Student
507.2E4 Parental Permission for Administering Over the Counter_Non-Prescription Medication at School (Elementary)
507.8 Student Special Health Services
507.8R1 Special Health Services Regulation
601.1 School Calendar
711.1 Student School Transportation Eligibility
802.5 Buildings & Sites Adaptation for Persons with Disabilities

603.4 - Multicultural/Gender Fair Education

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed), 7/1/25 (updated), 7/22/25 (updated)

Students will have an equal opportunity for a quality education without discrimination, ~~regardless of their~~ on the basis of race, religion, creed, color, sex, marital status, national origin, sexual orientation, gender identity, or disability.

The education program is free of discrimination and provides equal opportunity for all students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. It will also reflect the wide variety of roles open to every gender and provide equal opportunity to all ~~cultures~~.

Policy References:

Legal Reference:

Iowa Code §§ 216.9; 256.11.
281 I.A.C. 12.5(8).

Cross Reference:

102 Equal Educational Opportunity
102.R1 Grievance Procedure
102.E1 Annual Notice of Nondiscrimination
102.E2 Continuous Notice of Nondiscrimination
102.E3 Notice of Section 504 Student and Parental Rights
102.E4 Discrimination Complaint Form
102.E5 Witness Disclosure Form
102.E6 Disposition of Complaint Form

603.5 - Health Education

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 8/22/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed), 8/12/25 (updated)

Students in grade levels one through twelve will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; age-appropriate and research-based human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases. In grades five through twelve, the age-appropriate and research- based instruction in human growth and development shall include all of the following:

- Instruction related to human development inside the womb.
- A high- definition ultrasound video showing the presence of the brain, heart, and other vital organs in early fetal development.
- A high- quality, computer- generated rendering or animation, or an ultrasound or other real image, that depicts the humanity of the unborn child by showing prenatal human development, starting at fertilization, noting significant markers in cell growth and organ development throughout every stage of pregnancy.

The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above are included in health education and the instruction are adapted at each grade level in compliance with relevant laws to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction.

Policy References:

Legal Reference:

Iowa Code §§ 256.11; 279.8; 80; 280.3-.14.
281 I.A.C. 12.5.
SF 175

603.6 - Physical Education

Adoption Date: 06/22/2021

History: 08/24/2021(updated), 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

Students in grades one through twelve are required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses if:

- The student is enrolled in academic courses not otherwise available, or
- The student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly, or
- The student is enrolled in a junior reserves officer training corps.

Students in grades 9-12 may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school or if the student is participating in an organized and supervised program which requires at least as much participation and movement per week as one-eighth unit of physical education. Such programs must be approved by the school district as meeting the standard for a physical education exemption.

Students who will not participate in physical education must have a written request or statement from their parents.

Policy References:

Legal Reference:

Iowa Code § 256.11
281 I.A.C. 12.5.

603.7 - Career Education

Updated Apr 17 2025

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve. This education will include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It is the responsibility of the superintendent or designee to assist licensed employees in finding ways to provide career education in the education program. Special attention should be given to courses of vocational education. The board, in its review of the curriculum, will review the means in which career education is combined with other instructional programs.

Policy References:

Legal Reference:

Iowa Code §§ 256.11; 280.9.
281 I.A.C. 12.5(7).

603.8 - Teaching About Religion

Updated Apr 17 2025

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion will not take place.

It is the responsibility of the superintendent or designee to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

Policy References:

Legal Reference:

U.S. Const. amend. I.
Lee v. Weisman. 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code §§ 279.8; 280.6.

603.8R1 - Teaching About Religion Regulation - Religious Holidays

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols are permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. Decorations that are secular, seasonal symbols can be displayed in a seasonal context.

Expressions of belief or nonbelief initiated by individual students are permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinate or force students to contradict their personal religious beliefs or nonbeliefs.

603.9 - Academic Freedom

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed),3/26/24 (updated), 4/8/25 (reviewed)

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the established curriculum, subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

In no case may a teacher express an opinion that discriminates against someone on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in our educational programs, activities, or employment practices. It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It is the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 280.3, .6.

Cross Reference:

502.3	Student Expression and Student Publications Code
502.3R1	Student Expression and Student Publications Code - Regulation
903.5	Distribution of Materials
903.5R1	Distribution of Materials - Regulation

603.9R1 - Teaching Controversial Issues

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

A controversial issue is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view. In no case may a teacher express an opinion that discriminates against someone on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in our educational programs, activities, or employment practices.

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It is the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

603.10 - Global Education

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/26/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

Policy References:

Legal Reference:

Iowa Code §§ 256.11
281 I.A.C. 12.5(11).

603.11 - Citizenship

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

Being a member of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students will have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity, students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

Policy References:

Legal Reference:

Iowa Code §§ 256.11
281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

Cross Reference:
101 Educational Philosophy of the District

603.12 - Postsecondary Education Counseling

Adoption Date: 8/13/24

History: 4/8/25 (reviewed)

The district believes in the importance of education to shape the lives of all students. Some students may consider postsecondary education and training beyond their secondary education, and have questions related to the cost of education programs and the future employability of graduates. It is valuable for students who express an interest in postsecondary education to make informed decisions related to their future options.

The district will ensure that students in grades eleven and twelve who express interest in postsecondary education will be provided with basic information to assist in their decision-making. This information includes but may not be limited to:

- A link to the annual report published by the State Board of Regents pursuant to Iowa Code 262.9(38); and
- a link to the Iowa Student Outcomes internet site maintained by the Department of Education.

If the district employs a college and career transition counselor, this staff member will provide the information to interested students. If the district does not employ this type of counselor, the superintendent will designate a staff member to ensure this information is provided to interested students.

Policy References:

Legal References:

Iowa Code § 279

604.1 - Private Instruction

Adoption Date: 06/22/2021

History: 08/24/2021(updated), 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The Iowa City Community School District recognizes that families with students of compulsory attendance age may select alternative forms of education outside the traditional school setting, including private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means either private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, by or under supervision of a licensed practitioner, which results in the student making adequate progress; or private instruction provided by a parent, guardian, or legal custodian.

Independent private instruction means instruction that meets the following criteria: (i) is not accredited, (ii) enrolls not more than four unrelated students, (iii) does not charge tuition, fees, or other remuneration for instruction, (iv) provides private or religious-based instruction as its primary purpose, (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies, (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled, (vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and (viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

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

Policy References:

Legal Reference:

Iowa Code §§ 299, 299A.
281 I.A.C. 31.

Cross Reference:

501.3 - Compluosory Attendance
501.6 - Student Transers In
501.7 - Student Transfers Out
507.1 - Student Health and Immunization Certificates
604.2 - Individualized Instruction
604.7 - Dual Enrollment
604.9 - Home School Assistance Program

604.2 - Individualized Instruction

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district will receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.

Recommendations from the superintendent or designee for individualized instruction will state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

It is the responsibility of the superintendent or designee to develop administrative regulations for individualized instruction.

Policy References:

Legal Reference:

Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A.

Cross Reference:

501.12 - Pregnant Students
604.1 - Private Instruction

604.3 - Program For Talented and Gifted Students

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide educational programming.

It is the responsibility of the superintendent or designee to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

Policy References:

Legal Reference:

Iowa Code §§ 257.42-.49.
281 I.A.C. 12.5(12); 59.
Cross Reference:

604.6 Instruction at a Post-Secondary Educational Institution

604.4 - Program For At-Risk Students

Updated Apr 17 2025**Adoption Date:** 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board will provide a plan to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

It is the responsibility of the superintendent or designee to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

Policy References:

Legal Reference:

Iowa Code §§ 257.38-.41; 280.19, .19A.
281 I.A.C. 12.5(13); 33; 65.

Cross Reference:
607.1 Student Guidance and Counseling Program

604.5 - Religious-Based Exclusion from a School Program

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent or designee. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations. Students who are allowed to be excluded from a program or activity which violates their religious beliefs may be required to do an alternate supervised activity or study.

In notifying the superintendent or designee, the parents will abide by the following:

- The notice is in writing;
- The objection is based on religious beliefs; and
- The objection will state which activities or studies violate their religious beliefs.

The superintendent or designee will have discretion to make this determination. The factors the superintendent or designee will consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Policy References:

Legal Reference:

U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code §§ 256.11(6); 279.8.
Cross Reference:

603.8 Teaching About Religion
603.8R1 Teaching About Religion - Regulation-Religious Holidays
606.2 School Ceremonies and Observances

604.6 - Instruction at Post-Secondary Educational Institution

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 6/13/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

In accordance with this policy, students in grades nine through twelve may receive academic or career and technical education credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

Concurrent Enrollment

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to $250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the $250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

Policy References:

Legal Reference:

Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14
281 I.A.C. 12 and 22

Cross Reference:
604.3 Program for Talented and Gifted Students

604.7 - Dual Enrollment

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. On the form, they will indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available on the school website or at the home school program.

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district will apply to the dual enrollment students in the same manner as the other students enrolled the school district. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of applicable fees.

A dual enrollment student whose parent, guardian, or custodian has chosen standardized testing as the form of the student's annual assessment will not be responsible for the cost of the test or the administration of the test.

After the student notifies the school district which activities in which they wish to participate, the school district will provide information regarding the specific programs.

The applicable legal requirements for dual enrollment including, but not limited to those related to reporting and eligibility, shall be followed. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Policy References:

Legal Reference:

Iowa Code §§ 279.8, 299A.
281 I.A.C. 31.

Cross Reference:

604.1Private Instruction
604.9Home School Assistance Program

604.8 - Foreign Students

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

Foreign students must meet all district entrance requirements including age, place of residence and immunization. Foreign students must be approved by the board. The board reserves the right to limit the number of foreign students accepted. Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

- The student resides with his/her parents(s) or legal guardian; or;
- The student is a participant in a recognized foreign exchange program; and,
- The student is physically able to attend school and has provided the school district with such proof, including a current TB test.

The Board reserves the right to limit the number of foreign exchange students accepted for enrollment.

Policy References:

Legal Reference:

Iowa Code § 279.8

Cross Reference:

507.1 - Student Health and Immunization Certificates

604.9 - Home School Assistance Program

Updated Apr 17 2025

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The board, recognizing alternatives to education outside the formal public school system, authorizes the establishment of a home school assistance program. This program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent, guardian or legal custodian in the education of the student.

The parent, guardian or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment.

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

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 299A.
281 I.A.C. 31.

Cross Reference:

601.4 Private Instruction
604.7Dual Enrollment

604.11 - Appropriate Use of Online Learning Platforms

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

It is important to embrace technology that can foster a creative, interactive learning environment for students, and facilitate employee professional development and collaboration. The use of online platforms to host remote interaction between students and employees and to facilitate learning is encouraged in the district. To safeguard the educational experience and well-being of both district staff and students, the district requires a thorough evaluation of each online learning platform, encompassing its educational merit, commitment to safety measures, and robust data privacy and cybersecurity controls, before platform adoption.

While student and employee instruction and communication using virtual and online platforms provides a wide array of learning opportunities, employees and students recognize that the use of such platforms is a privilege. Training related to the use of online learning platforms and emerging technologies will be provided to employees and students.

The district shall carefully safeguard the right of students and employees to learn and teach in a respectful environment, regardless of the method. All instruction and communication through online learning platforms should be appropriate to the age and ability of the participants. Students and employees should be aware that online platforms may be monitored by the district. Verbal and written communication occurring on these platforms may be recorded and stored by the district in accordance with applicable laws.

Any verbal or written communication on these platforms deemed to be inappropriate will subject the student and/or employee to the same disciplinary measures that would exist if the interaction took place through traditional in-person learning. Students and employees who have concerns about the proper use of these platforms are encouraged to speak with their teachers or building principal. The superintendent will make administrative regulations necessary to enforce this policy.

Policy References:

20 U.S.C. §1232g;

34 C.F.R. Part 99

47 U.S.C. §254

20 U.S.C. §6777

Iowa Code §§ 715C

605.1 - Instructional Materials Selection

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 8/22/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The board has sole discretion to approve instructional materials for the school district. The board delegated this authority to licensed employees to determine which instructional materials, other than textbooks, will be utilized by the school district. The superintendent will provide licensed employees necessary training to ensure selected instructional materials comply with applicable laws. All instructional materials are available for review upon request and subject to all applicable laws.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, licensed employees will consider the current and future needs of the school district as well as the changes and the trends in education and society. It is the responsibility of the superintendent or designee to report to the board the action taken by licensed employees.

In the case of textbooks, the board will make the final decision after receiving a recommendation from the superintendent or designee. The criteria stated above for selection of other instructional materials will apply to the selection of textbooks. The superintendent or designee may develop another means for the selection of textbooks. Textbooks are reviewed as needed and at least every 8-10 years.

Education materials gifted to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

The superintendent will establish additional criteria to guide the selection of instructional materials through administrative regulation, ensuring alignment with educational goals and compliance with laws.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; .74; 280.3, .14; 301.
281 I.A.C. 12.3(12).

Cross Reference:

208	Ad Hoc Committees
208.e1	Ad Hoc Committees - Exhibit

605.1R1 - Selection of Instructional Materials

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 8/22/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed), 7/1/25 (updated), 7/22/25 (updated)

Responsibility for Selection of Instructional Materials

1. The board is responsible for matters relating to the operation of the Iowa City Community School District.
2. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system.
3. While selection of materials may involve many people, including principals, teacher-librarian, students, parents and community members, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees.
4. Responsibility for coordinating the selection of instructional materials for distribution to classes will rest with the licensed employees, principal and superintendent or designee.
5. If the board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee is formed and appointed in compliance with the board policy on Ad Hoc Committees.
    1. The superintendent or designee will inform the committee as to their role and responsibility in the process.
    2. The following statement is given to the ad hoc committee members:
        1. Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.
        2. Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.
        3. Passages or parts should not be pulled out of context. The values and faults should be weighed against each other, and the opinions based on the material as a whole.
        4. In the event material is challenges, your report, presenting both majority and minority opinions, will be presented by the Director of Curriculum, Assessment and Instruction, to the complainant at the conclusion of our discussion of the questioned material.

Material selected for use in libraries and classrooms will meet the following guidelines:

1. Religion - Material will represent any religion in a factual, unbiased manner. The primary source material of religion is considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, will not be included in the school libraries or classrooms.
2. Racism - Material will present a diversity of race, custom, culture, and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual. Required material will comply with all applicable laws.
3. Sexism - Material will reflect sensitivity to the needs, rights, traits and aspirations of all genders without preference or bias. Required material will comply with all applicable laws.
4. Age - Material will recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
5. Ideology - Material will present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.
6. Profanity and Sex – Material complies with applicable laws and is subjected to a test of literary merit and reality by the teacher-librarians and licensed staff who will take into consideration their reading of public and community standards of morality.
7. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

The selection decision should be made on the basis of whether the material presents an accurate representation of society and culture, whether the circumstances depicted are realistically portrayed, or whether the material has literary or social value when the material is viewed as a whole.

These guidelines will not be construed in such a manner as to preclude materials which accurately represent the customs, morals, manners, culture, or society of a different time or a different place.

Procedure for Selection

1. Material purchased for libraries and classrooms is recommended for purchase by licensed employees, in consultation with administrative staff, school library staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase is approved by the Director of Curriculum, Assessment and Instruction.
    1. The materials selected will support stated objectives and goals of the school district. Specifically, the goals are:
        1. To work cooperatively and constructively with the instructional and administrative staff in the school.
        2. To encourage life-long education through the use of the library; and,
        3. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
        4. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
        5. To foster in students a wide range of significant interests;
        6. To effectively guide and counsel students in the selection and use of materials and libraries;

7. To develop students' skills and resourcefulness in the use of libraries and learning resources;
8. To acquire materials and provide service consistent with the demands of the curriculum;

2. Materials selected are consistent with stated principles of selection. These principles are:
    1. To select material, within established standards, which will meet the goals and objectives of the school district;
    2. To consider the educational characteristics of the community in the selection of materials within a given category;
    3. To present the sexual (7-12 grade only), racial, religious, and ethnic groups in the community by:
        1. Portraying people, adults and children of all genders, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive
        2. Placing no constraints on individual aspirations and opportunity.
        3. Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other elds of life and culture.
        4. Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.
    4. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,
    5. To strive for impartiality in the selection process
3. The materials selected will meet stated selection criteria. These criteria are:
    1. Authority-Author's qualifications - education, experience, and previously published works;
    2. Reliability:
        1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
        2. Current presentation of content which is consistent with the finding of recent and authoritative research.
    3. Treatment of subject shows an objective reflection for the multiethnic character and cultural diversity of society.
    4. Language:
        1. Vocabulary:
            1. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
            2. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause others to feel excluded or dehumanized.
        2. Compatible to the reading level of the student for whom it is intended.
4. Format:
    1. Book
        1. Adequate and accurate index;
        2. Paper of good quality and color;
        3. Print adequate and well spaced;
        4. Adequate margins;
        5. Firmly bound; and,
        6. Cost.
    2. Nonbook
        1. Flexibility, adaptability;
        2. Curricular orientation of significant interest to students;
        3. Appropriate for audience;
        4. Accurate authoritative presentation;
        5. Good production qualities (fidelity, aesthetically adequate)
        6. Durability; and
        7. Cost
    3. Illustrations of book and nonbook materials should:
        1. Depict instances of fully integrated grouping and settings to indicate equal status and non-segregated social relationships.
        2. Make clearly apparent the identity of minorities;
        3. Contain pertinent and effective illustrations;
        4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.
5. Special Features:
    1. Bibliographies.
    2. Glossary.
    3. Current charts, maps, etc.
    4. Visual aids.
    5. Index.
    6. Special activities to stimulate and challenge students.
    7. Provide a variety of learning skills.
6. Potential use:
    1. Will it meet the requirement of reference work?
    2. Will it help students with personal problems and adjustments?
    3. Will it serve as a source of information for teachers and librarians?
    4. Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, gender identity, and sexual stereotypes?
    5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
    6. Will it help students and teachers keep abreast of and understand current events?
    7. Will it foster and develop hobbies and special interest?
    8. Will it help develop aesthetic tastes and appreciation?
    9. Will it serve the needs of students with special needs?
    10. Does it inspire learning?
    11. Is it relevant to the subject?
    12. Will it stimulate a student's interest?
7. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the board.

8. In order to provide a current, highly usable collection of materials, teacher librarians will ensure constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

605.2 - Instructional and Library Materials Inspection

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 8/22/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

Parents and other members of the school district community may view the instructional and library materials used by the students. All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

Instructional and library materials may be viewed on school district premises.

The district will publish on the district's website a comprehensive list of all books available to students in libraries operated by the school district.

It is the responsibility of the superintendent or designee to develop administrative regulations regarding the inspection of instructional materials.

Policy References:

Legal Reference:

Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
Iowa Code §§ 279.8; 74; 280.3, .14; 301.
281 I.A.C. 12.3(12).

Cross Reference:

901 Public Examination of School District Records

605.2E1 - Request to Review Specific Instructional or Library Materials

Adopted: 3/27/24
History:

IOWA CITY COMMUNITY SCHOOL DISTRICT
All In for All Kids

REQUEST TO REVIEW SPECIFIC INSTRUCTIONAL OR LIBRARY MATERIALS

Please complete this form to request the review of certain instructional materials. For the review of a single assignment or unit of instruction, a time will be established within seven (7) days of receipt of the request for review of the item. For the review of multiple units or an entire course, a time will be established within twenty (20) school days of submission of the request. Reviews will take place at the District's Educational Services Center, located at 2255 North Dubuque Road. Iowa City, Iowa 52245.

Request to review certain instructional or library materials submitted to the Director of Curriculum and Instruction Carmen Gwenigale (gwenigale.carmen@iowacityschools.org) as the Superintendent's designee under Board Policy 605.2. Please complete one form per student.

REQUEST INITIATED BY _____ DATE _____

Name _____

Address _____

City/State. _____ Zip Code _____ Telephone _____

Name of affected Student _____

Requester's Relationship to Student (must be parent/legal guardian)

BOOK OR OTHER PRINTED MATERIAL TO REVIEW:

Author _____ Print _____ Digital _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

605.3 - Objection to Instructional and Library Materials

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 8/22/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

Members of the school district community may object to the instructional and library materials utilized in the school district and ask for their use to be reconsidered.

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials. Information related to the process for reconsideration of instructional and library materials will be made available on the district's website.

Parents or guardians of students enrolled in the district have the ability to request that their student not be able to access certain instructional material or check out certain library materials. For purposes of prohibiting access to instructional materials, Iowa law has defined instructional materials to mean either printed or electronic textbooks and related core materials that are written and published primarily for use in elementary school and secondary school instruction and are required by a state educational agency or district for use by students in the student's classes by the teacher of record. Instructional materials does not include lesson plans.

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 74; 77; 280.3, .14; 301.
281 I.A.C. 12.3(12).

Cross Reference:

213 Public Participation in Board Meetings

605.3E1 - Instructions to the Reconsideration Committee

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The policy of this school district related to selection of learning materials states that any member of the school district community may formally challenge instructional and library materials used in the district's education program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their own opinions known. The task of the reconsideration committee is to make an informed recommendation on the challenge. The meetings of the committee may be subject to the open meetings law.

The most critical component of the reconsideration process is the establishment and maintenance of the committee's credibility in the community. For this purpose, the committee is composed of a combination of community members and licensed employees as detailed in 605.3R1. The community should not, therefore, infer that the committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member will be selected to chair the committee.

The reconsideration process, the task of this committee, is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase. It is periodically re-evaluated through updating, discarding, or re-examination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school employees regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for meaningful discussion of disparate views. The committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

The committee may, at its discretion, hear an oral presentation from the complainant to the committee to expand and elaborate on the complaint. The committee may listen to the complainant, to those with special knowledge, and any other interested persons. In these discussions, the committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept informed of the progress of the complaint.

The committee will listen to the views of all interested persons before making recommendations. In deliberating its recommendation, the committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "Is the material appropriate for its designated audience at this time?"

The committee's final recommendation will be (1) to remove the challenged material from the total school environment, (2) to take no removal action, or (3) to agree on a limitation of the educational use of the materials.

The committee chairperson will instruct the secretary to convey the committee's recommendation to the office of the superintendent. The recommendation should detail the rationale on which it was based. A letter will be sent to the complainant outlining the outcome.

605.3E2 - Reconsideration of Instructional Materials Request Form

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

6053E2.pdf

Code No. 605.3E2

RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS REQUEST FORM

Request for re-evaluation of printed or multimedia material to be submitted to the superintendent.

Review Initiated By: (Optional) Date: _____

Name: _____

Address: _____

City, State: _____ Zip: _____ Telephone: _____

School(s) in which item used: _____

Relationship to school (parent, student, citizen, etc.) _____

Book or Other Printed Material, if Applicable:

Author: _____ Hardcover:_____Paperback:_____ Other:_____Title: _____

_____

Publisher: _____

Date of Publication: _____

Multimedia Material if Applicable:

Title: _____

Producer (if known): _____

Type of material: _____
(website, online resource, filmstrip, motion picture, etc.)

Person making the request represents: (circle one) Self Group or Organization

Name of group: _____

Address of group: _____

1. What brought this item to your attention?

2. To what in the item do you object? (Please be specific; cite pages, or frames, etc.)

3. In your opinion, what harmful effects upon students might result from use of this item?

4. Do you perceive any instructional value in the use of this item?

5. Did you review the entire item? If not, what sections did you review?

6. Should the opinion of any additional experts in the field be considered?
   ☐ Yes ☐ No
   If yes, please list specific suggestions:

7. Do you wish to make an oral presentation to the Review Committee?

   ☐ Yes

   A. Please contact the Superintendent

   B. Please be prepared at this time to indicate the approximate length of time your presentation will require. Although this is no guarantee that you'll be allowed to present to the committee, or that you will get your requested amount of time. Minutes: _____

   ☐ No

The committee will review your request and notify you if your request is granted; however, there is no guarantee that each and every request will be granted, either in terms of appearing before the committee or in receiving the amount of time requested.

_____ _____

Signature Date

605.3E3 - Sample Letter to Individual Challenging Instructional Materials

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed) **6053E3.pdf**

Code No. 605.3E3

SAMPLE LETTER TO INDIVIDUAL CHALLENGING INSTRUCTIONAL OR LIBRARY MATERIALS

Dear:

We recognize your concern about the use of _____ in our school district. The school district has developed procedures for selection of instructional materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the school district's:

1. Instructional and Library Materials Selection policy statement, and
2. Procedure for reconsideration of instructional and library materials.

If you are still concerned after you review this material, please complete the Reconsideration Request Form and return it to me. If I have not heard from you within one week, we will assume you no longer wish to file a formal complaint.

Sincerely,

605.3E4 - Request to Prohibit a Student From Checking Out Specific Library Materials

Adoption Date: 4/8/25

History:

6053E4-RequesttoProhibitaStudentFromCheckingOutSpecificLibraryMaterials.pdf

Code No. 605.3E4

REQUEST TO PROHIBIT A STUDENT FROM CHECKING OUT SPECIFIC LIBRARY MATERIALS

Request to prohibit a student from checking out certain library materials to be submitted to the superintendent. Please complete one form per student.

REQUEST INITIATED BY DATE: _____

Name _____
Address _____

City/State Zip Code Phone _____

Name of affected Student _____

Requester's Relationship to Student (must be parent/legal guardian) _____

BOOK OR OTHER MATERIAL TO PROHIBIT STUDENT FROM CHECKING OUT			
Author:	Hardcover ☐	Paperback ☐	Other ☐
Title:			
Publisher (if known):			
Date of Publication:			
MULTIMEDIA MATERIAL TO PROHIBIT STUDENT FROM CHECKING OUT			
Title:			
Producer (if known):			
Type of material (filmstrip, motion picture, etc.):			
Signature		Date	

605.3E5 - Request to Prohibit a Student From Accessing Specific Instructional Materials

Adoption Date: 08/22/2023

History: 3/26/24 (reviewed), 4/8/25 (reviewed)

6053E5.pdf

Code 605.3E5

Request to Prohibit a Student from Accessing Specific Instructional or Library Materials

Request to prohibit a student from accessing certain instructional or library materials to be submitted to the superintendent. Please complete one form per student.

REQUEST INITIATED BY _____ DATE _____

Name _____

Address _____

City/State _____ Zip Code _____ Telephone_____

Name of affected student _____

Requester's Relationship to Student (must be parent/legal guardian)

BOOK OR OTHER PRINTED MATERIAL TO PROHIBIT STUDENT FROM ACCESSING:

Author _____ Print _____ Digital _____ Other _____

Title_____

Publisher (if known) _____

Date of Publication _____

MULTIMEDIA MATERIAL TO PROHIBIT STUDENT FROM ACCESSING:

Title Producer (if known) _____

Type of material (filmstrip, motion picture, etc.) _____

_____ _____

Dated Signature

605.3R1 - Objection to Instructional Materials - Reconsideration of Instructional Materials Regulation

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 8/22/23 (updated), 12/12/23 (updated), 3/267/24 (updated), 4/8/25 (reviewed)

1. A member of the school district community may raise an objection to instructional materials used in the school district's education program. While the individuals recommending the selection of such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material; the district must be ready to acknowledge that an oversight in selection may have been made despite this process. School employees regularly read great numbers of reviews in the selection process, and occasional oversights are possible.
    1. The complainant will address the complaint to the school official or Director of Curriculum.
    2. The materials generally will remain in use pending the outcome of the reconsideration procedure.
        1. The school official initially receiving a complaint will explain to the individual the district's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
        2. The school official initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use.
        3. The school official receiving the initial complaint will direct the complainant to complete the Request for Reconsideration of Instructional and Library Materials Form, and notify the building level principal of receipt of the complaint within two school days after the reconsideration form is received. Schools officials will offer to assist the complainant in completing the form, but if a complainant refuses to complete the form, the complaint will be deemed invalid and no further action taken.
2. Request for Reconsideration
    1. A member of the school district community may formally challenge instructional and library materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.
    2. Each attendance center and the school district's central administrative office will keep on hand and make available Request for Reconsideration of Instructional and Library Materials Forms.
    3. The individual will state the specific reason the instructional or library material is being challenged. The Request for Reconsideration of Instructional and Library Materials Form is signed by the individual and filed with the building-level principal.
    4. The building-level principal will promptly file the objection with the Superintendent for re-evaluation.
    5. The Superintendent will convene a reconsideration committee within two weeks of receipt of the Reconsideration Form.
    6. The committee will make their recommendation to the Superintendent within five school days of meeting.
    7. The Superintendent will issue a decision related to the Reconsideration Request Form within 5 school days of receipt of the committee's recommendation. A copy of the Superintendent's decision will be provided to the complainant.
    8. An appeal of the Superintendent's decision may be filed with the board secretary within five days of the Superintendent's decision. The board will determine whether to hear the appeal at the next regular meeting or within 30 days of the Superintendent's decision, whichever is later. If the board elects to hear the appeal, the board will act to affirm, modify or reverse the decision of the Superintendent. The board's decision will be communicated to the complainant. The board's decision will be deemed final.
    9. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.
    10. The Reconsideration Committee
        1. The reconsideration committee is made up of seven members.
            1. One licensed employee designated annually, as needed, by the superintendent.
            2. One teacher-librarian designated annually by the superintendent.
            3. One member of the administrative team designated annually by the superintendent.
            4. One curriculum coordinator (may vary by content)
            5. Three members of the community appointed annually, as needed, by the board.
        2. The committee will select their chairperson and secretary.
        3. The committee will meet at the request of the superintendent.
        4. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
        5. The committee may be subject to applicable open meetings and public records laws. Notice of the committee meeting is made public through appropriate communication methods as required by law.
        6. The committee will receive the completed Reconsideration Request Form from the superintendent.
        7. The committee will determine its agenda for the meeting which may include the following:
            1. Distribution of copies of the completed Reconsideration Request Form.
            2. An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.
            3. Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
            4. Distribution of copies of the challenged instructional material as available.
        8. The Committee will determine whether interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.
        9. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the superintendent, the complainant and the appropriate attendance centers.
        10. The individual filing the challenge is kept informed by the Superintendent of the status of the reconsideration request throughout the reconsideration process. The individual filing the challenge and known interested parties are given appropriate notice of

meetings as required by law.

11. Following the superintendent's decision with respect to the committee's recommendation, the individual may appeal the decision to the board for review.
12. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.
13. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered.
14. If necessary or appropriate in the judgment of the committee, the committee may consolidate related challenges, or decline to hear multiple challenges to the same materials. Generally, the committee will not hear subsequent challenges to the same materials within the same school year.

605.4 - Technology and Instructional Materials

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 1/31/23 (updated), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate innovative and effective ways to utilize emerging technologies as a part of and to support delivery of the curriculum. To safeguard the educational experience and well-being of both district staff and students, the district requires a thorough evaluation of each online learning platform, encompassing its educational merit, commitment to safety measures, and robust data privacy and cybersecurity controls, before platform adoption.

Policy References:

Legal Reference:

Iowa Code § 279.8
281 I.A.C. 12.3(12), 12.5(10), .5(17)

Cross Reference:

604.11 Appropriate Use of Online Learning Platforms
712 Technology and Data Security
712.R1 Technology and Data Security - Security Requirements of Third-Party Vendors Regulation

605.5 - School Library

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 1/31/23 (updated), 3/28/23 (reviewed), 8/22/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

The school district will maintain a school library in each building for use by employees and by students during the school day.

Materials for the libraries will be acquired consistent with applicable laws and board policy, "Instructional Materials Selection." The district shall proved access to all parents and guardians of students enrolled in the district an online catalog of all books available to students in the school libraries. This access will be displayed on the school district's website.

It is the responsibility of the principal of the building in which the school library is located to oversee the use of materials in the library.

It is the responsibility of the superintendent or designee to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the weeding of library and instructional materials.

Policy References:

Legal Reference:

Iowa Code §§ 256.7(24); 256.11(9); 279.8, .50; 280.6, 14; 301.
281 I.A.C. 12.3(11), (12).

Cross Reference:

605.6 - Internet Appropriate Use
605.6R1 - Internet Appropriate Use Regulation
605.6E1 - Internet Appropriate Use Internet Access Permission Letter to Parents
605.6E2 - Internet Appropriate Use Violation Notice

605.6 - Internet - Appropriate Use

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 2/13/24 (updated), 3/26/24 (updated), 4/8/25 (updated)

Because technology is a vital part of the school district curriculum, the Internet will be made available to all students and staff ~~employees and students.~~ Appropriate and equitable use of the Internet will allow ~~employees and~~ students and staff to access necessary resources.

Individual student accounts and electronic mail addresses will be issued to district students. Access to and use of non-district accounts and electronic mail addresses may be restricted on student devices.

~~The Internet serves as an extensive repository of educational materials for both students and employees, constituting a global network that renders comprehensive control over all available information impracticable. Given the dynamic nature of information, with content continually emerging,vanishing, and evolving, predicting or regulating students' online discoveries is unfeasible. The school district cannot assure the accuracy of information obtained through the Internet.~~

While students will be under teacher supervision during network usage, ~~the constant~~ active and comprehensive monitoring of individual students and their accessed content remains unattainable. Student internet usage on district devices is logged and may be accessed by district staff and parents.

Some students might encounter information ~~which~~ that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. ~~Students' Internet activities will be monitored by the school district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors~~. The school district will use technology protection measures to ~~protect students from~~ restrict inappropriate access, including sites that include obscenity, child pornography or are harmful to minors, and implement content filtering that complies with federal law.

The school district will ~~monitor the online activities of students using school issued devices and will~~ educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age-appropriate training for all students. The training provided will be designed to promote the school district's commitment to:

- The standards and acceptable use of Internet services as set forth in the this policy, 605.6R1, 604.11, and 605.8R1;
- Student safety with regard to:
    - safety on the Internet;
    - ~~during the~~ use of ~~a~~ generative artificial intelligence resources; appropriate behavior while online, on social networking Web sites;
    - in chat rooms; and
    - cyberbullying awareness and response.

- Compliance with the requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet.

In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children's Internet Protection Act (CIPA) or E-rate.

Policy References:
Legal Reference:
47 C.F.R 54.520
Iowa Code § 279.8
Cross Reference:
104 - Anti Bullying/Harassment Policy
104.R1- Anti Bullying/Harassment Policy Investigation Procedures
104.E1- Anti Bullying/Harassment Policy Complaint Form
104.E2 - Anti Bullying/Harassment Policy Witness Disclosure Form
104.E3 - Anti Bullying/Harassment Policy Disposition of Complaint Form
604.10 - Online Courses
604.11- Appropriate Use of Online Learning Platforms
605.5 - School Library
605.7R1 - Use of Information Resources Regulation

605.5 - School Library
605.7 - Use of Information Resources
605.7R1- Use of Information Resources Regulation

605.6R1 – Internet – Appropriate Use Regulation

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 2/13/24 (updated), 3/26/24 (updated), 4/8/25 (reviewed)

Responsibility for Internet Appropriate Use

1. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees.
2. Instruction in the proper use of the Internet will be available to licensed employees who will then provide similar instruction to their students.
3. Employees are expected to practice appropriate use of the Internet, and violations may result in discipline up to, and including, discharge.

Internet Access

1. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
2. Individual student accounts and electronic mail addresses will be issued to students upon enrollment in the district.
    1. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. However, on a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
    2. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines which require efficient, ethical and legal utilization of network resources.
    3. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
    4. System users will follow district cybersecurity policy and procedures to endure network security.
    5. The school district makes no guarantees as to the accuracy of information received on the Internet.

Student Use of Internet

1. Equal Opportunity – The Internet is a key educational tool available to all district students.
2. Online Expectations
    1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other systems or services. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other systems and services.
    2. Students should adhere to academic protocol and legal requirements:
        1. Respect all copyright and license agreements.
        2. Cite all quotes, references and sources.
        3. Apply the same privacy, ethical and educational considerations utilized in other forms of communication.
    3. Student access for electronic mail will be through a district-issued email account. Students should adhere to the following guidelines:
        1. Others may be able to read or access the mail so private messages should not be sent.
        2. Use of objectionable language is prohibited.
        3. Use of district-issued email accounts for any activity that violates district policies is prohibited.
3. Restricted Material – Students will not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
4. Unauthorized Costs – If a student gains access to any service via the Internet which has a cost involved or if a student incurs other types of costs, the student accessing such a service will be responsible for those costs.

605.7 - Use of ~~Information~~ Copyrighted Resources

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with additional guaranteed and viable resources as determined by the curriculum evaluation process. In so doing, the board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or use of media, including, but not limited to, print, electronic and web-based materials, unless the copying or use conforms to the "fair use" doctrine. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research ~~providing~~ provided that all fair use guidelines are met.

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district's policies and obey the requirements of the law. In no circumstances shall it be necessary for school district staff to violate copyright requirements in order to perform their duties properly. The school district will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including suspension or expulsion.

~~Parents or others who wish to record, by any means, school programs or other activities need to realize that even though the school district received permission to perform a copyrighted work does not mean outsiders can copy it and re-play it. Those who wish to do so should contact the employee in charge of the activity to determine what the process is to ensure the copyright law is followed. The school district is not responsible for outsiders violating the copyright law or this policy.~~

Any employee or student who is uncertain as to whether reproducing or using copyrighted material complies with the school district's procedures or is permissible under the law should contact the librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

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

Policy References:

Legal Reference:

17 U.S.C. § 101 et al.
281 I.A.C. 12.3(12).

Cross Reference:

605.6 Internet - Appropriate Use
605.6R1 Internet - Appropriate Use - Regulation
605.6E1 Internet - Appropriate Use - Internet Access Permission Letter to Parents
605.6E2 Internet - Appropriate Use - Violation Notice

605.7R1 - Use of ~~Information~~ Copyrighted Resources Regulation

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 8/22/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

Employees and students may make copies of copyrighted materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the publisher or producer with the assistance of the library coordinator. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the board.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. Under the fair use doctrine, each of the following four standards must be met in order to use the copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work ~~cannot be considered~~ generally does not constitute fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

Authorized Reproduction and Use of Copyrighted Material Reminders

- Materials ~~on the Internet~~ accessed through digital platforms, databases, learning management systems, or stream services should be used with caution since they may, and likely are, copyrighted.
- Proper attribution (author, title, publisher, place, and date of publication) should always be given.
- Notice should be taken of any alterations to copyrighted works, and such alterations should only be made for specific instructional objectives.
- Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.

In preparing for instruction, a teacher may make or have made a single copy of:

- A chapter from a book;
- An article from a newspaper or periodical;
- A short story, short essay, or short poem; or,
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil, for classroom use or discussion, if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

- Brevity
    - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
    - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
    - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
    - One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children's books combining poetry, prose, or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.

- Spontaneity – Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
- Cumulative Effect – Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Copying Limitations

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the library coordinator should be contacted.

The following prohibitions have been expressly stated in federal guidelines:

1. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations, or collective works.
2. Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like. Employees shall not:

    - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
    - Copy or use more than nine instances of multiple copying of protected material in any one term;
    - Copy or use more than one short work or two excerpts from works of the same author in any one term;
    - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
    - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.
    - Require other employees or students to violate the copyright law or fair use guidelines.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy or three digital copies of:

- An unpublished work in its collection;
- A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at a fair price.
- A work that is being considered for acquisition, although use is strictly limited to that decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

A library may provide a single copy of copyrighted material to a student or employee at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;

- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

Performance by teachers or students of copyrighted musical or dramatic works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and,
- Admission fees are used for educational or charitable purposes only.

All other musical and dramatic performances require permission from the copyright owner. Parents or others wishing to record a performance should check with the sponsor to ensure compliance with copyright.

Recording of Copyrighted Programs

Television programs, excluding news programs, transmitted by commercial and non- commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty- five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately. Certain programming such as that provided on public television may be exempt from this provision, check with the library coordinator or the subscription database, e.g. united streaming.

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45-calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45-calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the 10-day period.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software

Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school district shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs. To this end, the following guidelines shall be in effect:

- All copyright laws and publisher license agreements between the vendor and the school district shall be observed;
- Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;

- A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district shall make a back-up copy that will be used for replacement purposes only; A copy of the software license agreement shall be retained by the library coordinator and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

Students may incorporate portions of copyrighted materials in producing educational multimedia projects such as videos, Power Points, podcasts and web sites for a specific course, and may perform, display or retain the projects.

Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

- In face-to-face instruction;
- In demonstrations and presentations, including conferences; In assignments to students;
- For remote instruction if distribution of the signal is limited;
- Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only; or,
- In their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less; Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work; Illustrations, cartoons and photographs: No more than five images by an artist, and no more than ten percent or fifteen images, whichever is less from a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher's work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online. The opening screen of such presentations shall include notice that permission was granted and materials are restricted from further use.

~~The library coordinator is responsible for ensuring that appropriate warning devices are posted. The warnings are to educate and warn individuals using school district equipment of the copyright law. Warning notices must be posted:~~

- ~~On or near copiers;~~
- ~~On forms used to request copying services;~~
- ~~On video recorders;~~
- ~~On computers; and,~~

~~At the library and other places where interlibrary loan orders for copies of materials are accepted.~~

605.8R1 - Artificial Intelligence in the Education Environment Regulation

Adoption Date: 3/26/24

History: 4/8/25 (reviewed)

Selection of Artificial Intelligence (AI) tools

AI tools will be vetted by the superintendent or superintendent's designee. Decisions to use AI tools should be focused on:

- Protection of students: Any AI tools used in the district must comply with the requirements that it safeguard students from accessing obscene material, child pornography, and content harmful to minors.
- Privacy: Personally Identifiable Information (PII)of students will not be shared without ~~necessary~~ prior written consent, where the third-party vendor with access to PII qualifies under the ~~. Further, any AI tools utilized must meet the requirements of the~~ School Official exemption ~~listed~~ established ~~in~~ FERPA and described in policy 712.
- Accessibility: Is the tool available to students of all abilities? If not, what comparable alternatives will be offered to ensure an equitable learning environment for all students?
- Accuracy: To the extent reasonable, the AI tool should be both reliable and unbiased in its pattern recognition, and data used by the tool should be verified for accuracy.
- Transparent and Interruptible: Student use of AI tools must be able to be monitored by licensed staff to safeguard the appropriateness of the learning experience for the student and monitor for accuracy of the AI tool.

606.1 - Class Size - Class Grouping

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

606.1 - Class Size - Class Grouping

Policy References:

Legal Reference:

Iowa Code §§ 279.8; 280.3.

Cross Reference:

606.6	Insufficient Classroom Space

CLASS SIZE - CLASS GROUPING

It is within the sole discretion of the board to determine the size of classes and to determine whether class grouping will take place. The board shall review the class sizes annually.

It is the responsibility of the superintendent or designee to make a recommendation to the board on class size based upon the financial condition of the school district, the qualifications of and number of licensed employees, and other factors deemed relevant to the board.

Provide pupil teacher ratios that are educationally appropriate and fiscally sustainable. Annual pupil teacher ratio review and implementation shall consider all factors relevant to academic opportunity and student achievement and include, but not be limited to, the following access to opportunity gaps: English Language Learner status, Special Education Learner status, and Socio-Economic Learner status.

General education classroom aspirational goals are no more than:

Identified Opportunity Gaps	Kindergarten	Grades 1-2	Grades 3~~-6~~ 5	Grades ~~7~~ 6 -8	Grades 9-12
WRAM 1	~~20~~ 24	~~20~~ 26	~~24~~ 30	26-32	28-34
WRAM 2	~~22~~ 24	~~22~~ 28	~~26~~ 32	26-32	28-34
WRAM 3	~~24~~ 26	~~24~~ 28	~~28~~ 32	26-32	28-34
~~WRAM 4~~	~~24~~	~~26~~	~~30~~	~~26-32~~	~~28-34~~
~~WRAM 5~~	~~24~~	~~28~~	~~32~~	~~26-32~~	~~28-34~~

606.2 - School Ceremonies and Observances

Adoption Date: 08/24/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The school district will observe the recitation of the Pledge of Allegiance.

The district will provide and maintain a suitable flagstaff at each school site and raise the Iowa and United States flags each school day as weather conditions permit. The district will display the United States flag and administer the Pledge of Allegiance in each 1st through 12th grade classroom on school days.

People who do not wish to participate in these activities may be silent during the recitation of the Pledge of Allegiance.

Policy References:

Legal Reference:

U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code § 279.8, 280.5.

Cross Reference:

603.8 Teaching About Religion
603.8R1 Teaching About Religion - Regulation-Religious Holidays
604.5 Religious-Based Exclusion from A School Program

606.3 - Animals in the School District

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal or deputy superintendent will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school.

It is the responsibility of the principal to determine appropriate supervision of animals in the classroom. Specific guidance regarding visiting animals and resident animals is provided in guidelines 606.3G1 and 606.3G2. This policy is not intended to address the use of service animals, assistive animals, therapy animals, or emotional support animals on District property. Guidance for use of Service Animals and Therapy Animals is contained in Policy 105.

Policy References:

Iowa Code § 279.8

606.3G1 - Visiting Animals in the School District

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

606.3G1 - Visiting Animals in the School District

VISITING ANIMALS IN THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to establish procedures for the allowance of visiting animals, as defined in Paragraph III below, onto ICCSD property. For purposes of this policy, "ICCSD property" refers to school buildings, vehicles, and other ICCSD-owned or -operated property. Other animals proposed by any person

II. GENERAL STATEMENT OF POLICY

Visiting animals may be allowed if they serve an educational purpose and are approved by the building principal. An application under this policy by a building principal shall be reviewed by the Deputy Superintendent. Appropriate supervision of visiting animals is required when visiting animals are brought onto ICCSD property. The person bringing the visiting animal must furnish transportation for the visiting animal brought onto ICCSD property.

III. DEFINITION OF VISITING ANIMAL

For the purposes of this policy, the term “visiting animal” means an animal that is not a service animal, a therapy animal, or a resident animal, as defined in ICCSD policies, and which animal any person proposes to bring onto ICCSD property at any time.

IV. PROCEDURES/REQUIREMENTS

Introduction of a visiting animal into the school shall be subject to the following procedures:

A. The person who proposes bringing a visiting animal onto ICCSD property shall submit a request for accommodation of the visiting animal to the building principal or Deputy Superintendent no less than three (3) weeks prior to the proposed introduction of the visiting animal. Under no circumstances may a proposed visiting animal be on ICCSD property without prior approval under this policy. A separate application shall be required for each date a visiting animal is proposed in a particular building. Approval of one application under this policy does not guarantee approval of any other application.

B. The application shall only be approved if the visiting animal will not pose a risk of substantial harm to any person who will attend the educational program proposed. The application may be denied if the building principal or Deputy Superintendent determines that the animal would pose a risk of substantial harm to any person, that the school cannot accommodate the visiting animal for any reason, or for any other reason, in the sole discretion of the building principal or Deputy Superintendent. If the building principal or Deputy Superintendent determines that a proposed visiting animal may pose a risk of substantial harm to a participant in the program unless a trained handler is present to handle the visiting animal, the building principal or Deputy Superintendent may allow the visiting animal with a condition that a trained handler, whose credentials are included in the application under this policy, also be present, at the cost of the applicant proposing the visiting animal.

C. Any mammal visiting animal must be vaccinated for rabies and all visiting animals must be vaccinated for any disease that is communicable from the animal to humans. Proof of the required vaccinations must be provided with the application.

D. Visiting animals will be not allowed in ICCSD transportation vehicles.

E. ICCSD retains discretion to exclude or remove any visiting animal from ICCSD property for any reason, without notice or explanation.

F. The applicant or a trained handler provided by the applicant shall keep the visiting animal under his or her control at all times that the visiting animal is present upon ICCSD property, and shall be responsible for any waste the animal produces while on ICCSD property.

G. Prior to the animal being introduced to ICCSD property, the applicant shall provide proof of liability insurance coverage adequate to meet the risk of the animal being present on ICCSD property, as determined by the building principal or Deputy Superintendent, in accordance with guidance adopted by or in consultation with ICCSD administration.

H. The building principal or Deputy Superintendent shall notify all parents or guardians of students in the class and school of the applicant's intention to introduce the visiting animal and shall request parent or guardian permission for a student to participate in any program involving a visiting animal. The notice to parents shall include the species of the visiting animal, the date and time the visiting animal is proposed to be on ICCSD property, and the educational purpose the visiting animal is intended to serve.

V. LIABILITY

The applicant shall be responsible for any damage caused to any person or property by the visiting animal or as a result of the visiting animal's presence in the school. The applicant shall indemnify ICCSD for any damage assessed to ICCSD as a result of the animal's presence in the school.

APPENDIX A
IOWA CITY COMMUNITY SCHOOL DISTRICT
REQUEST APPROVAL FORM
FOR A VISITING ANIMAL

Date_____

Applicant Name _____

Species of Visiting Animal: _____

Name of Visiting Animal:_____

Please attach proof of required vaccinations and written explanation of what educational purpose is supported by having this particular proposed visiting animal in the school.

- Submit request to Building Principal -
- Submit Building Principal request to Deputy Superintendent -
Application Required for Each Instance Involving a Visiting Animal

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This page for Iowa City Community School District Administration to complete

SECTION 1: ***Principal Request (Deputy Superintendent)***

Received by: _____ Date: _____

For Deputy Superintendent Completion: _____ Approved _____ Denied

- ☐ Written notification provided to building administrator of approval or denial
- ☐ Written notification provided to Human Resources of approval or denial of application

Signed: _____ Date: _____

Print Name and Title: _____

SECTION 2: ***Staff Request (Building Administrator)***

Received by: _____ Date: _____

_____ Approved _____ Denied

- ☐ Written notification provided to staff member of approval or denial of application
- ☐ Written notification provided to Human Resources of approval or denial of application

Signed: _____

Print Name and Title: _____

SECTION 3: Completed by building administrator if request in section 1 or 2 approved

- ☐ Written notification sent to parent/guardian of students in applicant applicant's class and school about proposed visiting animal and request for permission
- ☐ Written notification to building staff
- ☐ Received and reviewed current veterinary vaccination records. All mammals must have current rabies vaccination and all animals must be vaccinated for any disease that may be communicable to humans.
- ☐ Permission slips received from parents/guardians and alternative arrangements made for children who do not have permission
- ☐ Received/reviewed certificate of insurance showing ICCSD as an insured party
- ☐ NEED AND ACCEPTANCE OF LIABILITY CLAUSE

When steps completed, form signed and dated by building administrator. A copy kept at the school building.

Signed: _____ Date: _____

SAMPLE APPROVAL LETTER

Dear _____:

We have reviewed your application to bring _____ (animal name) to _____ (building name) on _____ (date) at _____ (time) and have determined that your application should be approved.

Please note that this approval only applies to you bringing _____ (animal name) to _____ (building name) on the date and time noted above. If you would like to bring _____ (animal name) to any other ICCSD building or back to _____ (building name) at any other time, you must submit another application.

You must provide to me proof of liability insurance showing ICCSD as an insured party with coverage limits of no less than _____ in the aggregate and _____ for each occurrence on or before _____ (date at least five days before event). If you fail to provide proof of insurance, this approval will be revoked.

We look forward to having _____ (animal name) join us. If you have any questions, please contact me.

SAMPLE DENIAL LETTER

Dear _____:

I have reviewed your application to bring a visiting animal to _____ (building name) on _____ (date) at _____ (time) and have determined that your application will not be approved. Please let me know if you would like to discuss this matter.

SAMPLE NOTIFICATION TO PARENTS

Dear _____:

We are writing to inform you that _____ (animal name), a _____ (species name) will be visiting _____ (building name) on _____ (date) at _____ (time). We believe having _____ (animal name) visit will provide students with the opportunity to learn more about _____ (educational purpose). Students _____ (will/will not) have an opportunity to interact with _____ (animal name), who will be under the control of a trained handler at all times.

In order for your student to participate in this program, you must sign and return the permission slip below on or before _____ (date).

If you have any questions, please contact _____.

Sincerely,

Building Principal

_____ (child name) may attend the program involving _____ (animal name) at _____ (building name) on _____ (date).

_____
Signature of Parent or Guardian

606.3G2 - Resident Animals in the School District

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

606.3G2 - Resident Animals in the School District

Policy References:

Section 504 of the Rehabilitation Act

Americans with Disabilities Act

RESIDENT ANIMALS IN THE SCHOOL DISTRICT

I. PURPOSE

The purpose of this policy is to establish procedures for the allowance of animals on Iowa City Community School District (ICCSD) property. For purposes of this policy, "ICCSD property" refers to school buildings.

II. GENERAL STATEMENT OF POLICY

Resident animals may be allowed if they serve an educational purpose and are approved by the building principal. An application under this policy by a building principal shall be reviewed by the Deputy Superintendent. Resident animals must be humanely kept in a cage, aquarium, carrier, or other closed container that is appropriate for the species. Appropriate supervision of animals is required when animals are brought onto ICCSD property. The person bringing the animal must furnish transportation for the animal brought to ICCSD property.

III. DEFINITION OF RESIDENT ANIMAL

For the purposes of this policy, the term “resident animal” includes any live animal that is not introduced to the school as part of the regular ICCSD curriculum and is intended to stay in the school for more than one day. The term “resident animal” may include an animal of a species for which an adult can be humanely kept on an indefinite basis in a cage, aquarium, carrier, or other closed container. The term “resident animal” shall not include dogs, cats, primates, raccoons and other rabies vector species, venomous or poisonous species, or any other animal that may present a substantial risk of harm to any person with whom it may come into contact. The term “resident animal” does not include service or therapy animals, as defined in ICCSD policies.

IV. PROCEDURES/REQUIREMENTS

Introduction of a resident animal into the school shall be subject to the following procedures:

A. The applicant staff member must submit an application under this policy to their building principal or the Deputy Superintendent no less than three (3) weeks prior to the proposed introduction of the resident animal. Under no circumstances may a proposed resident animal be on ICCSD property without prior approval under this policy.

B. The building principal or Deputy Superintendent shall notify all parents or guardians of students in the class and school of the staff member’s intention to introduce the resident animal and allow sufficient time for responses prior to approving or denying the application.

C. The application shall only be approved if the school resident animal will not pose a risk of substantial harm to any person who is regularly present in the school. The application may be denied if the building principal or Deputy Superintendent determines that the animal would pose a risk of substantial harm to any person, that the school cannot accommodate the cage, carrier, or other container for any reason, or for any other reason, in the sole discretion of the building principal or Deputy Superintendent. The building principal or Deputy Superintendent

shall not be required to provide explanation of the denial of any application under this policy and shall not inform the staff member if any parent or guardian objects to the introduction of the animal into the school.

D. The applicant staff member shall be responsible for arranging for the care of any school resident animal, including care necessary when school is not in session. Regular cleaning of the animal's habitat shall be performed by the staff member, not students. Handling of the animal shall be kept to a minimum to avoid undue stress to the animal and any person who handles the animal shall immediately afterward wash his or her hands.

E. While on ICCSD property, any resident animal shall remain in its cage, aquarium, carrier, or other closed container at all times, except under the direct supervision of the applicant staff member.

G. Any mammal resident animal must be vaccinated for rabies and all resident animals must be vaccinated for any disease that is communicable from the animal to humans. Proof of the required vaccinations must be provided with the application.

G. Resident Animals will be not allowed in ICCSD transportation vehicles.

H. ICCSD retains discretion to exclude or remove any resident animal from ICCSD property for any reason, without notice or explanation.

I. A resident animal shall be confined to the applicant staff member's school at all times it is on ICCSD property, except as necessary to bring the resident animal onto or remove it from ICCSD property.

J. Prior to the animal being introduced to ICCSD property, the applicant staff member shall provide proof of liability insurance coverage adequate to meet the risk of the animal being present on ICCSD property, as determined by the building principal or Deputy Superintendent, in accordance with guidance adopted by or in consultation with ICCSD administration.

V. LIABILITY

The staff member of the school shall be responsible for any damage caused to any person or property by the animal or as a result of the animal's presence in the school. The staff member shall indemnify ICCSD for any damage assessed to ICCSD as a result of the animal's presence in the school.

Legal References: Section 504 of the Rehabilitation Act
Americans with Disabilities Act

APPENDIX A
IOWA CITY COMMUNITY SCHOOL DISTRICT
REQUEST APPROVAL FORM
FOR USE OF A RESIDENT ANIMAL

Date_____

Name of Staff Member: _____

Species of Resident Animal: _____

Name of Resident Animal:_____

Please attach proof of required vaccinations and written explanation of what educational purpose is supported by having this particular proposed resident animal in the school.

- Submit request to Building Principal -
- Submit Building Principal request to Deputy Superintendent -
Application Required for Each Instance Involving a Visiting Animal

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This page for Iowa City Community School District Administration to complete

SECTION 1: ***Principal Request (Deputy Superintendent)***

Received by: _____ Date: _____

For Deputy Superintendent Completion: _____ Approved _____ Denied

- ☐ Written notification provided to building administrator of approval or denial
- ☐ Written notification provided to Human Resources of approval or denial of application

Signed: _____ Date: _____

Print Name and Title: _____

SECTION 2: ***Staff Request (Building Administrator)***

Received by: _____ Date: _____

_____ Approved _____ Denied

- ☐ Written notification provided to staff member of approval or denial of application
- ☐ Written notification provided to Human Resources of approval or denial of application

Signed: _____

Print Name and Title: _____

SECTION 3: Completed by building administrator if request in section 1 or 2 approved

- ☐ Written notification sent to parent/guardian of students in proposed class and school about proposed resident animal and inquiries about allergies/fear of animals
- ☐ Written notification to building staff
- ☐ Received and review current veterinary vaccination records. All mammals must have current rabies vaccination and all animals must be vaccinated for any disease that may be communicable to humans.
- ☐ Received/reviewed notifications from any student allergies/animal fears or anxiety. (Cannot be used for denial of service animal; informational purposes in case other students would need an accommodation)
- ☐ Received/reviewed proof of insurance certificate of insurance showing ICCSD as an insured party
- ☐ NEED AND ACCEPTANCE OF LIABILITY CLAUSE

When steps completed, form signed and dated by building administrator. A copy kept at the school building.

Signed: _____ Date: _____

SAMPLE APPROVAL LETTER

Dear _____:

We have reviewed your application to have a resident animal in your school and have determined that your application should be approved. The next step will be to determine how to introduce _____ (animal name) to the school and people he/she will be around during the normal school day.

Please plan to meet with me in my office on _____ (date) at _____ (time) to discuss the introduction process and building and ICCSD policies regarding having animals in the building. If you are unable to attend at that time, please contact me and we can reschedule.

For the protection of _____ (animal name) and other people in the school, please refrain from bringing _____ (animal name) onto ICCSD property until the introduction, except in accordance with the introduction process. As I'm sure you're aware, different people react differently to the presence of animals and the introduction process will be tailored to deal with different attributes and personalities of others in the school.

You must provide to me proof of liability insurance showing ICCSD as an insured party with coverage limits of no less than _____ in the aggregate and _____ for each occurrence on or before _____ (date at least five days before event). If you fail to provide proof of insurance, this approval will be revoked.

We look forward to having _____ (animal name) join us. If you have any questions, please contact me.

SAMPLE DENIAL LETTER

Dear _____:

I have reviewed your application to have a resident animal in your school and have determined that your application will not be approved. Please let me know if you would like to discuss this matter.

SAMPLE NOTIFICATION TO PARENTS

Dear _____:

We are writing to inform you that _____ (applicant's name) has applied under ICCSD policies to have a resident animal present your child's school. The animal is a _____ (species) named _____ (animal name).

ICCSD staff is reviewing the application and having information about any allergies or fears that affect others in the school is extremely important to determining whether the animal should be allowed or if there should be special measures taken when introducing the animal to the school.

If your child suffers any known allergies to or fears of _____ (species), please return the bottom portion of this letter to _____ on or before _____, so ICCSD staff can include that information in its introduction plan. This information will not be shared with the school teacher, except for the purpose of creating a plan to introduce an approved animal to the school.

If you have any questions, please contact _____.

Sincerely,

Building Principal

Child Name: _____

Please describe any allergy or fear of _____ (species) your child suffers and whether and how that allergy or fear can be overcome.

_____

_____

_____

_____

606.4 - Student Production of Materials and Services

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/27/24 (updated), 3/26/24 , 4/8/25 (reviewed)

Materials and services produced by students (and staff) at the expense of the school district are the property of the school district. Materials and services produced by students at the student's expense, except for incidental expense to the school district, are the property of the student.

It is the responsibility of the superintendent or designee to determine incidental expenses.

Policy References:

Legal Reference:

Iowa Code § 279.8

Cross Reference:

408.2 Licensed Employee Publication or Creation of Materials

606.5 - Student Field Trips and Excursions

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the school district. The school district will provide transportation for field trips and excursions.

In authorizing field trips and excursions, the principal will consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent or designee. Written parental permission will be required prior to the student's participation in field trips and excursions. The superintendent or designee's approval will be required for field trips and excursions outside the state. The superintendent or designee's approval will be required for field trips and excursions which involve unusual length or expense.

Field trips and excursions are to be arranged with the principal well in advance. A detailed schedule and budget must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher may be required to submit a written summary of the event.

Policy References:

Legal Reference:

390 C.F.R. Pt. 390.3(f)
Iowa Code § 279.8
281 I.A.C. 43.9.

Cross Reference:

503.4 Good Conduct Rule

606.6 - District to District Open Enrollment/Insufficient Classroom Space

Adoption Date: 06/22/2021

History: 11/23/2021(updated), 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (reviewed), 4/8/25 (reviewed)

It is the goal of the district to create learning environments that encourage growth and development of each student. Providing classrooms with an appropriate student-teacher ratio is central to achieving this goal. Insufficient classroom space exists when conditions in the district adversely affect the implementation of the district's goals and its educational program.

Insufficient classroom space is determined on a case-by-case basis.

In making its determination whether insufficient classroom space exists, the board may consider several factors, including but not limited to, the nature of the education program, the grade level, the available licensed employees, the instructional method, the physical space, student teacher ratios, equipment and materials, facilities either being planned or under construction, facilities planned to be closed, financial condition of the school district and projected to be available, a sharing agreement in force or planned, a bargaining agreement in force, laws or rules governing special education class size, board-adopted school district goals and objectives, and other factors considered relevant by the board.

This policy is reviewed by the board annually. It is the responsibility of the superintendent or designee to bring this policy to the attention of the board each year.

This policy is mandated by Iowa's open enrollment law and reflects the requirements of the law.

Policy References:

Legal Reference:

Iowa Code §
282.18(13). 281
I.A.C. 17.6(3).

Cross Reference:

103 Long Range Needs Assessment
501.15 Open Enrollment Transfers - Procedures as a
Receiving District 606.1 Class Size - Class Grouping

607.1 - Student Guidance and Counseling Program

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (reviewed), 3/26/24 (updated), 4/8/25 (reviewed)

The board will provide a comprehensive K-12 counseling program. School counselors will be certified with the Board of Educational Examiners and hold the qualifications required by the board. The district counseling program will serve grades kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program is coordinated with the education program and will involve licensed employees.

Policy References:

Legal Reference:

Iowa Code § 280.14; 622.10.
281 I.A.C. 12.3(11).

Cross Reference:

604.4 Program for At-Risk Students

607.2 - Student Health Services

Adoption Date: 06/22/2021

History: 4/26/22 (updated), 7/26/22 (updated), 3/28/23 (updated), 8/22/23 (updated), 3/267/24 (reviewed), 8/13/24 (reviewed), 4/8/25 (reviewed)

Health services are an integral part of assisting all students to increase learning, achievement, and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home, and community service providers.

Except in emergent care situations or child abuse assessments, the district will not administer invasive physical examinations or health screenings of a student that are not required by state or federal law without first obtaining the written consent of the student's parent or guardian.

- Emergent care situation means a sudden or unforeseen occurrence of onset of a medical or behavioral condition that could result in serious injury or harm to a student or others in the event immediate medical attention is not provided. Emergent care situations include the need to screen a student or others for symptoms or exposures during an outbreak or public health event of concern as designated by the department of public health.
- Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or dental screening.
- Student health screening means an intentionally planned, periodic process to identify if students may be at risk for a health concern and to determine if a referral for an in-depth assessment is needed to consider appropriate health services. Student health screening does not include an episodic, individual screening done in accordance with professional licensed practice.

The superintendent or designee, in conjunction with the Senior Health Services Manager will develop administrative regulations implementing this policy. The superintendent or designee will provide a written report on the role of health services in the education program to the board annually.

Policy References:

Legal Reference:

42 U.S.C. §§ 12101 et seq.
34 C.F.R. pt. 99, 104, 200, 300 et seq.
29 U.S.C. § 794(a)
28 C.F.R. 35
20 U.S.C. 1232g § 1400 6301 et seq..
Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 279; 280.23 .
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8
282 I.A.C. 22.
641 I.A.C. 7.
655 I.A.C. 6

Cross Reference:
501.4 Entrance - Admissions
505.4 Testing Program
507.2 Administration of Medication to Students
507.2E1 Administration of Medication to Students - Authorization - Asthma, Airway Constricting or Respiratory Distress Medication S Self-Administration Consent Form
507.2E2 Administration of Medication to Students - Parental Authorization and Release
507.2E3 Form for the Administration of Medication or Special Health Services to Students Administration of Medication to Students - Parental Authorization and Release Form for Independent Self Carry and Administration of Prescribed Medication or Independent Delivery of Health Services by the Student
507.2E4 Administration of Medication to Students - Parental Authorization and Release Form for the Administration of Voluntary School Stock of Over -the Counter Medication to Students

607.2R1 - Student Health Services Regulation

Adoption Date: 06/22/2021

History: 4/26/22 (reviewed), 3/28/23 (updated), 8/22/23 (updated), 3/26/24 (reviewed), 4/8/25 (reviewed)

Student Health Services

Each school building may develop a customized student health services program based on its unique needs and resources. Scientific advances, laws, and school improvement necessitate supports to students with health needs to receive their education program.

Supports to improve student achievement include:

1. qualified health personnel
2. school superintendent, school nurse, and school health team working collaboratively
3. family and community involvement
4. optimal student health services program with commitment to its continuing improvement

Components provided within a coordinated school health program include:

1. health services
2. health education
3. nutrition
4. physical education and activity
5. healthy, safe environment
6. counseling, psychological, and social services
7. staff wellness
8. family and community involvement

Student health services are provided to identify health needs; facilitate access to health care; provide for health needs related to educational achievement; promote health, well- being, and safety; and plan and develop the health services program.

Student Health Services Essential Functions

1. Identify student health needs:
    1. Provide individual initial and annual health assessments
    2. Provide needed health screenings
    3. Maintain and update confidential health records
    4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws
2. Facilitate student access to physical and mental health services:
    1. Link students to community resources and monitor follow through
    2. Promote increased access and referral to primary health care financial resources such as Medicaid, HAWK-I, social security, and community health clinics
    3. Encourage appropriate use of heath care
3. Provide for student health needs related to educational achievement:
    1. Manage chronic and acute illnesses
    2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel
    3. Develop, implement, evaluate, and revise individual health plans (IHPs) for all students with special health needs according to mandates in the Individuals with Disabilities Education Act (IDEA), Rehabilitation Act (Section 504), and American with Disabilities Act (ADA)
    4. Provide urgent and emergency care for individual and group illness and injury
    5. Prevent and control communicable disease and monitor immunizations
    6. Promote optimal mental health
    7. Promote a safe school facility and a safe school environment
    8. Participate in and attend team meetings as a team member and health consultant
4. Promote student health, well-being, and safety to foster healthy living:
    1. Provide developmentally appropriate health education and health counseling for individuals and groups
    2. Encourage injury and disease prevention practices
    3. Promote personal and public health practices
    4. Provide health promotion and injury and disease prevention education
5. Plan and develop the student health services program collaboratively with the superintendent, school nurse, and school health team:
    1. Gather and interpret data to evaluate needs and performance
    2. Develop health procedures and guidelines
    3. Collaborate with staff, families, and community
    4. Maintain and update confidential student school health records
    5. Coordinate program with all school health components
    6. Coordinate with school improvement

7. Evaluate and revise the health service program to meet changing needs
8. Organize scheduling and direct health services staff
9. Develop student health services annual status report
10. Coordinate information and program delivery within the school and between school and major constituents
11. Provide health services by qualified health professionals to effectively deliver services, including multiple levels of school health expertise such as registered nurses, physicians, and advanced registered nurse practitioners
12. Provide for professional development for school health services staff

Expanded Health Services

These additional health services address learning barriers and the lack of access to health care. Examples include school-based services in the school, school-linked services connected to the school, primary care, mental health, substance abuse, and dental health.