

ICCSA School Board Policies

LEGALLY MANDATED BOARD POLICIES

Consistent with Board Governance policies expressed above, the Board has delegated the day-to-day decision making and operational authority to the Administration, subject to the limitations found within the Board's policies and applicable federal, state, and local law. Federal, state, and local law require the Board to promulgate and maintain the policies contained in the following section. The legally required policies limit the Board's discretion. These policies will be monitored for compliance in the same manner described above for all policies of the Board.

In the interest of clarity, these policies are arranged and coded according to the classification system used by the Iowa Association of School Boards (IASB) in their Policy Reference Manual. Because IASB Series 300 and 800 do not contain any legally required policies, they are excluded from the Iowa City Community School District Board Policies.

LEGALLY MANDATED BOARD POLICIES

100 School Board

| | | |
|---|---------|---------------------|
| Equal Educational Opportunity | 8/23/11 | 102 |
| Long-Range Needs Assessment | 8/23/11 | 103 |
| Anti-Bullying/Harassment and Discrimination | 8/23/11 | 104 |
| Dangerous Weapons and Instruments Used as Weapons | 8/23/11 | 106 |
| Drug-Free Environment | 8/23/11 | 107 |

200 Board of Directors

| | | |
|-----------------------------|---------|---------------------|
| Board of Directors' Records | 8/23/11 | 215 |
|-----------------------------|---------|---------------------|

400 Staff Personnel

| | | |
|--|---------|------------------------|
| Equal Employment Opportunity | 8/23/11 | 401.1 |
| Licensed Staff Development Program | 8/23/11 | 401.13 |
| Licensed Employee Qualifications, Recruitment, Selection | 8/23/11 | 405.2 |
| Licensed Employee Evaluation | 8/23/11 | 405.8 |
| Classified Employee – Qualifications, Recruitment, Selection | 8/23/11 | 411.2 |
| Classified Employee Evaluation | 8/23/11 | 411.7 |

500 Student Personnel

| | | |
|------------------------------------|---------|------------------------|
| Resident and non-Resident Students | 8/23/11 | 501.1 |
| Compulsory Attendance | 8/23/11 | 501.3 |
| School Attendance Areas | 8/23/11 | 501.4 |
| Homeless Children and Youth | 8/23/11 | 501.16 |
| Student Conduct | 8/23/11 | 503.1 |

| | | |
|--|---------|-----------------------|
| Expulsion | 8/23/11 | 503.2 |
| Good Conduct Rule | 8/23/11 | 503.4 |
| Corporal Punishment (Physical Restraint) | 8/23/11 | 503.5 |
| Student Progress Reports and Conferences | 8/23/11 | 505.1 |
| Graduation Requirements | 8/23/11 | 505.5 |
| Student Records Access | 8/23/11 | 506.1 |
| Student Directory Information | 8/23/11 | 506.2 |
| Student Library Circulation Records | 8/23/11 | 506.4 |
| Student Special Health Services | 8/23/11 | 507.8 |
| Wellness | 8/23/11 | 507.9 |

600 Educational Program

| | | |
|---|---------|------------------------|
| Number of School Days for Students | 8/23/11 | 601.2a |
| Curriculum Development | 8/23/11 | 602.1 |
| Curriculum Implementation | 8/23/11 | 602.2 |
| Curriculum Evaluation | 8/23/11 | 602.3 |
| Special Education Services | 8/23/11 | 603.3 |
| Multicultural/Gender Fair Education | 8/23/11 | 603.4 |
| Instructional Materials Selection | 8/23/11 | 605.1 |
| Inspection and Reconsideration of Instructional Materials | 8/23/11 | 605.3 |
| Technology and Instructional Materials | 8/23/11 | 605.4 |
| School Library | 8/23/11 | 605.5 |
| Use of Information Resources | 8/23/11 | 605.7 |

700 Non-instructional Operations and Business Services

Depository of Funds 8/23/11 [701.1](#)

900 School District – Community Relations

Public Examination of School District Public Records 8/23/11 [901.1](#)

EQUAL EDUCATIONAL OPPORTUNITY

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

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Date of Adoption: 12/10/02

Revised: 8/23/11

Legal Reference: 20 U.S.C. §§ 1221 *et seq.* (2006).
20 U.S.C. §§ 1681 *et seq.* (2006).
20 U.S.C. §§ 1701 *et seq.* (2006).
29 U.S.C. § 794 (2006).
42 U.S.C. §§ 12101 *et seq.* (2006).
34 C.F.R. Pt. 100 (2006).
34 C.F.R. Pt. 104 (2006).
Iowa Code §§ 216.9; 256.11, 280.3 (2009).
281 I.A.C. 12.

LONG-RANGE NEEDS ASSESSMENT

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectation of students and determine how well students are meeting student learning goals. The district will conduct ongoing and in-depth needs assessment, soliciting information from business, labor, industry, higher education and community members, regarding their expectations for adequate student preparation.

In conjunction with the in-depth needs assessment of the school district, the board will authorize the appointment of a committee, representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school district in addition to the basic skills areas of the education program.

The Iowa City Community School District will provide opportunities for local feedback on an ongoing basis. One opportunity for feedback will occur through the Comprehensive School Improvement Plan Advisory Committee. In addition the District will develop and implement a comprehensive stakeholder perception management process that will include surveys designed to gather input in areas such as climate at the site and central office levels, student and employee engagement, employee professional development needs, and alumni workforce and college readiness. These surveys will be completed on an annual basis and the results will be shared with the community.

It is the responsibility of the superintendent to ensure the school district community is informed of students' progress on state and locally determined indicators. The superintendent will report annually to the board about the means used to keep the community informed.

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

Date of Adoption: 2/8/77
 Revised: 8/16/77
 4/11/89
 3/10/92
 5/23/95
 12/10/96
 7/8/97
 12/10/02
 8/23/11

Legal Reference: Iowa Code §§ 21; 256.7; 280.12 (2009).
 281 I.A.C. 12.8(1)(b).

ANTI-BULLYING/HARASSMENT AND DISCRIMINATION

The Board is committed to providing a safe and civil school environment in which all members of the school community are treated with dignity and respect. As a result, harassment and bullying of students, school employees, applicants, vendors, visitors, and/or volunteers are not tolerated by the Board to that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment.

“Volunteer” is defined as an individual who has regular, significant contact with students and does not refer to non-district persons who serve in “one-time-only” functions.

The Board prohibits harassment, bullying, hazing, or any other victimization, of students, school employees, applicants, vendors, visitors, and/or volunteers, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, gender, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, veteran status, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Adherence to bona fide occupational/educational qualifications shall not be interpreted as discriminatory.

This policy is in effect while students, employees, applicants, vendors, visitors, and/or volunteers are on property within the jurisdiction of the Board; while on school-owned or school-operated vehicles; while attending or engaging in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a person is found to be in violation of this policy, he/she shall be disciplined by appropriate measures up to, and including:

- for a student, suspension and expulsion;
- for an employee, termination; and,
- for an applicant or school vendor, visitor, or volunteer, exclusion from school grounds.

Harassment and bullying shall be defined as any electronic, written, verbal, or physical act or conduct that is based on any actual or perceived trait or characteristic of a person and that creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the person in reasonable fear or harm to the person or substantial harm to the person’s property;
- Has a substantial and detrimental effect on the person’s physical or mental health;
- Has the effect of substantially interfering with the person’s performance; or
- Has the effect of substantially interfering with the person’s ability to participate in or benefit from the services, activities, or privileges provided by the district.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;

- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim; and/or
- Unreasonable interference with a person's performance or creation of an intimidating, offensive, or hostile environment.

For the purposes of this policy, sexual harassment is defined as unwelcome advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- A. submission to such conduct is explicitly or implicitly made a term or condition of status in a class, program, or activity;
- B. submission to or rejection of such conduct is used as a basis for an educational decision affecting student; or
- C. such conduct has the purpose or effect of interfering with an performance, or of creating an intimidating, hostile, or offensive environment for learning.

Sexual overtures by a staff member to a student shall be investigated per the child abuse law in chapter 102 of the Iowa Department of Education administrative code. Any sexual overtures by a staff member to a student, whether welcome or unwelcome, are prohibited and shall be grounds for discipline, including discharge of the staff member.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy.

The Board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,
- (other)

Copies will be available to any person at the Central Administrative Office at 509 S. Dubuque Street, Iowa City, IA 52240.

Date of Adoption: 10/23/07
 Revised: 1/08
 8/23/11

Reference:

Code of Iowa 708.7,
 20 U.S.C. §§ 1221-1234
 (2004)
 29 U.S.C. §§ 794 (1994)
 42 U.S.C. §§ 2000d-2000d-7

(2004) §
42 U.S.C. §§ 12001 et.seq.
(2004)
Senate File 61, 1st Regular
Session, 82nd General
Assembly, (2007)
Code of Iowa §§ 216.9; 280.3 (2007)
281 I.A.C. 12.3(6)
IASB Policy No. 104 (2011)

DANGEROUS WEAPONS AND INSTRUMENTS USED AS WEAPONS

Members of the school community have the right to attend schools and school activities that are safe. Schools and patrons are not safe if members of the school community bring, possess, or use an instrument as a dangerous weapon in school district facilities, on school district premises, on property within the jurisdiction of the school district, or at school district activities. School district facilities are not an appropriate place for weapons, dangerous objects and look-a-likes. Weapons and other dangerous objects and look-a-likes will be taken from students and others who bring them on to the school district property or on to property within the jurisdiction of the school district or from students or others who are within the control of the school district. Thus, the Iowa City Community School District has zero tolerance for any member of the school community who possesses, buys, sells, uses, or threatens to use a dangerous weapon in school district facilities, on school district premises, on property within the jurisdiction of the school district or at school district activities. In addition, any member of the school community who illegally possesses, buys, sells, uses or threatens to use dangerous weapons *off school premises* may be subject to disciplinary action where safety considerations are at issue. The Board may report any violation of this policy to law enforcement authorities.

Dangerous weapons or objects may include any object used to intimidate, coerce, scare, or threaten a member of the school community and shall be defined by applicable federal or state law.

Students who possess weapons or dangerous object "look-a-likes" may be subject to disciplinary action up to and including expulsion. The weapon or object will be taken from the student or other individual who brings them into school district facilities, on school district premises, on property within the jurisdiction of the school district, or to school district activities.

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

Parents/guardians of students in violation of this policy will be notified of the incident.

Dangerous weapons brought or otherwise possessed by a staff member in school district facilities, on school district premises, on property within the jurisdiction of the school district, or at school district activities will be confiscated. Confiscation of weapons shall be reported to the police, and the staff member will be subject to disciplinary action up to and including termination.

Weapons under the control of law enforcement officials are exempt from this policy. In addition, the principal may allow authorized persons to display weapons, other dangerous objects, or look-a-likes for educational purposes.

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

Date of Adoption: 3/29/94
Revised: 10/25/94
10/28/97

8/28/01

8/23/11

References:

No Child Left Behind, Title IV, Sec. 4141, P.L. 107-110 (2004).

Improving America's Schools Act of 1994, P.L. 103-382

18 U.S.C. § 921 (2006).

McClain v. Lafayette County Bd. Of Education, 673 F.2d 106 (5th Cir. 1982).

Iowa Code §§ 279.8; 280.21B; 724 (2009).

281 I.A.C. 123(6)

IASB Policy No. 502.6 (2011)

DRUG-FREE ENVIRONMENT

The school district shares with the community the responsibility to provide and optimal school and work environment for the intellectual, emotional, and physical development of its students. Therefore, the Board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, or controlled substances, or "look-a-like" substances that appear to be tobacco, beer, wine, alcohol, or controlled substances by members of the school community while on District property or on property within the jurisdiction of the School District, while on school owned and/or operated school or chartered vehicles, while attending or engaging in school activities, or while away from school grounds if the misconduct will directly affect the good order, efficient management, or welfare of the School District.

Violation of this Policy and/or the Drug-Free Workplace Act of 1988 by members of the school community will result in disciplinary action including, for a student, potential suspension and expulsion, for an employee, potential termination, and for an applicant or school vendor, visitor, or volunteer, potential exclusion from school grounds. Possession, use, or being under the influence of beer, wine, alcohol, and/or a controlled substance may be reported to local law enforcement authorities.

The use, purchase, or possession of cigarettes, tobacco, or tobacco products for those under the age of eighteen may be reported to the local law enforcement authorities. School District facilities and grounds, including school vehicles, are off limits for tobacco use. This policy applies to students, employees, and visitors and applies at all times, including school-sponsored and non-school-sponsored events.

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

Employees who violate the terms of this policy may be required to attend as a condition of employment substance abuse counseling and/or to participate in inpatient substance abuse rehabilitation. Any employee who receives a criminal, drug-related conviction for a violation of this policy must notify his/her immediate supervisor within five days of the conviction. Federal agencies with which the District has grants or contracts will be notified of the conviction within ten days of receiving the notice. As a condition of employment, all employees must agree to abide by the terms outlines in this policy.

Drug-free awareness information will be provided to assist members of the school community in broadening their knowledge of the harmful effects of controlled substances and in the treatment of alcoholism or addiction to controlled substances.

Date of Adoption: 8/22/89
 Revised: 5/26/92
 6/9/98
 8/28/01
 8/23/11

References:

34 C.F.R. Pt. 86 (2006)
Iowa Code §§ 123.46; 124; 279.8, .9; 453A (2009)
 281.I.A.C. 12.3(9); .5(3)(e), .5(4)(e), .5(5)(e), .5(21)
 IASB Nos. 403.5 (2011), 502.7 (2011), 905.2 (2011)

BOARD OF DIRECTORS' RECORDS

The board will keep and maintain permanent records of the board including, but not limited to, records of the minutes of board meetings and other required records of the board.

It is the responsibility of the board secretary to keep the minutes of the board meetings. The minutes of each board meeting will include, at a minimum, the following items: a record of the date, time, place, members present, action taken and the vote of each member, and the schedule of bills allowed will be attached. This information will be available within two weeks of the board meeting and forwarded to the newspaper designated as the official newspaper for publication. The information does not need to be published within two weeks. The schedule of bills allowed may be published on a once monthly basis in lieu of publication with the minutes. The permanent records of the board minutes may include more detail than is required for the publication of the minutes.

Minutes waiting approval at the next board meeting will be available for inspection at the central administration office after the board secretary transcribes the notes into typewritten material which has been proofread for errors and retyped.

Date of Adoption: 12/12/67
Revised: 6/10/80
1/28/92
4/11/95
8/28/01
11/11/08
8/23/11

Legal Reference: Iowa Code §§ 21; 22; 279.8, .35, .36; 291.6, .7; 618.3 (2009).
281 I.A.C. 12.3(1).
1982 Op. Att'y Gen. 215.
1974 Op. Att'y Gen. 403.
1952 Op. Att'y Gen. 133.

EQUAL EMPLOYMENT OPPORTUNITY

The Iowa City Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

Date of Adoption: 8/23/11

Legal Reference: 29 U.S.C. §§ 621-634 (2010).
42 U.S.C. §§ 2000e et seq. (2010).
42 U.S.C. §§ 12101 et seq. (2010).
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8 (2009).
281 I.A.C. 12.4; 14.1; 95. (2000).

LICENSED STAFF DEVELOPMENT PROGRAM

The continued growth and development of certified personnel represents an essential element of an effective school system. Therefore, the Iowa City Community School District supports activities and programs designed to assist certified staff members in maintaining, further developing and extending their professional skills.

Resources made available for such staff development activities will be allotted using these criteria:

1. Activities that constitute a response to district and building goals or priorities.
2. Activities that are supported by research as enhancing the quality of the learning experience provided for students.
3. Activities specifically designed for the purpose of increasing the knowledge or skill of the school employee.

The requirements stated in the Master Contract between employees in the collective bargaining unit and the board regarding professional development of such employees will be followed.

Date of Adoption: 3/16/93
Revised: 4/28/98
8/28/01
8/23/11

Legal Reference: Iowa Code § 279.8; 294 (2011).
281 I.A.C. 12.7.

LICENSED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

The Board of Directors encourages application by licensed candidates with diverse points of view and backgrounds for positions in the Iowa City Community School District. The Iowa City Community School District seeks employees who combine the qualities of strong moral character, professional expertise, and thorough preparation in their educational field(s).

Persons interested in a licensed position, other than administrative positions, will have an opportunity to apply and qualify for licensed positions in the school district without regard to age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity, marital status, veteran status, disability, or socioeconomic status except where age, gender, or disability constitute a bona fide occupational qualification necessary for job performance. Job applicants for licensed positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state license, if required, for the position.

Date of Adoption: 5/10/70
Revised: 7/27/76
5/10/88
5/13/92
6/22/93
11/26/96
4/28/98
4/27/99
8/28/01
11/8/05
7/21/11
8/23/11

Legal Reference: US Civil Rights Act 1964, 1972, and the Iowa Civil Rights Act 1965.
29 U.S.C. §§ 621-634 (2006).
42 U.S.C. §§ 2000e *et seq.* (2006)
Iowa Code §§ 20; 35C; 216; 279.13 (2011).
281 I.A.C. 12.
282 I.A.C. 14.
1980 Op. Att'y Gen. 367.

LICENSED EMPLOYEE EVALUATION

Evaluation of licensed employees on their skills, abilities, and competence is an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of licensed employees, other than administrators, but including extracurricular employees, is to improve the education program, to maintain licensed employees who meet or exceed the board's standards of performance, to clarify the licensed employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The formal evaluation criteria is in writing and approved by the board. The formal evaluation will provide an opportunity for the evaluator and the licensed employee to discuss performance and the future areas of growth. The formal evaluation is completed by the evaluator, signed by the licensed employee and filed in the licensed employee's personnel file. This policy supports, and does not preclude, the ongoing informal evaluation of the licensed employee's skills, abilities and competence.

Licensed employees will be required to:

- Demonstrate the ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
- Demonstrate competency in content knowledge appropriate to the teaching position.
- Demonstrate competency in planning and preparation for instruction.
- Use strategies to deliver instruction that meets the multiple learning needs of students.
- Use a variety of methods to monitor student learning.
- Demonstrate competence in classroom management.
- Engage in professional growth.
- Fulfill professional responsibilities established by the school district.

It is the responsibility of the superintendent to ensure licensed employees are evaluated. New and probationary licensed employees are evaluated at least twice each year.

The requirements stated in the Master Contract between employees in the certified collective bargaining unit and the board regarding evaluation of such employees will be followed.

Date of Adoption: 8/23/11

Legal Reference: Aplington Community School District v. PERB, 392 N.W.2d 495 (Iowa 1986).
Saydel Education Association v. PERB, 333 N.W.2d 486 (Iowa 1983).
Iowa Code §§ 20.9; 279.14, .19, .27; 294 (2011).
281 I.A.C. 12.3(4).
281 I.A.C. Ch 83.

CLASSIFIED EMPLOYEE - QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a classified employee position will have an opportunity to apply and qualify for classified employee positions in the school district without regard to age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity or disability. Job applicants for classified employee positions will be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state or other license or certificate, if required, for the position.

Announcement of the position will be through means the superintendent believes will inform potential applicants about the position. Applications for employment may be obtained from and completed applications will be returned to the central administration office. Whenever possible, the preliminary screening of applicants will be conducted by the administrator who directly supervises and oversees the position.

The superintendent has the authority to hire, without board approval, custodians, education associates, maintenance staff, clerical personnel, and food service workers. The superintendent also has the authority to sign individual contracts if applicable.

Date of Adoption: 8/23/11

Legal Reference: 29 U.S.C. §§ 621-634 (2006).
42 U.S.C. §§ 2000e *et seq.* (2006)
42 U.S.C. §§ 12101 *et seq.* (2006)
Iowa Code §§ 35C; 216; 279.8; 294.1 (2009).

CLASSIFIED EMPLOYEE EVALUATION

Evaluation of classified employees on their skills, abilities, and competence is an ongoing process supervised by the superintendent. The goal of the formal evaluation of classified employees is to maintain classified employees who meet or exceed the board's standards of performance, to clarify each classified employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

It is the responsibility of the superintendent to ensure classified employees are formally evaluated annually. New and probationary classified employees are formally evaluated at least twice a year.

Date of Adoption: 8/23/11

Legal Reference: Aplington Community School District v. PERB, 392 N.W.2d 495 (Iowa 1986).
Saydel Education Association v. PERB, 333 N.W.2d 486 (Iowa 1983).
Iowa Code §§ 20.9; 279.14 (2009).
281 I.A.C. 12.3(4).

RESIDENT AND NON-RESIDENT STUDENTS

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

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

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

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

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

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

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

Date of Adoption: 8/23/11

Reference: Lakota Cons. Ind. School v. Buffalo Center-Rake Comm. School, 334 N.W.2d 704 (Iowa 1983).
Mt. Hope School Dist. v. Hendrickson, 197 N.W. 47 (Iowa 1924).
Oshel v. Creston Comm. School Dist., DPI Admin. Doc. 570 (1981).
33 D.P.I. Dec. Rule 80 (1984).
Iowa Code §§ 257.6; 282.2, .6, .7; 285.4 (2009).
1956 Op. Att'y Gen. 185.
1946 Op. Att'y Gen. 197.
1938 Op. Att'y Gen. 69.
1930 Op. Att'y Gen. 147.
IASB No. 501.2 (2011)

COMPULSORY ATTENDANCE

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, will have the children attend the school district at the attendance center designated by the board. Students will attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 180 days. Students not attending the minimum days must be exempted by this policy as listed below or referred to the county attorney. Exceptions to this policy include children who:

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

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

Date of Adoption: 2/9/82
Revised: 6/9/92
8/28/01
8/23/11

Legal Reference: Iowa Code §§ 259A; 279.10-.11; ch. 299; 299A (2009).
441 I.A.C. 41.25(8).
1978 Op. Att'y. Gen. 379.

SCHOOL ATTENDANCE AREAS

Attendance areas and boundaries for each school within the school district shall be established upon recommendation of the superintendent and approved by the Board of Directors. The recommendation of the superintendent shall be made annually based on a study of program needs, the actual and potential enrollment of the district and the enrollment capacities of each school building.

Students are encouraged to attend their assigned school. However, it is recognized that the needs of the given student may be better served in a school outside the student's local school attendance boundary.

Students may attend a school other than their assigned attendance center provided that the superintendent approves such transfer. Once a transfer has been approved, the student will be entitled to full rights and privileges provided resident students.

Date of Adoption: 3/29/78
Revised: 4/24/79
3/18/86
6/9/92
12/14/93
8/8/95
9/23/97
4/13/99
8/28/01
8/23/11

HOMELESS CHILDREN AND YOUTH

The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in district policies or practices. The Superintendent or designee will coordinate the identification of homeless children and track and monitor programs and activities for these children.

Date of Adoption: 8/23/11

Legal Reference: No Child Left Behind, Title X, Sec. 722, P.L. 107-110 (2002).
42 U.S.C. §§ 11431 *et seq.* (2006).
281 I.A.C. 33 (2009).

STUDENT CONDUCT

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

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

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

Date of Adoption: 8/23/11

Legal Reference: No Child Left Behind, Title IV, Sec. 4115, P.L. 107-110 (2002).
Goss v. Lopez, 419 U.S. 565 (1975).
Brands v. Sheldon Community School District, 671 F. Supp. 627 (N.D. Iowa 1987).
Sims v. Colfax Comm. School Dist., 307 F. Supp. 485 (Iowa 1970).
Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).
Board of Directors of Ind. School Dist. of Waterloo v. Green, 259 Iowa 1260, 147 N.W.2d 854 (1967).
Iowa Code §§ 279.8; 282.4, .5; 708.1 (2009).

EXPULSION

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

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

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

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

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

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

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

Date Adoption: 5/8/79
 Revised: 6/9/92
 10/27/98
 8/28/01
 11/11/03
 8/23/11

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Wood v. Strickland, 420 U.S. 308 (1975).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
 Iowa Code §§ 21.5; 282.3, .4, .5 (2009).
 281 I.A.C. 12.3(6).

GOOD CONDUCT RULE

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

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

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

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

Date of Adoption: 6/8/93
Revised: 7/11/95
10/14/97
1/26/99
8/28/01
8/23/11

Legal Reference: Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).
In re Jason Clark, 1 D.P.I. App. Dec. 167 (1978).
Iowa Code §§ 280.13, .13A (2009).
281 I.A.C. 12.3(6); 36.15(1).

CORPORAL PUNISHMENT (PHYSICAL RESTRAINT)

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from:

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

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

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

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

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

Date of Adoption: 8/23/11

Legal Reference: Ingraham v. Wright, 430 U.S. 651 (1977).
Goss v. Lopez, 419 U.S. 565 (1975).
Tinkham v. Kole, 252 Iowa 1303, 110 N.W.2d 258 (1961).
Lai v. Erickson, PTPC Admin. Doc. 83-12 (1983).
 Iowa Code §§ 279.8; 280.21 (2009).
 281 I.A.C. 12.3(6); 103.
 1980 Op. Att'y Gen. 275.

STUDENT PROGRESS REPORTS AND CONFERENCES

Students will receive a progress report at the elementary level at the end of the trimester and at the secondary level at both mid trimester and end of the trimester. Students, who are doing poorly, and their parents, are notified prior to the end of the trimester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the trimester.

Parent-teacher conferences will be held at the end of the first and second trimester at all levels to keep the parents informed. The conferences at the high school are not individually scheduled.

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

Date of Adoption: 10/11/77
Revised: 4/11/89
3/10/92
3/28/95
7/8/97
12/10/02
8/23/11

Legal Reference: Iowa Code §§ 256.11, .11A; 256E.1(1)(b)(1), 280 (2009).
281 I.A.C. 12.3(6), .3(7), .5(16).

GRADUATION REQUIREMENTS

The Board has the responsibility to formulate policies that students must meet to be eligible for high school graduation. The education standards and minimum requirements set by the Code and the Department of Education will be observed.

To receive a high school diploma from this school district, a student must have earned a total of 309 credits in grades 9-12. Additionally a student must complete requirements as follows:

| | |
|-------------------------------------|------------|
| Language Arts | 60 credits |
| Social Studies | 45 credits |
| Science | 45 credits |
| Mathematics | 45 credits |
| Physical Education/Health (3) | 27 credits |
| Electives | 87 credits |

Courses taken in the named areas beyond the requirements are counted as part of the elective credits. All students are required to register for 5 classes plus physical education.

Students may graduate early upon completion of graduation requirements (at the end of a trimester).

Transfer students from another school that does not require as many credits as Iowa City, who are in danger of not graduating at the regular time, will be given individual consideration by prorating the number of credits needed for graduation according to the amount of time the student spent in the other school.

Graduation requirements for special education students will be in accord with the prescribed course of study as described in their Individualized Education Program. Prior to the student's graduation, the IEP team shall determine that the graduation requirements have been met.

Date of Adoption: 10/26/82
 Revised: 11/23/82
 3/10/92
 5/25/93
 6/7/95
 7/28/98
 8/28/01
 1/14/03
 1/9/07
 8/23/11

Legal Reference: Code of Iowa
 Sections 257.25 (6a-6j); 280.14,
 HF 2425, 7/80. §§256.11; 256.11A; 280.3;
 280.14
Iowa Code Supplement Section
 256.7, Subsection 2C

STUDENT RECORDS ACCESS

The board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. The board secretary is the custodian of student records. Student records may be maintained in the central administration office or administrative office of the student's attendance center.

Parents and eligible students will have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is attending an institution of postsecondary education at the post high school level. Parents of an eligible student are provided access to the student records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's records. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents may inspect an instrument used for the purpose of collection of student personal information prior to the instrument's use.

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

Parents and eligible students will have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. Parents, an eligible student or an authorized representative of the parents will have the right to access the student's records prior to an Individualized Education Program (IEP) meeting or hearing.

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

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

If the parents or an eligible student believes the information in the student records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the student records. The school district will decide whether to amend the student records within a reasonable time after receipt of the request. If the school district determines an amendment is made to the student record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.

STUDENT RECORDS ACCESS

If the school district determines that amendment of the student's record is not appropriate, it will inform the parents or the eligible student of their right to a hearing before the hearing officer provided by the school district.

If the parents' and the eligible student's request to amend the student record is further denied following the hearing, the parents or the eligible student are informed that they have a right to place an explanatory letter in the student record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's records will become a part of the student record and be maintained like other student records. If the school district discloses the student records, the explanation by the parents will also be disclosed.

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

- to school officials within the school district and AEA personnel whom the superintendent has determined to have a legitimate educational interest, including, but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees;
- to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records unless the annual notification includes a provision that records will automatically be transferred to new school districts;
- to the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities;
- in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;
- to organizations conducting educational studies and the study does not release personally identifiable information;
- to accrediting organizations;
- to parents of a dependent student as defined in the Internal Revenue Code;
- to comply with a court order or judicially issued subpoena;
- in connection with a health or safety emergency; or,
- as directory information.

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

STUDENT RECORDS ACCESS

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

Permanent student records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation. Permanent student records will be kept in a fire-safe vault.

When personally identifiable information, other than permanent student records, no longer needs to be maintained by the school district to provide educational services to a special education student, the parents or eligible student are notified. This notice is normally given after a student graduates or otherwise leaves the school district. If the parents or eligible student request that the personally identifiable information be destroyed, the school district will destroy the records. Prior to the destruction of the records, the school district must inform the parents or eligible student the records may be needed by the parents or eligible student for social security benefits or other purposes.

The school district will provide training or instruction to employees about parents' and eligible students' rights under this policy. Employees will also be informed about the procedures for carrying out this policy. It is the responsibility of the superintendent to annually notify parents and eligible students of their right to inspect and review the student's records. The notice is given in a parents' or eligible student's native language. Should the school district collect personal information from students for the purposes of marketing or selling that information, the school district will annually notify parents of such activity.

The notice will include a statement that the parents have a right to file a complaint alleging the school district failed to comply with this policy. Complaints are forwarded to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, Washington, DC. 20202-4605.

Date of Adoption: 8/23/11

Legal Reference: No Child Left Behind, Title IX, Sec. 9528, P.L.107-110 (2002).
USA Patriot Act, Sec. 507, P.L. 107-56. (2001).
20 U.S.C. § 1232g, 1415 (2006).
34 C.F.R. Pt. 99, 300, .610 *et seq.* (2006).
Iowa Code §§ 22; 279.9B, 280.24, .25, 622.10 (2009).
281 I.A.C. 12.3(4); 41; .610 *et seq.*
1980 Op. Att'y Gen. 720, 825.

STUDENT DIRECTORY INFORMATION

Student directory information is designed to be used internally within the school district. Directory information is defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, e-mail address, grade level, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and other likeness, and other similar information.

Prior to developing a student directory or to giving general information to the public, parents will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

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

Date of Adoption: 8/23/11

Legal Reference: 20 U.S.C. § 1232g (2006).
34 C.F.R. Pt. 99, 300.560 - .574 (20064).
Iowa Code § 22; 622.10 (2009).
281 I.A.C. 12.3(4); 41.123.
1980 Op. Att'y Gen. 720.

STUDENT LIBRARY CIRCULATION RECORDS

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

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

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

Date of Adoption: 8/23/11

Legal Reference: 20 U.S.C. § 1232g (2006).
34 C.F.R. Pt. 99 (2006).
Iowa Code §§ 22 (2009).
281 I.A.C. 12.3(4), (12).
1980 Op. Att'y Gen. 720, 825.

STUDENT SPECIAL HEALTH SERVICES

The board recognizes that some eligible students need special health services during the school day to participate in their educational program. These students will receive special health services in conjunction with their individual student education program. This policy also applies to certain students who do not have an individual student education program.

A. Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

- physically present.
- available at the same site.
- available on call.

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

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

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

Date of Adoption: 8/23/11

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).
Cedar Rapids Community School District v. Garet F., 119 S.Ct. 992 (1999).
20 U.S.C. §§ 1400 *et seq.* (2006).
34 C.F.R. Pt. 300 *et seq.* (2006).
Iowa Code §§ 256.11(7); 256B; 273.2, .5, .9(2)-(3); 280.8 (2009).
281 I.A.C. 41.405

WELLNESS

The Iowa City Community School District recognizes that good health fosters student attendance, development, and academic performance. With this recognition and in response to the growing problem of childhood obesity in the U.S., the Board believes it is the district's responsibility, as a part of the larger community, to establish a learning environment which helps students develop the skills, knowledge, and attitudes necessary to adopt and maintain a healthy lifestyle. An ongoing promotion of these healthy habits through the duration of the students' career will optimize the likelihood of instilling these healthy choices into daily routines and ultimately maximize the potential for student achievement and well-being.

The school district provides a comprehensive and integral learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to influence a student's understanding, beliefs and habits as they relate to healthy nutrition and regular physical activity. The school district will provide opportunities for hands-on learning and physical activities that will carry over to other parts of the students' life.

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

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

The Iowa City Community School District has a Wellness Committee that is comprised of a diverse group of individuals from the district and the community including students, staff, parents, business owners, farmers, physicians, nurses, dieticians, school Board members, University faculty, and representatives from the Department of Public Health and Iowa State Extension. The Wellness Committee was formerly the Nutrition Task Force, which began meeting in 2002. The Wellness Committee is chaired by the District Health Services Director and has developed this Wellness Policy. The purpose of this policy is to provide direction to the school system for promoting student wellness through health education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204, June 30, 2004, Child Nutrition and WIC Reauthorization Act of 2004. The Committee will oversee implementation and evolution of the Policy, as well as address wellness concerns. The committee will report at least annually to the Iowa City Community School Board regarding the implementation, effectiveness and outcomes of the Wellness Policy.

Date of Adoption: 7/11/06
Revised: 11/10/09
8/23/11

Legal References:

Richard B. Russell National
School Lunch Act, 42 U.S.C.
1751 et seq (205)
Child Nutrition Act of 1966, 42
U.S.C. 1771 et seq. Appendix A

NUMBER OF SCHOOL DAYS FOR STUDENTS

School will be held for students 180 weekdays each fiscal year, with at least 175 days for seniors. Each day must consist of at least 5.5 hours of instructional time. However, in order to plan for the possibility of inclement weather, the school calendar adopted by the Board and published in advance will have 183 days scheduled for students.

In the event that no school days have been cancelled, the last 3 school days for students will be deleted from the calendar; if 1 school day has been cancelled, the last 2 school days will be deleted from the calendar; if 2 school days have been cancelled, the last school day for students will be deleted.

In the event that more than 3 school days have been cancelled, the day or days needed to make 180 school days for students will be weekdays added to the end of the original 183-day calendar.

Announcement of any deletion or addition of school days will be made by April 15 and a revised calendar will be published.

Date of Adoption: 5/10/83
Revised: 4/11/89
3/10/92
5/23/95
7/8/97
8/28/01
8/23/11

Legal Reference: Code of Iowa Chapter 279.10

CURRICULUM DEVELOPMENT

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.

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 is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum review process will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This process 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 publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc);
- 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.

CURRICULUM DEVELOPMENT

It is the responsibility of the superintendent 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.

Date of Adoption: 8/23/11

Legal Reference: 20 U.S.C. § 1232h (2006).
34 C.F.R. Pt. 98 (2006).
Iowa Code §§ 216.9; 256.7, 279.8; 280.3 (2009).
281 I.A.C. 12.5, .8.

CURRICULUM IMPLEMENTATION

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 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:

- 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 _____. Boards should insert the policy number to cross reference their policy on Instructional Materials Selection);
- 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.

It is the responsibility of the superintendent 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.

Date of Adoption: 8/28/11

Legal Reference: 20 U.S.C. § 1232h (2006).
 34 C.F.R. pt. 98 (2006).
 Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2009).
 281 I.A.C. 12.8.

CURRICULUM EVALUATION

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 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:

- 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;

CURRICULUM EVALUATION

- 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.

It is the responsibility of the superintendent 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.

Date of Adoption: 8/23/11

Legal Reference: 20 U.S.C. § 1232h (2006).
34 C.F.R. pt. 98 (2006).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2009).
281 I.A.C. 12.8.

SPECIAL EDUCATION SERVICES

The Iowa City Community School District recognizes that some students have different educational needs than other students. The district shall provide a free appropriate educational 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 or age twenty-one, in accordance with Iowa Code 281.8. The district shall provide an appropriate education for a student in need of special education. Children requiring special education shall attend general education classes, participate in extracurricular activities, and receive services in a general education setting to the maximum extent possible. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education services are provided through the student needs driven model which is outlined in the Special Education Instructional Services Delivery Plan developed through the curriculum review process. The model supports students in the least restrictive environment, increases expectations for students in special education programs through more involvement in the general education curriculum and district wide assessment and increases collaboration between general and special educators.

The general education curriculum is the foundation for students who require expanded curriculum because of identified learning needs. The reference point will be the use of the district's standards and benchmarks as performance goals and indicators.

Special education students shall be required to meet the requirements stated in Board Policy for graduation or in their IEP's. Prior to the student's graduation the IEP team shall determine that the requirements have been met.

It shall be the responsibility of the superintendent and the area education agency Director of Special Education to provide or make provision for appropriate special education programs. While the superintendent shall be custodian of school records, the building principal shall be responsible for maintaining the records of the children identified as in need of special education. These records may be viewed by authorized school personnel and in accordance with the requirements of Board Policy. Policies and procedures shall be filed at the area education agency.

Date of Adoption: 12/20/83

Revised: 4/11/89
3/10/92
5/25/93
5/23/95
8/28/01
12/10/02
3/11/08
8/23/11

Legal Reference: Board of Education

v. Rowley, 458 U.S. 176 (1982)
Springdale School District #50
v. Grace, 693 F. 2d 41 (8th Cr.
1982) 20 U.S.C. Chapter 33 (1992)
34 C.F.R. Pt. 300, Subpart C (1991).
§§256.11(7); 273.1; 273.2; 273.5; 273.9(2);
273.9(3); 280.8; and Chapter 281 Iowa Code (1991)

MULTICULTURAL/GENDER FAIR EDUCATION

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

The education program is free of discrimination and provides equal opportunity for the 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. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Date of Adoption: 10/10/89
Revised: 3/10/92
3/28/95
8/28/01
12/10/02
8/23/11

Legal Reference: Iowa Code §§ 216.9; 256.11 (2009).
281 I.A.C. 12.5(8).

INSTRUCTIONAL MATERIALS SELECTION

The Board recognizes that the selection of instructional materials is a vital component of the school district's curriculum.

The board delegates its authority to determine which instructional materials will be utilized and purchased by the school district to the Superintendent and other licensed employees of the school system.

For the purpose of this rule the term "instructional materials" includes printed and multimedia materials (not equipment), whether considered text materials or library materials.

Date of Adoption 8/23/11

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (2009).
281 I.A.C. 12.3(12).

INSPECTION AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Parents and other members of the school district community may view the instructional 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.

The instructional materials must be viewed on school district premises.

Members of the school district community may object to the instructional 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 the inspection and reconsideration of instructional materials.

Date of Adoption: 8/23/11

Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
Iowa Code §§ 279.8; 280.3, .14; 301 (2009).
281 I.A.C. 12.3(12).
IASB Nos. 605.2 and 605.3 (2011)

TECHNOLOGY AND INSTRUCTIONAL MATERIALS

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 economical ways to utilize multi-media, computers, and other technologies as a part of the curriculum.

It is the responsibility of the superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually. The superintendent will report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Date of Adoption: 8/23/11

Legal Reference: Iowa Code § 279.8 (2009).
281 I.A.C. 12.3(12), 12.5(10), .5(22).

SCHOOL LIBRARY

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 according to board policy, "Instructional Materials Selection."

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 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, and for the handling of challenges to either library or classroom materials.

Date of Adoption: 8/23/11

Legal Reference: Iowa Code §§ 256.7(24); 279.8; 280.14; 301 (2009).
281 I.A.C. 12.3(11), (12).

USE OF INFORMATION RESOURCES

In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with other resources. 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 using of media, including, but not limited to, print, electronic and web-based materials, unless the copying or using 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 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 copying procedures 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.

Date of Adoption: 8/23/11

Legal References: 17 U.S.C. § 101 et al. (2006)
281 I.A.C. 12.3(12).

DEPOSITORY OF FUNDS

Each year at its annual meeting, the board will designate by resolution the name and location of the Iowa located financial depository institution or institutions to serve as the official school district depository or depositories. The maximum deposit amount to be kept in the depository will be stated in the resolution. The amount stated in the resolution must be for all depositories and include all of the school district's funds.

It is the responsibility of the board secretary to include the resolution in the minutes of the meeting.

Date of Adoption: 8/23/11

Legal Reference: Iowa Code §§ 279.33 (2009).

PUBLIC EXAMINATION OF SCHOOL DISTRICT PUBLIC RECORDS

The District maintains certain records in connection with its operations and, pursuant to Iowa Law, records maintained by the District are generally open to the public. The superintendent is the designated official responsible for implementing the implementation of this policy. Public records of the District may be viewed by the public during the regular business hours of the administration offices of the District. These hours are 8:00 a.m. to 4:00 p.m. Monday through Friday, except for school holidays and recesses.

Persons wishing to view the District's public records should contact the superintendent by telephone or in writing, including electronically, and make arrangements for the viewing or obtaining the records. Examination of the records shall be done under the supervision of the superintendent or his designee, who shall make arrangements for providing the records to the requesting individual or entity as soon as practicable, depending on the nature of the request.

Persons wishing copies of public records may be assessed a fee for those copies. Persons wanting compilation of information may be assessed a fee for the time of the employee necessary to compile the requested information. Persons examining public records may also be charged a fee for the custodian's supervision of the examination. All payments are due at the time of services provided, unless alternate payment arrangements are made in advance.

Public records are documents that currently exist and are not confidential as defined by Iowa Code Section 22.7 or other law. District officials are not required to create or generate records that do not exist or compile information not in the possession of the District or of a third-party responsible for investment of public funds.

It is the responsibility of the superintendent to maintain accurate and current records of the Iowa City Community School District. It is also the responsibility of the superintendent to respond in a timely manner to requests for viewing and receiving public documents of the District.

Date of Adoption: 7/14/81
Revised: 4/28/92
9/25/96
9/8/09
8/23/11

Legal Reference: Code of Iowa Chapter 22