

## **Education**

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## **GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM**

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion , sexual orientation, gender identity, or disability.

In providing the education program of the school district, the board will strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
- acquire entry-level job skills and knowledge necessary for further education;
- acquire the capacities for satisfying and responsible roles as family members;
- acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
- develop an understanding of their own worth, abilities, potential and limitations; and,
- learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program. Annually, the board will report to the committee regarding progress toward achievement of the goals and objectives of the education program.

10/18/2023  
Adopted: 04/08/1968

11/17/2003  
Reviewed: 05/18/1992

**12/12/2011**  
09/17/2007  
Revised: 03/16/1998

## **SCHOOL CALENDAR**

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 1080 hours and includes, but is not limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students shall be for a minimum of 1080 hours in the school calendar. The academic school year for students may not begin sooner than August 23. Employees may be required to report to work at the school district prior to this date.

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

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

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

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

**Legal Reference:** Iowa Code §§ 20.9; 279.10, 280.3 (2011).  
281 I.A.C. 12.2(1).

**Cross Reference:** 501.3 Compulsory Attendance  
601.2 School Day  
603.3 Special Education

10/18/2023  
Adopted: 06/19/1989

11/17/2003  
Reviewed: 05/18/1992

**12/12/2011**  
03/16/1998  
Revised: 01/16/1995

## **SCHOOL DAY**

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

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

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

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

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

**Legal Reference:** Iowa Code § 279.8 (2011).  
281 I.A.C. 12.2(2), .2(3), .2(6).

**Cross Reference:** 601.1 School Calendar

## **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 ensures 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 framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends research and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external 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.

**Legal Reference:** 20 U.S.C. § 1232h (2011).  
34 C.F.R. Pt. 98 (2010).  
Iowa Code §§ 216.9; 256.7, 279.8; 280.3-.14 (2011).  
281 I.A.C. 12.5, .8.

**Cross Reference:** 101 Educational Philosophy of the School District  
103 Long-Range Needs Assessment  
602 Curriculum Development  
603 Instructional Curriculum  
605 Instructional Materials

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



## **CURRICULUM IMPLEMENTATION**

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.

**Legal Reference:** 20 U.S.C. § 1232h (2011).  
34 C.F.R. pt. 98 (2010).  
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2011).  
281 I.A.C. 12.8.

**Cross Reference:** 101 Educational Philosophy of the School District  
103 Long-Range Needs Assessment  
505 Student Scholastic Achievement  
602 Curriculum Development  
603 Instructional Curriculum

10/18/2023  
Adopted: 04/08/1968

Reviewed: **12/12/2011**

11/17/2003  
Revised: 05/18/1992

## **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;

## **CURRICULUM EVALUATION**

- verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- verify that assessment tools measure the curriculum that is written and delivered;
- identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- identify roles and responsibilities of key groups;
- involve staff, parents, students, and community members in curriculum evaluation;
- ensure participation of eligible students receiving special education services in district-wide assessments.
- Ensure curriculum complies with applicable laws

It is the responsibility of the superintendent 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.

**Legal Reference:** 20 U.S.C. § 1232h (2010).  
34 C.F.R. pt. 98 (2010).  
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2011).  
281 I.A.C. 12.8.

**Cross Reference:** 101 Educational Philosophy of the School District  
103 Long-Range Needs Assessment  
505 Student Scholastic Achievement  
602 Curriculum Development  
603 Instructional Curriculum

## **ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION**

The Iowa Valley Community School District is committed to ensuring the integrity of the information obtained from the use of educational assessments. This regulation is intended to apply to two assessments in particular: the assessment used to meet the reporting requirement under the No Child Left Behind Act and the assessment used to meet the reporting requirements for the Annual Progress Report to the Iowa Department of Education.

The purpose of this regulation is to identify procedures that can ensure assessment results are truly representative of the achievement of students in our district. It is also our intent to create awareness of the potential negative impact that inappropriate assessment practices might produce, to outline processes to be followed, and to identify the potential consequences of violating the policy. If test scores become questionable because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and their value for their original purpose will be diminished or lost.

### **Appointment of District Test Coordinator**

The district will appoint a district test coordinator, who may in turn delegate responsibility for testing-related functions to one or more building test coordinators. The district test coordinator is the counselor. The district test coordinator is responsible for storing materials from Iowa Testing Programs in a secure area with restricted access both prior to and after the testing period.

### **Test Preparation**

As a function of educating students, staff may prepare students for assessments by providing instruction in the content areas to be assessed. Staff may also prepare students for assessments by teaching general test-taking skills that are applicable to any test or test format.

Staff will not conduct reviews or drills that use actual test items or identical format items of the accountability assessments, use copies of tests from previous years, or review test-specific curriculum content with students at any time.

### **Administration of Tests**

In the administration of standardized tests, it is a violation of test security to do any of the following:

- 1) provide inappropriate test preparation such as any of the following:
  - a. copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason;
  - b. share an actual test instrument in any form;
  - c. use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.

## **ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION**

- 2) deviate from the test administration procedures specified in the test examiner's manual;
- 3) provide inappropriate assistance to students during the test administration;
- 4) make test answers available to students;
- 5) change or fill in answers on student answer documents;
- 6) provide inaccurate data on student answer documents;
- 7) engage in any practice to artificially raise student scores without actually improving underlying student achievement;
- 8) participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited by this policy

After testing is completed, test booklets are to be returned according to procedures established by the district test coordinator.

### **Consequences of Policy Violations**

If a violation of this policy occurs, as determined by the superintendent following an investigation of allegations of irregularities, the superintendent will determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282-Iowa Administrative Code chapter 25.

Reports of students cheating on assessments will be submitted to the building principal for investigation and disciplinary action.

A staff member found to have committed testing irregularities will be subject to discipline in accordance with law and board policy. If the staff member is a licensee of the Board of Education Examiners, the superintendent will make a timely report to that Board.

If the superintendent believes that assessment results are invalid, the superintendent will make a timely report to the Iowa Department of Education.

## **PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS**

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

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

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

**Legal Reference:** 20 U.S.C. § 1232h (2010).  
34 C.F.R. Pt. 98 (2010).  
Iowa Code §§ 279.8, .10; 280.3 (2011).  
281 I.A.C. 12.5.

**Cross Reference:** 602 Curriculum Development  
603 Instructional Curriculum

10/18/2023  
Adopted: 07/13/1983

11/17/2003  
Reviewed: 05/18/1992

**12/12/2011**  
Revised: 03/16/1998

## **BASIC INSTRUCTION PROGRAM**

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

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

The basic instruction program of students enrolled in grades one through six will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, visual art, and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades seven and eight will include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, visual art, and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades nine through twelve will include English/language arts (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (1 unit), fine arts (3 units), foreign language (4 units), financial literacy (1/2 unit) and vocational education (12 units) and computer science (1/2 unit).

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

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

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

## **BASIC INSTRUCTION PROGRAM**

**Legal Reference:** 20 U.S.C. § 1232h (2010).  
34 C.F.R. Pt. 98 (2010).  
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14 (2011).  
281 I.A.C. 12.5.

**Cross Reference:** 102 Equal Educational Opportunity  
103 Long-Range Needs Assessment  
505 Student Scholastic Achievement  
602 Curriculum Development  
603 Instructional Curriculum



## **ADULT EDUCATION**

The board of directors of the Iowa Valley Community School District recognizes that the general objectives of post-high school and adult education programs is the same as those of other levels of public education. These general objectives include the preparation of individuals for democratic citizenship, providing individuals with means for economic improvement and cultural development, and the enrichment of the personal lives of all the participating individuals.

The post-high school and adult education programs may be provided the Iowa Valley Community School or in cooperation with the administrative staff of Kirkwood Community College or other appropriate institutions.

The physical facilities of the district are made available for use in these programs when there is no conflict with regular school activities. A reasonable fee may be charged for use of the facilities and/or equipment.

Recommendations for extension and expansion of adult education programs will be made through the prescribed lines of authority and are approved by the board of directors or the superintendent of schools.

## **SUMMER SCHOOL INSTRUCTION**

Generally, only driver education and instrumental music will be offered during summer school. However, the board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision is within the discretion of the board.

Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.

If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.

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

**Legal Reference:** Iowa Code §§ 279.8, .11; 280.3; 282.6 (2011).

**Cross Reference:** 410.2 Summer School Licensed Employees  
603 Instructional Curriculum  
711.4 Summer School Transportation

10/18/2023  
Adopted: 04/08/1968

**12/12/2011**  
Reviewed: 05/18/1992

11/17/2003  
Revised: 03/16/1998

## SPECIAL EDUCATION

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

Special education students are required to meet the requirements stated in board policy and in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

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

**Legal Reference:**     Board of Education v. Rowley, 458 U.S. 176 (1982).  
                               Springdale School District #50 v. Grace, 693 F.2d 41 (8<sup>th</sup> Cir. 1982).  
                               Southeast Warren Comm. School District v. Dept. of Public  
                               Instruction, 285 N.W.2d 173 (Iowa 1979).  
                               20 U.S.C. §§1400 *et seq.* (2010).  
                               34 C.F.R. Pt. 300 *et seq.* (2010).  
                               Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (2011).  
                               281 I.A.C. 41.109.

**Cross Reference:**   503     Student Discipline  
                               505.5   Graduation Requirements  
                               506     Student Records  
                               507.2   Administration of Medication to Students  
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                               601.1   School Calendar  
                               603     Instructional Curriculum

12/12/2011

03/16/2009

04/15/2002

03/16/1998

10/18/2023  
 Adopted: 10/19/1987

Reviewed: 12/15/2003

Revised: 05/18/1992

## **MULTICULTURAL GENDER FAIR EDUCATION**

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, 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, American Indians, European-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.

**Legal Reference:** Iowa Code §§ 216.9; 256.11 (2011).  
281 I.A.C. 12.5(8).

**Cross Reference:** 102 Equal Educational Opportunity  
600 Goals and Objectives of the Education Program

10/18/2023  
Adopted: 03/11/1986

11/17/2003  
Reviewed: 05/18/1992

**12/12/2011**  
09/17/2007  
11/20/2006  
Revised: 03/16/1998

## **HEALTH EDUCATION**

Students in grade levels one through twelve will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

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

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request will include a proposed alternate activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

**Legal Reference:** Iowa Code §§ 256.11; 279.8; 280.3-.14 (2011).  
281 I.A.C. 12.5.

**Cross Reference:** 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
607 Instructional Services

10/18/2023  
Adopted: 04/08/1968

Reviewed:

**12/12/2011**  
11/17/2003  
03/16/1998  
Revised: 05/18/1992

## **PHYSICAL EDUCATION**

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

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

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

- the student is enrolled in academic courses not otherwise available.
- the student has obtained a physical education waiver for a [semester or trimester] because the student is actively involved in an athletic program.
- the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or
- the student is enrolled in a junior reserve officer training corps

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school.

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

**Legal Reference:** Iowa Code § 256.11 (2011).  
281 I.A.C. 12.5.

**Cross Reference:** 504 Student Activities  
603 Instructional Curriculum

10/18/2023  
Adopted: 10/15/1989

**12/12/2011**  
Reviewed: 05/18/1992

11/17/2003  
Revised: 03/16/1998

## **CAREER EDUCATION**

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

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

**Legal Reference:** Iowa Code §§ 256.11, .11A; 280.9 (2011).  
281 I.A.C. 12.5(7).

**Cross Reference:** 603 Instructional Curriculum

## **TEACHING ABOUT RELIGION**

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

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

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

**Legal Reference:** U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
Iowa Code §§ 279.8; 280.6 (2011).

**Cross Reference:** 603 Instructional Curriculum  
604.6 Religious-Based Exclusion from a School Program  
606.4 School Ceremonies and Observances

**12/12/2011**

10/18/2023

11/17/2003

Adopted: 03/11/1986

Reviewed: 05/18/1992

Revised: 03/16/1998



## **TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS**

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

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

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) are permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

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

10/18/2023

Adopted: 03/16/1998

Reviewed:

12/12/2011

Revised: 11/17/2003

## **ACADEMIC FREEDOM**

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

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

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

**Legal Reference:** Iowa Code §§ 279.8; 280.3, .6 (2011).

**Cross Reference:** 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
904.5 Distribution of Materials

10/18/2023  
Adopted: 04/08/1968

Reviewed: 11/17/2003

**12/12/2011**  
03/16/1998  
Revised: 05/18/1992

## **TEACHING CONTROVERSIAL ISSUES**

A "controversial issue" is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

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

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

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

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

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

## **GLOBAL EDUCATION**

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

**Legal Reference:** Iowa Code §§ 256.11, .11A (2011).  
281 I.A.C. 12.5(11).

**Cross Reference:** 602 Curriculum Development  
603 Instructional Curriculum

10/18/2023  
Adopted: 08/21/1989

**12/12/2011**  
03/16/1998  
Reviewed: 05/18/1992

Revised: 11/17/2003

## **CITIZENSHIP**

Being a citizen of the United States, of Iowa and of the Iowa Valley Community School District School District community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

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

**Legal Reference:** Iowa Code §§ 256.11, .11A (2011).  
281 I.A.C. 12.3(6).

**Cross Reference:** 101 Educational Philosophy of the School District  
502 Student Rights and Responsibilities  
503 Student Discipline

**12/12/2011**

11/17/2003

03/16/1998

10/18/2023  
Adopted: 06/19/1989

Reviewed: 05/18/1992

Revised:

## **COMPETENT PRIVATE INSTRUCTION**

In the event a child of compulsory attendance age, over age six and under age sixteen, does not attend public school or an accredited nonpublic school the child must receive competent private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

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

A parent choosing competent private instruction for a student must notify the school district prior to the first day of school on forms provided by the school district. The forms are available in the central administration office. One copy of the completed forms will be kept by the school district and another copy will be forwarded to the area education agency.

The superintendent will determine whether the completed form is in compliance with the law. Specifically, the superintendent will determine whether the individual providing the instruction is either the student's parent, guardian, legal custodian or an Iowa licensed practitioner; whether the licensed practitioner's license is appropriate for the age and grade level of the student; that the student is being instructed a minimum of one hundred and forty-eight days per year; that immunization evidence is provided for students placed under competent private instruction for the first time and that the report is timely filed.

The school district will report noncompliance with the reporting, immunization, attendance, instructor qualifications, and assessment requirements of the compulsory attendance law to the county attorney of the county of residence of the student's parent, guardian or custodian.

Students receiving competent private instruction are eligible to request open enrollment to another school district. Prior to the request for open enrollment, the student will request dual enrollment in the resident district. The receiving district will not bill the resident district unless the receiving district complies with the reporting requirements. If the parent, guardian or custodian fails to comply with the compulsory attendance requirements, the receiving district will notify the resident district. The resident district will then report the noncompliance to the county attorney of the county of residence of the parent, guardian or custodian.

Students receiving competent private instruction from a parent, guardian or legal custodian must be evaluated annually by May 1 unless such person is properly licensed. The parent, guardian or legal custodian may choose either a standardized test approved by the Iowa Department of Education or a portfolio evaluation. If the parent, guardian or legal custodian chooses standardized testing and the student is dual enrolled, the school district will pay for the cost of the standardized test and the administration of the standardized test. If the student is not dual enrolled, the parent, guardian or legal custodian will reimburse the school district for the cost of the standardized test and the administration of the standardized test.

## **COMPETENT PRIVATE INSTRUCTION**

If a parent, guardian or legal custodian of a student receiving competent private instruction chooses portfolio assessment as the means of annual assessment, the portfolio evaluator must be approved by the superintendent. Portfolio evaluators must verify that they hold a valid Iowa practitioner's license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed. No annual evaluation is required for students receiving competent private instruction from an appropriately licensed or certified Iowa practitioner.

Upon the request of a parent, guardian or legal custodian of a student receiving competent private instruction or upon referral of a licensed practitioner who provides instruction or instructional supervision of a student under competent private instruction, the school district will refer a student who may require special education to the area education agency, Division of Special Education, for evaluation.

Students in competent private instruction must make adequate progress as defined by Iowa law. Students who fail to make adequate progress under competent private instruction provided by the student's parent, guardian or legal custodian will attend an accredited public or nonpublic school beginning the next school year. The parent, guardian or legal custodian of a student who fails to make adequate progress may apply to the director of the Department of Education for approval of continued competent private instruction under a remediation plan.

The remediation plan is for no more than one year. Before the beginning of the school year, the student may be re-tested and if the student achieves adequate progress the student may remain in competent private instruction.

**Legal Reference:** Iowa Code §§ 256.11; 279.10, .11; 299.1-.6, .11, .15, .24, 299A (2011).  
281 I.A.C. 31.

**Cross Reference:** 501 Student Attendance  
502 Student Rights and Responsibilities  
504 Student Activities  
507.1 Student Health and Immunization Certificates  
604.7 Dual Enrollment  
604.9 Home School Assistance Program

10/18/2023  
Adopted: 01/18/1993

Reviewed:

**12/12/2011**  
11/17/2003  
Revised: 03/16/1998

**COMPETENT PRIVATE INSTRUCTION REPORT FORM A****20\_\_\_\_ - 20\_\_\_\_ School Year**

**Directions:** Form A must be completed by the parent, guardian or legal or actual custodian and filed every year.

**Required Information:** The following information is required in accordance with Iowa Code § 299.4. Parent, guardian, or legal or actual custodian must submit this report in duplicate to the school district of residence. This report is required if the student is 6 years old on or before September 15 and not yet 16 years old and does not attend an Iowa public or accredited nonpublic school. **Return this form to the school district secretary by August 26 or within 14 calendar days of removing the student from a public or accredited nonpublic school or 14 calendar days from moving into the school district.** If you are enrolled in a home school assistance program, please notify the district if you plan to dual enroll.)

1. Name and birth date of child under private instruction. (Use one form for each child.)

_____	_____
child's name	birth date

2. Name and address of person filing report:

_____	
name	
_____	circle one:
address	parent      guardian      custodian
_____	
city/state/zip	

Phone # (optional): \_\_\_\_\_

3. Immunization Evidence: If filing Form A for the first time, attach immunization information. (Proof of immunization is required of all children receiving CPI, including those enroll in a HSAP.)
4. Instructional Program Information: Outline the course of study on a separate page(s). Attach lessons plans on separate page(s).

<b>Subject:</b>	<b>Text, Publisher, and Author:</b>	<b>Time Spent:</b>
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5. List number of days of instruction under competent private instruction: \_\_\_\_\_  
(Must be at least 148 days per academic year per Iowa Code §299A.1)

6. If an appropriately Iowa licensed teacher will provide or supervise the parent, guardian, or legal or actual custodian in providing the instruction, give teacher's information below .

<b>Name:</b>	<b>Teacher Folder Number:</b>
<b>Address:</b>	<b>Teacher Signature (optional):</b>
	<b>Phone # (optional):</b>

7. If an Iowa licensed teacher is not providing instruction or supervising, the child must take an annual assessment. (Please see the acceptable annual assessments listed in the CPI Handbook. The school district will notify parents, guardian, or legal/actual custodians by October 1<sup>st</sup> of testing dates.)



**COMPETENT PRIVATE INSTRUCTION REPORT**

The following information is optional. However, if you want your child

- to access special education programs or services, or
- if your child plans to participate in any academic or extracurricular activities at your local school district,
- or if you wish to have your child's annual assessment provided at no charge, complete the following:

8. If the child is currently identified as a child requiring special education, prior approval must be sought from the special education director at the Area Education Agency before the child may receive Competent Private Instruction in Iowa unless the parent, guardian, or legal or actual custodian of the child does not consent to initial evaluation or to reevaluation of the child for receipt of special education services or programs. (Iowa Code §299A.9.)

Is the child currently identified as a child requiring special education pursuant to the rules of special education? Yes \_\_\_\_\_ No \_\_\_\_\_

Have you consented to initial evaluation or to reevaluation of the child for receipt of special education services or programs? Yes \_\_\_\_\_ No \_\_\_\_\_

9. Do you desire dual enrollment in the public school for the child under Competent Private Instruction? Yes \_\_\_\_\_ No \_\_\_\_\_ (If no, skip to #10.)

Dual enrollment is desired for (check all that apply):

Academic \_\_\_\_ Extra-curricular activities \_\_\_\_ Testing \_\_\_\_ Special Education \_\_\_\_

Grade level for the 20\_\_\_\_-20\_\_\_\_ school year: \_\_\_\_\_

Subjects or activities you wish your child to dual enroll in:

1 <sup>st</sup> Semester:	2 <sup>nd</sup> Semester:

10. Do you desire to enroll in a Home School Assistance Program if offered?  
Yes \_\_\_\_\_ No \_\_\_\_\_

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

## **COMPETENT PRIVATE INSTRUCTION REPORT**

### **Instructions for Form A**

Parents, guardians, or legal or actual custodians with children under competent private instruction need to submit two copies of Form A to the local public school district. After the school district receives and checks the form for completion, one copy of the form should be filed with the local district and the other copy the district sends to the secretary of the AEA. **DO NOT SEND A COPY TO THE Department of Education. NOTE: If you change your district of residence during the school year, you must also complete this form for your new district of residence.**

The due date is **August 26** or no more than 14 calendar days after the child has been removed from an Iowa accredited school or after moving into the district.

**The form is designed to allow the parent, guardian, or legal or actual custodian to provide the required information, items 1-6 and parent/guardian/legal or actual custodian signature. Item 7 is informational. Items 8, 9 and 10 are optional. If you plan to dual enroll your child in an academic course or extracurricular activity, complete item 9.**

**Items 1 & 2:** All information must be supplied. Only one child per form.

**Item 3:** If filing Form A for the first time, attach immunization evidence. A child who begins home schooling/competent private instruction for the first time in Iowa (including children enrolled in a HSAP) must have received the required immunizations unless parents, guardians, or legal or actual custodians file a doctor's statement or an affidavit of religious exemption as outlined in section 139A.8, Code of Iowa. For exemption forms, please call 1-888-398-9696.

**Item 4:** List the subjects taught, the texts used, the text publisher or author, and the amount of time spent on each subject listed. Parents, guardians, or legal or actual custodians need to attach the course of study information separately. Lesson plans may be accepted for the entire year or for shorter periods of time. The lessons should show evidence of planning.

**Item 5:** The number listed must be at least 148 school days. Exception: If a child was enrolled in a public or accredited nonpublic school during the current academic year, then switched to home schooling, the number on this line may be the number of days remaining of the 148 school days after subtracting the number of days the child was in attendance in the school.

**Item 6:** In some situations, a person other than the child's parent, guardian, or legal or actual custodian either provides or supervises the instruction for the child. This person must hold a valid Iowa-teaching license appropriate to the age and grade of the child. The teacher's name, address, and folder number must be provided in this item. The school district will check the licensure of this person by contacting the Bureau of Practitioner Preparation and Licensure, Iowa Department of Education at the following website [www.boee.iowa.gov](http://www.boee.iowa.gov) or by calling (1-515-281-3245). An elementary classroom teacher license is appropriate for teaching or supervising home schooling in grades K-6; a middle school or secondary license is appropriate for grades 5-8, and a secondary classroom teacher license is appropriate for grades 7-12.

## **COMPETENT PRIVATE INSTRUCTION REPORT**

If item 6 is blank, and the child is between the ages of 7 and 15, inclusive, during the current school year, the child is subject to the baseline evaluation/annual assessment requirement. (If parent/guardian/legal or actual custodian is a licensed teacher or working with a licensed teacher who holds a license appropriate to the age and grade of the child or if the child is enrolled in a private school accredited by a regional or national accrediting organization, the child is not required to take an annual assessment. A courtesy test may be requested, see note in item number 7.)

**Item 7:** Children receiving competent private instruction are subject to the assessment requirement if they fit both of these criteria:

1. AGE--the child is between the ages of 7 and 15, inclusive, of the current school year.
2. TEACHER--the child's instruction is not provided or supervised by a person holding a valid Iowa teacher license appropriate to the age and grade of the child.

All children fitting both criteria must have a baseline evaluation in their first year of home schooling. Each year after the baseline evaluation, as long as they still fit both criteria, they need an annual assessment of educational progress, which may be conducted using standardized testing, portfolio assessment, or a report card from an accredited correspondence school. Children under or over the age limits by September 15 are not subject to the annual assessment. Likewise, if an appropriately licensed Iowa teacher provides or supervises a parent, guardian, or legal or actual custodian in providing the child's instruction, the child is not subject to assessment, regardless of age.

Subjects that must be assessed:

- -For children up through grade 5: Reading, Language Arts, and Mathematics:
- -For children in grades 6-12: Reading, Language Arts, Mathematics, Science, and Social Studies.

**Home-schooled children subject to the testing requirement must be tested annually in these subjects even if the school district does not test its own students. National percentile ranks and national grade equivalents must be included on the score report from the test scoring service.**

A detailed list of tests is included [in this handbook](#) and also may be found on the website located at [http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=301&Itemid=1335](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=301&Itemid=1335)

Schools or AEAs providing the testing should attempt to accommodate these preferences. Schools may provide the testing themselves or may delegate it to the AEA. Schools should notify parents, guardians, or legal or actual custodians by October 1 of the dates, sites, and time of testing. If parents, guardians, or legal or actual custodians of a dual enrolled student subject to the assessment requirement request testing in their home, it must be provided at that site. If a portfolio is used as an annual assessment, the parent, guardian, or legal or actual custodian identifies the licensed teacher to evaluate the portfolio. The deadline for completing assessments is May 1st of each year and the test administrator or portfolio evaluator must send a copy of the results to the parents, guardians, legal or actual custodians, and the school district by June 30. An evaluator holding an elementary teaching license is appropriate for evaluating a portfolio for students in grades K-6, a middle school license for grades 5-8, and a secondary classroom teacher license is appropriate for grades 7-12. 281-IAC 31.8(3)

## COMPETENT PRIVATE INSTRUCTION REPORT

**Special note about “courtesy testing.”** Occasionally, parents, guardians, or legal or actual custodians of children who are not subject to the baseline evaluation/annual assessment requirement may want their child tested anyway. As when an annual assessment is required, if the child is not dual enrolled, the parents, guardians, or legal or actual custodians pay the costs. If the child is dual enrolled, the school or AEA must provide the testing free, but need not provide a test, testing time, or testing site other than the one(s) established by the school for its regular enrollees.

### Items 8, 9, and 10 are optional

**Item 8:** A child of compulsory attendance age, who is identified as requiring special education under chapter 256B and is receiving Competent Private Instruction, is eligible for placement under Competent Private Instruction with prior approval of the placement by the director of special education of the area education agency of the child's district of residence. It is the duty of the parent, guardian, or legal or actual custodian to send a copy of Form A to the school district and the Area Education Agency Director of Special Education for approval. Iowa Code section 299A.9 However, this consent is not required if the parent, guardian, legal, or actual custodian does not consent to initial evaluation or to reevaluation of the child for receipt of special education services or programs.

**Note: In order for a child who receives CPI to receive special education services, the child must be dual enrolled. (See Item9)**

**Item 9:** Dual enrolled students may participate in coursework or activities on the same basis as regularly enrolled students. This item is required if parents, guardians, or legal or actual custodians wish to have their children participate in an academic course, extra curricular activity, or to have the standardized test paid for by the district. Dual enrollment is also required if the child is to receive special education programs or services. If parents, guardians, or legal or actual custodians want their child dual enrolled in a course or activity the course or activities need to be listed. Districts need to develop procedures to ensure that dual enrolled students and their parents, guardians, or legal or actual custodians are given adequate notice of the time and place of the activities they have chosen. The deadline for dual enrollment is September 15 if the parents, guardians, or legal or actual custodians begin CPI at the start of the school year, 14 calendar days after moving, or 14 calendar days after withdrawing from school. **The district may deny dual enrollment if the request is after the deadline.**

**Item 10:** School districts are not required to offer a home school assistance program. If your local school district has a program, students will be supervised by a licensed teacher that is hired by the school district. To participate in courses or activities that are offered by the school, the child must be dual enrolled. (This item is designed to help districts determine if they need to start a program.)

**SCHOOLS-**Please give parents, guardians, or legal or actual custodians the FERPA notification letter when a Form A is requested. Districts shall determine what directory information is and who the local contact is. When the parent, guardian, or legal or actual custodian gives “opt out” instructions to the school, the AEA’s have requested that the LEA send a copy to them.

**PARENTS/GUARDIANS/LEGAL or ACTUAL CUSTODIANS-**Please review the FERPA form and return to the school.

## **INDIVIDUALIZED INSTRUCTION**

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

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

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

**Legal Reference:** Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (2011).

**Cross Reference:** 501.12 Pregnant Students  
604.1 Competent Private Instruction

10/18/2023  
Adopted: 03/16/1998

Reviewed: 11/17/2003

Revised: **12/12/2011**

## **PROGRAM FOR TALENTED AND GIFTED STUDENTS**

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

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

**Legal Reference:** Iowa Code §§ 257.42-.49 (2011).  
281 I.A.C. 12.5(12); 59.

**Cross Reference:** 505 Student Scholastic Achievement  
604.7 Instruction at a Post-Secondary Educational Institution

10/18/2023  
Adopted: 06/19/1989

**12/12/2011**  
Reviewed: 05/18/1992

11/17/2003  
Revised: 03/16/1998

## **PROGRAM FOR AT-RISK STUDENTS**

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

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

**Legal Reference:** Iowa Code §§ 257.38-.41; 280.19, .19A (2011).  
281 I.A.C. 12.5(13); 33; 61; 65.

**Cross Reference:** 505 Student Scholastic Achievement  
607.1 Student Guidance and Counseling Program

10/18/2023  
Adopted: 06/19/1989

**12/12/2011**  
11/17/2003  
Reviewed: 05/18/1992

Revised: 03/16/1998

## **STUDENT PARTICIPATION GUIDELINES FOR KIRKWOOD ALTERNATIVE PROGRAM**

The original purpose of the Kirkwood Alternative Program, when established in the 1981-1982 school year, was to provide an education to those students not then attending a regular high school or those who had not graduated from high school, but living in the Iowa Valley Community School District and within the legal school age.

The Kirkwood Alternative Program is just that – an alternative when all other possibilities of continuing in regular high school classes have been explored.

A student presently enrolled in the Iowa Valley Community School District may enroll in the Kirkwood Alternative Program when the following conditions are met:

- 1) Staff meetings may be held with the following individuals: secondary principal, guidance counselor, the student, the parent(s), Kirkwood instructor, and representative instructor(s) in Iowa Valley School who may provide additional information and support.
- 2) Following the staffing, the student may drop officially from Iowa Valley High School and enter the Kirkwood Program best suited for his/her needs.
- 3) Maximum credits accepted as transfer from Kirkwood to obtain an Iowa Valley diploma will be ten (10), a maximum of one (1) academic year. These credits may be applied for graduation and an Iowa Valley diploma. The above stipulation in item #3 applies to students in grades 9 through 11. Any senior planning to receive an Iowa Valley diploma will need to be enrolled on a full-time basis at Iowa Valley.
- 4) A student who is currently enrolled as a full-time student at Iowa Valley may enroll in the Kirkwood Alternative Program to make up lost credit(s) for graduation requirements. However, a student will not be allowed to attend during normal school hours. A tuition fee may be assessed.
- 5) Before any course is taken through the Kirkwood Alternative Program for transfer credit toward an Iowa Valley diploma, the course(s) must be approved by the high school principal.

The traditional school has the following responsibilities:

- 1) Discuss the possibility of a student's enrollment at the Kirkwood Center with the student and parent(s);
- 2) Give the coordinator all necessary school records and credits; and
- 3) Notify the coordinator and the student of the credit requirements and individual course requirements if the credit is being transferred to the traditional school.

10/18/2023  
Adopted: 07/13/1983

11/17/2003  
Reviewed: 05/18/1992

**12/12/2011**  
Revised: 03/16/1998



## **RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM**

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

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

- the notice is in writing;
- the objection is based on religious beliefs;
- the objection will state which activities or studies violate their religious beliefs;
- the objection will state why these activities or studies violate their religious beliefs; and
- the objection will state a proposed alternate activity or study.

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

**Legal Reference:** U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
Iowa Code §§ 256.11(6); 279.8 (2011).

**Cross Reference:** 603 Instructional Curriculum  
606.2 School Ceremonies and Observances

10/18/2023  
Adopted: 06/19/1989

11/17/2003  
Reviewed: 05/18/1992

**12/12/2011**  
Revised: 03/16/1998

## **INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION**

Students in grades nine through twelve may receive academic or vocational-technical credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The student may receive academic or vocational-technical credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.

### **Concurrent Enrollment**

Students in grades nine through twelve who successfully complete courses in post-secondary educational institutions under an agreement between the school district and the post-secondary educational institution will receive academic and vocational-technical credits in accordance with the agreement. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit.

Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when school is not in session if the student pays for the courses. Upon successful completion of these summer courses, the students will receive academic or vocational-technical credit toward the graduation requirements set out by the board. Successful completion of the course is determined by the post-secondary educational institution. The board will have complete discretion to determine the academic credit to be awarded to the student for the summer courses.

The following factors are considered in the board's determination of whether a student will receive academic or vocational-technical credit toward the graduation requirements set out by the board for a course at a post-secondary educational institution:

- the course is taken from a public or accredited private post-secondary educational institution;
- a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the school district;

**INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION**

- the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational-technical education, or a course offered in the community college career options program;
  - the course is a credit-bearing course that leads to a degree;
  - the course is not religious or sectarian; and
  - the course meets any other requirements set out by the board.

Students in grades eleven and twelve who take courses, other than courses taken under an agreement between the school district and the post-secondary educational institution, are responsible for transportation without reimbursement to and from the location where the course is being offered.

**Post-Secondary Enrollment Option**

Ninth and tenth grade talented and gifted students and all students in grades eleven and twelve will be reimbursed for tuition and other costs directly related to the course up to \$250. Students who take courses during the summer months when school is not in session are responsible for the costs of attendance for the courses. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed. If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent shall provide in writing to the student's parent or guardian the reason for the denial of credit.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course.

Students who fail the course and fail to receive credit will reimburse the school district for all costs directly related to the course. Prior to registering for the course, students under age eighteen will have a parent sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit for the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family or a move to another district, may not be responsible for the costs of the course. The school board may waive reimbursement of costs to the school district for the previously listed reasons. Students dissatisfied with a school board's decision may appeal to the AEA for a waiver of reimbursement.

**INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION**

The superintendent is responsible for annually notifying students and parents of the opportunity to take courses at post-secondary educational institutions in accordance with this policy. The superintendent will also be responsible for developing the appropriate forms and procedures for implementing this policy.

**Legal Reference:** Iowa Code §§ 256.11, .11A; 261C; 279.8; 280.3, .14 (2011).  
281 I.A.C. 12, 22.

**Cross Reference:** 505 Student Scholastic Achievement  
604.3 Program for Talented and Gifted Students

10/18/2023  
Adopted: 01/17/1994

Reviewed: 03/16/1998

**12/12/2011**  
Revised: 11/17/2003

## **DUAL ENROLLMENT**

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

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

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

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

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

**Legal Reference:** Iowa Code §§ 279.8, 299A (2011).  
281 I.A.C. 31.

**Cross Reference:** 502 Student Rights and Responsibilities  
503 Student Discipline  
504 Student Activities  
507 Student Health and Well-Being  
604.1 Competent Private Instruction  
604.9 Home School Assistance Program

## **FOREIGN STUDENTS**

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

- The student resides with his/her parents(s) or legal guardian;
- The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; or
- The student is a participant in a recognized foreign exchange program; and
- The student is physically able to attend school and has provided the school district with such proof, including a current TB test.

**Legal Reference:** Iowa Code § 279.8 (2011).

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

## **VIRTUAL/ON-LINE COURSES**

The board recognizes that on-line coursework may be a good alternative to not only meet graduation requirements but to also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn credits to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances:

- The course is not offered at the high school;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;
- The student has been expelled from the regular school setting, but educational services are to be continued; or
- The principal, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment.

Students applying for permission to take a virtual course will complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment. In addition, the express approval of the principal will be obtained before a student enrolls in an on-line course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Provided courses are part of the student's regular school day coursework and within budgetary parameters, the tuition costs for an online course shall be borne by the school district during the fall and spring semesters but may be passed on to the parent/guardian during the summer semester. Any additional costs such as textbooks or school supplies, will be borne by the parents for students enrolled full-time.

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

**Legal Reference:** Iowa Code §§ 279.8 (2011).  
281 I.A.C. 15.

**Cross Reference:** 605.6 Internet Appropriate Use  
501.6 Student Transfers In

## **INSTRUCTIONAL MATERIALS SELECTION**

The board has sole discretion to approve instructional materials for the school district. This authority is delegated to licensed employees to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district.

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

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

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

**Legal Reference:** Iowa Code §§ 279.8; 280.3, .14; 301 (2011).

**Cross Reference:**

208	Ad Hoc Committees
505	Student Scholastic Achievement
602	Curriculum Development
605	Instructional Materials

10/18/2023  
Adopted: 01/17/1994

Reviewed: 11/17/2003

**12/12/2011**  
Revised: 03/16/1998



## **SELECTION OF INSTRUCTIONAL MATERIALS REGULATION**

It is the policy of the Iowa Valley Community School Board to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view, and to allow review of allegedly inappropriate instructional materials.

The board believes in the principles of intellectual freedom and the tenets of freedom of speech as they relate to the First Amendment of the United States Constitution, and will endeavor to uphold these principles and rights for the students, teachers and staff of the school district. Persons having complaints or concerns about the instructional materials used in the school should feel free to express these complaints or concerns. Parents may request their children be given alternate assignments, but no one has the right to have appropriate educational materials withheld from other people's children.

The board is legally responsible for all matters relating to the selection of materials for the Iowa Valley Community School District. The responsibility for the selection of instructional materials is delegated to the professionally trained and certified staff as employed by the district. For the purposes of this policy the term "instructional materials" includes print, audiovisual materials (not equipment) and on-line sources, whether considered text materials or library/media center materials.

The following criteria will be used in the selection of materials:

- 1) Materials will support and be consistent with the general educational goals of the district and the objective of specific courses.
- 2) Materials will meet high standards of quality in factual content and presentation.
- 3) Materials will be appropriate for the subject area and for the age, ability level and social and emotional development of the students for whom the materials are selected.
- 4) Materials will have aesthetic, literary or social value.
- 5) Materials chosen will be by competent and qualified authors and producers.
- 6) Materials will be chosen to foster respect for women, minority and ethnic groups and will realistically represent our pluralistic society, along with the roles and lifestyles open to both women and men in today's world. Materials will be chosen to help students gain an awareness and understanding of the many important contributions made to our civilization by women, minority and ethnic groups, the aged, and the physically and mentally challenged.
- 7) Materials will clarify the multiple historical and contemporary forces with their economic, political and religious dimensions.
- 8) Materials will be selected to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, right, and privileges as participating citizens in a pluralistic, nonsexist society.
- 9) Materials will be selected for their strengths rather than rejected for their weaknesses.
- 10) The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views and to meet specific curriculum objectives.
- 11) Physical format and appearance of materials will be suitable for their intended use.

## **SELECTION OF INSTRUCTIONAL MATERIALS REGULATION**

In the procedure for selection of instructional materials and/or school library/media center materials and media, the following guidelines will be used:

### **A. School Library/Media Center Materials and Media**

1. In selecting materials for purchase for the school library/media center, the librarian will evaluate the existing collection and the curriculum needs. The librarian will use professional selection aids, curriculum guides, reviews, professional judgment, and other appropriate sources for selection of materials.
2. Recommendations for purchases will be solicited from the faculty, administrators, and students.
3. Gift materials will be judged by the criteria previously stated in paragraph 5, 1-11, and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost, worn and aged materials still of educational value. The librarian/media specialist may remove from the school library/media center materials, equipment, and furniture no longer of value to the library media program following the general selection and weeding, or collection development guidelines.
5. The materials and equipment will then be reviewed by the librarian to determine their possible intrinsic worth to other groups or individuals. These items could be given to other attendance centers in the district, to other departments in the district, other public supported libraries, or to the general public. If the items are offered for sale a time, date, and location for the sale will be made public. Items of no value will be taken to the landfill.
6. Each library/media center will have a budget which includes funds for updating and replacing materials. This budget will be large enough to ensure that instructional library/media center materials do not become obsolete.
7. Selections are forwarded to the superintendent through the principal in charge of the attendance center, for purchase throughout the year.

### **B. Accessibility to School Library/Media Centers**

1. Each media center will be accessible throughout the school day. The media centers will be available to students, faculty, administrators, and others. The library/media centers may be used by individuals, classes, or groups and are provided to meet the needs for instructional programs and materials.

### **C. Text Materials**

1. At the time text adoption areas are determined, the appropriate teacher or teacher committee will review materials and make recommendations concerning those materials.
2. Criteria for text materials will be consistent with the general criteria for materials selection noted on page 1, paragraph 5, numbers 1-11.
3. Recommendations will be forwarded to the superintendent through the principal in charge of the attendance center.

## **SELECTION OF INSTRUCTIONAL MATERIALS REGULATION**

4. Written rationale for the selection of text materials will be on file with the instructor(s) of the class and the building principal.

### **D. Interlibrary Loan, Networks, Telecommunications, and On-Line Resources**

1. There is no way to control the content of materials received from other sources such as interlibrary loan, telecommunications, networks, computer bulletin boards, world-wide web, etc. These sources are made available to meet educational goals and objectives, for teaching research skills and for providing materials of interest that are not available locally. These sources of information help acquaint students with information from the world at large.
2. All students who want or need to use the Internet must sign an Acceptable Use Policy (AUP) form [Appendix F]. The AUP must also be signed by their parents. The AUP outlines the procedures and acceptable use of the district's network and on-line services.

### **E. Confidentiality of School Library/Media Center Records**

1. The employees of the Iowa Valley Community School District recognize that circulation records of the school library/media centers are confidential in nature under Iowa Code Section 227. These records will not be made available to anyone including any agency of state, federal, and local government except pursuant to federal, state, or local law relating to civil, criminal or administrative investigatory power.
2. Furthermore, the processes of court order and subpoena will be resisted until such time as a proper showing of good cause is made in a court of competent jurisdiction. This is done to protect the freedom of users to read and peruse information without fear of intimidation or harassment. The purpose of these records is for the retrieval of overdue materials and statistical analysis of library use.

### **F. Copyright Law**

1. It will be the policy of the Iowa Valley Community School District to obey the Copyright Act of 1976 and the guidelines for fair use established by the Copyright Office. The purpose of the Copyright Act of 1976 as explained by the Copyright Office is to promote the creation and dissemination of knowledge and ideas and to insure that authors, etc. receive reasonable reward for their efforts.
2. Educators may copy materials following these guidelines:
  - a. that the decision be spontaneous, occurring too soon prior to classroom use that permission cannot be written for and received and that the reproduced items will be short, that is only a single copy of a book chapter, periodical article, short story, essay, poem (<250 words), charts, maps, etc.

## **SELECTION OF INSTRUCTIONAL MATERIALS REGULATION**

- b. that the cumulative effect of the copying does not use more than three items from the same source and that there are no more than nine instances a semester.
3. Educators are prohibited from photocopying to make anthologies, compilations, or collective works. All these guidelines refer to copying without permission. For more complete information on copyright law see the videotape "Copyright Law: What Every School, College, and Public Library Should Know", which is available in the high school media center.

The following guidelines will be used in the treatment of complaints:

- A. Any resident or employee of the school district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selection such material.
  1. The school official or faculty member receiving a complaint regarding instructional materials will try to resolve the issue informally. The materials will remain in use while the committee deliberates.
    - a. The school official or staff member initially receiving a complaint will explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.
    - b. The school official or staff members initially receiving a complaint will explain the particular place the objected-to material occupies in the educational program, its intended educational usefulness, the educational objective it meets, and any other additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.
  2. In the event that the person making an objection to the material is not satisfied with the initial explanation, the person raising the questions would be referred to the building principal. If, after private counseling, the complainant desires to file a formal complaint, the principal to whom the complainant has been referred may assist, if the complainant desires help, in filling out a selection review form.
  3. The individual receiving the initial complaint will advise the principal of the attendance center where the challenged material is being used of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact, and a written report of the contact shall be maintained by the building principal.
  4. This policy regarding instructional materials selection will be reviewed for the staff annually. The staff will be reminded that the right to object to materials is one granted by policies enacted by the school board and firmly entrenched in law. Complaints will be handled with courtesy and integrity.

## **SELECTION OF INSTRUCTIONAL MATERIALS REGULATION**

### **B. Request for Selection Review**

1. Any resident or employee of the school district may formally question instructional materials used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the school and the community who are not directly involved in the selection process.
2. Each attendance center and the school district's central office will keep on hand and make available copies of this policy, the selection review forms, instructions to the selection review committee, Library Bill of Rights, Freedom to Read, Students' Right to Read, and the Acceptable Use Policy. Any formal objections to instructional materials will be made on this form.
3. The selection review form will be signed by the complainant and filed with the superintendent within ten business days after receiving the form.
4. Within five business days of the filing of the form, the superintendent will forward the request for selection review to the selection review committee for re-evaluation.
5. Generally, access to challenged material will not be restricted during the selection review process. However, in unusual circumstances, the superintendent may call a special meeting of the committee and the committee could vote to temporarily remove the material. Temporary removal will require a three-fourths vote of the committee.
6. Only one item (book, magazine, or other material) may be challenged at one time and only one item may be listed on one review form. If more than one selection review form is received by the district within five days, the committee chairperson may readjust the deadlines herein so that no undue burden is placed upon the members of the selection review committee.
7. The Selection Review Committee
  - a. The **formal** selection review committee will be made up of nine members appointed annually by the superintendent: one elementary teacher, one secondary teacher, one school media specialist, one principal, three members of the community, and two high school students.
  - b. The **informal** selection review committee will meet when there are no complaints before the committee. The purpose of these meetings will be to educate committee members about the issues of censorship, intellectual freedom, and freedom of speech. The informal selection review committee will be made up of thirteen members: three teachers, one school media specialist, three administrators, four community members and two high school students.
  - c. The chairperson and secretary will be selected at the first committee meeting each year.

## **SELECTION OF INSTRUCTIONAL MATERIALS REGULATION**

- d. The committee will meet at least once each year. Notice of regular and special meetings will be made public through school newsletters and/or calendars.
- e. The selection review committee will receive all selection review request forms from the superintendent.
- f. The procedure for the first meeting following receipt of a selection review request form will be as follows:
  - 1. Distribute copies of written request form;
  - 2. Give complainant or group spokesperson an opportunity to talk about and expand on the form;
  - 3. Distribute reputable, professionally prepared reviews of the material when available;
  - 4. Distribute copies of challenged material as available.
- g. At a subsequent meeting, interested persons including the complainant may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.
- h. The complainant will be kept informed by the secretary concerning the status of his or her complaint throughout the selection review process. The complainant and known interested parties will be given appropriate notice of such meetings.
- i. At the second or a subsequent meeting the committee will deliberate in open session. The committee's final decision made in open session will be (1) to take no removal action, (2) to remove all or part of the challenged material from the school environment, or (3) to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The vote on the decision will be made in open session. The written decision and its justification will be forwarded to the principals and superintendent for appropriate action, and to the complainant, other interested persons, and appropriate attendance centers.
- j. A decision to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the professional involved in the original selection or use of the materials.
- k. Requests to review materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be reviewed. Every selection request form will be acted upon by the committee.

**SELECTION OF INSTRUCTIONAL MATERIALS REGULATION**

- l. Committee members directly associated with the selection, use, or challenge of the materials in question will be excluded from the committee during the deliberation on such materials. The purpose of this will be to have them serve as a witness to the committee and to provide information to the committee. The superintendent may appoint a temporary replacement for the excused member, but such replacement will be of the same general qualifications as the person being excused.
- m. If people are not satisfied with the decision of the selection review committee, they may request that the matter be placed on the agenda of the next regularly scheduled meeting of the school board. These requests should comply with existing board policy and rules regulating the school board agenda. Any district patron, including a district employee, has the implied right to seek a final decision from the board as the ultimate authority of the district, and have the right to appeal the board's decision.
- n. Any person dissatisfied with the decision of the school board may appeal to the State Board of Education pursuant to provisions in the Code of Iowa.

**Legal Reference:** Iowa Code §§ 279.8; 280.3; .14; 301 (2010).

**Cross Reference:** 209.1 Ad Hoc Committees  
505 Student Scholastic Achievement  
602 Curriculum Development  
605 Instructional Materials

**12/12/2011**

02/22/1999

03/16/1998

10/18/2023  
Adopted: 01/17/1994

Reviewed: 11/17/2003

Revised: 01/16/1999

**RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

***SELECTION REVIEW REQUEST FORM***

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

REVIEW INITIATED BY:

DATE: \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone \_\_\_\_\_

School(s) in which item is used \_\_\_\_\_

Relationship to school (parent, student, citizen, etc.) \_\_\_\_\_

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author \_\_\_\_\_ Hardcover \_\_\_\_\_ Paperback \_\_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Date of Publication \_\_\_\_\_

AUDIOVISUAL MATERIAL IF APPLICABLE:

Title \_\_\_\_\_

Producer (if known) \_\_\_\_\_

Type of material (filmstrip, motion picture, etc.) \_\_\_\_\_

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self

Group or Organization

Name of group \_\_\_\_\_

Address of Group \_\_\_\_\_



**RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

1. What brought this item to your attention?

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

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

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

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

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6. Should the opinion of any additional experts in the field be considered?

\_\_\_\_\_ yes                      \_\_\_\_\_ No

If yes, please list specific suggestions: \_\_\_\_\_

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7. To replace this item, do you recommend other material which you consider to be of equal or superior quality for the purpose intended?

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**RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

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

\_\_\_\_\_ Yes (a) Please call the office of the Superintendent

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

\_\_\_\_\_ Minutes.

\_\_\_\_\_ No

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Signature

10/18/2023  
Adopted: 01/16/1995

Reviewed: **12/12/2011**

11/17/2003  
Revised: 03/16/1998

## **INSTRUCTIONAL MATERIALS INSPECTION**

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. Copies may be obtained according to board policy.

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

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

**Cross Reference:** 602 Curriculum Development  
605 Instructional Materials  
901.1 Public Examination of School District Records

10/18/2023  
Adopted: 03/16/1998

**12/12/2011**  
Reviewed: 11/17/2003

Revised:

## **OBJECTION TO INSTRUCTIONAL MATERIALS**

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 reconsideration of instructional materials.

**Legal Reference:** Iowa Code §§ 279.8; 280.3, .14; 301 (2011).  
281 I.A.C. 12.3(12).

**Cross Reference:** 213 Public Participation in Board Meetings  
402.5 Public Complaints About Employees  
602 Curriculum Development  
605 Instructional Materials

10/18/2023  
Adopted: 01/17/1994

**12/12/2011**  
Reviewed: 11/17/2003

Revised: 03/16/1998

## **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 economic 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.

**Legal Reference:** Iowa Code § 279.8 (2011).  
281 I.A.C. 12.3(12),12.5(10), .5(22).

**Cross Reference:** 602 Curriculum Development  
605 Instructional Materials

10/18/2023  
Adopted: 08/21/1989

11/17/2003  
03/16/1998  
Reviewed: 05/18/1992

Revised: **12/12/2011**

## **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." Any challenges to library materials will be handled following the process for handling challenges to instructional and library materials as established in board policy.

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.

**Legal Reference:** Iowa Code §§ 256.7(24); 279.8; 280.14; 301 (2011).  
281 I.A.C. 12.3(11), (.12).

**Cross Reference:** 602 Curriculum Development  
605 Instructional Materials

10/18/2023  
Adopted: 08/21/1989

**12/12/2011**  
Reviewed: 11/17/2003

03/16/1998  
Revised: 05/18/1992

## **INTERNET – APPROPRIATE USE**

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students. If a student already has an electronic mail address, the student may, with the permission of the supervising teacher, be permitted to use the address to send and receive mail at school.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. Students' Internet activities will be monitored by the school district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors.

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

- The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- Student safety with regard to:
  - Safety on the Internet;
  - Appropriate behavior while on online, on social networking Web sites, and
  - In chat rooms; and
  - Cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use Policy and regulations, that they will comply with the policy and regulations, and that they understand the consequences for violation of the policy or regulations.

## **INTERNET – APPROPRIATE USE**

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

**Legal Reference:** Iowa Code §§ 279.8 (2011).

**Cross Reference:** 104 Anti-Bullying/Harassment  
502 Student Rights and Responsibilities  
506 Student Records  
605.5 Media Centers



**IOWA VALLEY SCHOOL DISTRICT  
ONLINE INFORMATION ACCEPTABLE USE POLICY REGULATIONS**

Please read this document carefully before signing.

Your child has access to the Internet. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication.

The Internet is an electronic highway connecting thousands of computers all over the world to millions of individual subscribers. Students and teachers have access to:

- a) limited electronic mail communication with people all over the world
- b) information and news from all over the world
- c) public domain software and shareware of all types
- d) discussion groups on a variety of topics ranging from Chinese culture to the environment to music to politics
- e) access to many university library catalogs and the Library of Congress

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network it is impossible to control all materials, and an industrious user may discover controversial information. Although the school district uses various filtering and monitoring strategies, it is technologically impossible to filter all access while still retaining a meaningful connection. Iowa Valley School district firmly believes that the valuable information and interaction on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District.

Internet access is coordinated through a complex association of government agencies and regional/state networks. In addition, the smooth operation of the network relies upon the proper conduct of the users who must adhere to strict guidelines. These guidelines are provided here so that you and your child(ren) are aware of the responsibility you and your child(ren) are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resource. If an Iowa Valley student user violates any of these provisions, his/her access will be terminated and future access could possibly be denied. The signatures at the end of this document are legally binding and indicate the parties who have signed have read the terms and conditions carefully and understand their significance.

**Internet—Terms and Conditions**

- 1) **Acceptable Use:** Access to the Internet must be in support of education and research and consistent with the educational objectives of the Iowa Valley School District. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of a U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

## **ONLINE INFORMATION ACCEPTABLE USE POLICY REGULATIONS**

- 2) Privileges: The use of the Internet is a privilege, not a right, and inappropriate use or violation of board policy and regulations may result in a cancellation of those privileges. The systems administrators and the building principals will deem what is inappropriate use and their decision is final. Also, the system administration, faculty, and staff of the Iowa Valley School District may request the system administrators to deny, revoke, or suspend specific user accounts.
- 3) Network Etiquette: The user is expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
  - a) Be polite. Do not get abusive in messages to others.
  - b) Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
  - c) Illegal activities are strictly forbidden.
  - d) The user will not reveal his/her personal address or phone number or those of any other person to anyone on the Internet.
  - e) Electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities. At Iowa Valley, all responses received for any student will be given to the student in print form. No student will be allowed to access Iowa Valley's electronic mailbox.
  - f) Messages sent over electronic mail must be written appropriately. The reason for this is that the people receiving the messages can forward the messages to others or post them on electronic bulletin board systems for anyone to read. Therefore, the messages should not contain profanity, obscene comments, sexually explicit materials, or expressions of bigotry, racism, or hate. They should not contain personal information that one would not want any stranger to have such as one's name, address, or phone number.
  - g) The user will not use the network in such a way that would disrupt the use of the network by other users.
  - h) After the user has permission from his/her parent or guardian to use the Internet, he/she may access the Internet without being supervised during his/her use.
- 4) Iowa Valley School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Iowa Valley School District will not be responsible for any damages the user suffers. This includes the loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused by its own negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. Iowa Valley School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
- 5) Security: Security on any computer system is a high priority, especially when the system involves many users. If the user feels he/she can identify a security problem on the Internet, you must notify a system administrator. Do not demonstrate the problem to other users. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

## **ONLINE INFORMATION ACCEPTABLE USE POLICY REGULATIONS**

- 6) Vandalism: Vandalism will result in cancellation of privileges, and the user who vandalizes will be held financially responsible. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above-listed agencies or other networks that are connected to the NSFNET Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

10/18/2023

Adopted: 03/19/2007

Reviewed: **12/12/2011**

Revised:

## **INTERNET ACCEPTABLE USE POLICY REGULATIONS**

### ***Internet Guidelines***

Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.

1. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. However, on a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
2. It is the goal to allow teachers and students access to the rich opportunities on the Internet while we protect the rights of students and parents who choose not to risk exposure to questionable material.
3. The smooth operation of the network relies upon the proper conduct of the end (computer) users that must adhere to strict guidelines, which require efficient ethical and legal utilization of network resources.
4. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
5. The school district makes no guarantees as to the accuracy of information received on the Internet.

### ***Permission to Use Internet***

In order to use any on-line service (\*Internet) students and parents must have read, signed and returned the acceptable Use Policy form to the Media Specialist. The Acceptable Use Policy is available through the Media Specialist. Students must be academically eligible in order to use the Internet. If a classroom assignment requires the use of the Internet, special arrangements will be made for the student to complete the work. Teachers will be supplied with the list of students who have violated the policy with their dates of suspended use.

### ***Student Use of Internet***

- A. Equal Opportunity – The Internet shall be available to all students within the school district through teacher access. The number of available terminals and the demands for each terminal may limit the amount of time available for each student. No games including video, sports, word games, puzzles, racing, or any other mechanical activities that could be construed as a game will be allowed. No email, chat rooms or any type of instant messenger will be allowed.
- B. On-line Etiquette
  1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.

## **INTERNET ACCEPTABLE USE POLICY REGULATIONS**

2. Students should adhere to on-line protocol:
  - a. Respect all copyright and license agreements
  - b. Cite all quotes, references, and sources
  - c. Remain on the system long enough to get needed information, then exit the system
  - d. Apply the same privacy, ethical and educational considerations utilized in other forms of communications.
- C. Restricted Material – Students shall not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent , vulgar, profane, or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- D. Illegal Uses – Students who disrupt the computer system, cause security problems, try to gain access to another person’s account will be disciplined according to the student violation plan. Students who try to disrupt the filtering system will be dealt with according to the same student violation plan. Students who physically abuse the computer and its parts will also be in violation of the plan.

### ***Student Violation – Consequences and Notifications***

Students who violated the above mentioned rules shall be subject to the appropriate actions described in board policy or regulations or the following consequences.

- A. First Violation – A verbal and written “warning” notice will be issued to the student. The student will lose Internet access for a period of three (3) weeks. A copy of the notice will be mailed to the student’s parents and a copy provided to the building principal.
- B. Second Violation – A verbal and written “Second Violation” notice will be issued to the student. The student will lose Internet access for a period of six (6) weeks. A copy of the notice will be sent to the student’s parents and a copy provided to the building principal.
- C. Third Violation – A verbal and written “Third Violation” notice will be issued to the student. The student shall forfeit all Internet privileges for the balance of the school year. A copy of the notice will be sent to the student’s parents and a copy provided to the building principal. If a classroom assignment requires the use of the Internet, special arrangements will be made for the student to complete the work. Teachers will be supplied with a list of students who have violated the policy with their dates of suspended use.

**IOWA VALLEY SCHOOL DISTRICT  
ONLINE ACCEPTABLE USE POLICY AGREEMENT**

I understand and will abide by the attached Online Acceptable Use Policy. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

Student User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As the parent/guardian of this student, I have read the Online Acceptable Use Policy. I understand that this access is designed for educational purposes. I understand that my child may access the Internet independently. I also recognize it is impossible for Iowa Valley School District to restrict access to all controversial materials, and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to access the Internet, and certify that the information contained on this form is correct.

Parent/Guardian's Printed Name:

\_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note to Kindergarten and First Grade Parents:**

This Online Acceptable Use Policy is sent out to all students.

Because of the computer access in our elementary school and the new computer lab facilities we have decided to extend this policy to kindergarten and first graders. The younger students will be using recommended Internet sites with very, very close supervision by teachers and associates. For this age level, we usually bookmark specific websites in advance. One of the sites is [www.scholastic.com](http://www.scholastic.com) if you would be interested in checking it out for your family also.

This is not a required form that you have to sign and return, but it is recommended so that your child will not miss out on specific computer-related activities. They cannot use the Internet part of the computer without having this signed form on file.

10/18/2023  
Adopted: 03/19/2007

Reviewed: 12/12/2011

Revised:

## **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 confirms 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 will it be necessary for school district staff to violate copyright requirements in order to perform their duties properly. The school district will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

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

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

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

**Legal Reference:** 17 U.S.C. § 101. et al. (2010).  
281 I.A.C. 12.3(12).

**Cross Reference:** 605.6 Internet Appropriate Use

10/18/2023

Adopted: **12/12/2011**

Reviewed:

Revised:

## **USE OF INFORMATION RESOURCES REGULATION**

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

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

- Purpose and character of the use – The use must be for such purposes as teaching or scholarship.
- Nature of the copyrighted work – The type of work to be copied.
- Amount and substantiality of the portion used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the use upon the potential market for or value of the copyrighted work – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

### **A. Reminders for the Authorized Reproduction and Use of Copyrighted Material**

- Materials on the Internet should be used with caution since they may, and likely are, copyrighted.
- Proper attribution (author, title, publisher, place and ate of publication) should always be given.
- Notice should be taken of any alterations to copyrighted works, and such alterations should only be made for specific instructional objective.
- Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.
- In preparing for instruction, a teacher may make or have made a single copy of:
  - A chapter from a book;
  - An article from a newspaper or periodical;
  - A short story, short essay or short poem; or,
  - A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.



## **USE OF INFORMATION RESOURCES REGULATION**

- A teacher may make multiple copies not exceeding more than one per pupil, for classroom use or discussion, if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.
  - Brevity
    - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
    - Complete articles, stories or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10% of the work, whichever is less may be copied, in any event, the minimum is 500 words;
    - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
    - One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10% of the work.
  - Spontaneity
    - Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
  - Cumulative Effect
    - Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

### **B. Copying Limitations**

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the teacher, teacher-librarian, or principal should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- Reproduction of copyrighted materials will not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there will be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
  - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material.

## **USE OF INFORMATION RESOURCES REGULATION**

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

### **C. Authorized Reproduction and Use of Copyrighted Materials in the Library**

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

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

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

### **D. Authorized Reproduction and Use of Copyrighted Music or Dramatic Works**

Teachers may:

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

## **USE OF INFORMATION RESOURCES REGULATION**

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

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

Performances of non-dramatic musical works that are copyrighted are permitted without the authorization of the copyright owner provided that:

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

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

### **E. Recording of Copyrighted Programs**

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

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first ten (10) consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period.

## **USE OF INFORMATION RESOURCES REGULATION**

Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy will be subject to all provisions governing the original recording.

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

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

### **F. Authorized Reproduction and Use of Copyrighted Computer Software**

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

- All copyright laws and publisher license agreements between the vendor and the school district will be observed;
- Staff members will take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- A back-up copy will be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district will make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement will be retained by the board secretary, the technology director or the teacher-librarian; and
- A computer programs may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

### **G. Fair Use Guidelines for Educational Multimedia**

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

## **USE OF INFORMATION RESOURCES REGULATION**

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

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

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

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

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

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

10/18/2023

Adopted: **12/12/2011**

Reviewed:

Revised:

## **CLASS SIZE - CLASS GROUPING**

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

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

**Legal Reference:** Iowa Code §§ 279.8; 280.3 (2011).

**Cross Reference:** 606.9 Insufficient Classroom Space

10/18/2023  
Adopted: 08/21/1989

11/17/2003  
Reviewed: 05/18/1992

**12/12/2011**  
Revised: 03/16/1998

## **SCHOOL CEREMONIES AND OBSERVANCES**

The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. These include, but are not limited to, reciting the Pledge of Allegiance and observance of holidays, such as Christmas, Halloween and Easter, by programs and performances. Such ceremonies or observances will have a secular purpose and will not advocate or sponsor a particular religion.

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

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy.

**Legal Reference:** U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
Iowa Code § 279.8 (2011).

**Cross Reference:** 603 Instructional Curriculum  
604.6 Religious-Based Exclusion from a School Program

## **ANIMALS IN THE CLASSROOM**

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

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It is the responsibility of the principal to determine appropriate supervision of animals in the classroom. This policy is not intended to address the use of service animals, assistive animals, therapy animals or emotional support animals on District property.

**Legal Reference:** Iowa Code § 279.8 (2011).

**Cross Reference:** 507 Student Health and Well-Being

10/18/2023  
Adopted: 03/16/1998

**12/12/2011**  
Reviewed: 11/17/2003

Revised:



## **STUDENT PRODUCTION OF MATERIALS AND SERVICES**

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

It is the responsibility of the superintendent to determine incidental expense.

**Legal Reference:** Iowa Code § 279.8 (2011).

**Cross Reference:** 408.2 Licensed Employee Publication or Creation of Materials

## **STUDENT FIELD TRIPS AND EXCURSIONS**

The board recognizes that a properly planned, well-conducted and carefully supervised trip is a vital part of the curriculum of any classroom. As such, student trips of significant educational value are to be encouraged.

All trips will have the approval of the building principal and written consent of the student's parent or guardian in advance of the trip. Such consent may include a statement of the student's physical well-being for the trip if such is determined necessary by the building principal. District transportation will be used whenever possible. Exceptions regarding transportation must be approved in advance by the principal.

In authorizing field trips and excursions, the principal will consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent.

Trips outside the state must have the approval of the superintendent or designated representative, and/or the school board.

Excursion trips may be taken by Iowa Valley students. While it is recognized that these trips may be beneficial, it is suggested that the trips which involve the loss of school time be avoided, unless equal results cannot be achieved by scheduling such a trip during non-school hours.

Excursion trips are trips by school clubs, classes or organizations that are educationally justified. Excursion trips are of three major types:

- 1) trips that involve long distances or extended overnight stays of three days or more;
- 2) trips that require overnight lodging; and
- 3) trips which extend beyond the normal school day or are taken during non-school hours, but would not involve overnight lodging.

Any employee who wishes to take students on any type of an excursion trip outlined above will request permission to do so from his/her principal. When this request is made, the employee must be prepared to discuss transportation needs, meal and lodging plans, if necessary. If the excursion trip is approved by the principal, it will then be submitted to the superintendent for his/her approval. Any requests for extended trips must be submitted to the superintendent for her/his consideration well in advance of the date when the trip is to begin.

In making the decision regarding whether or not an excursion trip will be recommended for approval, the superintendent will consider the following factors:

- 1) whether or not the trip is justified;
- 2) whether or not the financial plans for the trip are appropriate; and
- 3) whether or not sufficient chaperones are available.

In addition the superintendent will be provided with a trip itinerary and the number of students that will participate in the excursion trip activity.

## **STUDENT FIELD TRIPS AND EXCURSIONS**

Final approval will be given by the board of directors based on the recommendation of the administration.

**Legal Reference:** 390 C.F.R. Pt. 390.3(f) (2011).  
Iowa Code § 279.8 (2011).  
281 I.A.C. 43.9.

**Cross Reference:** 503.1 Student Conduct  
503.4 Good Conduct Rule  
603 Instructional Curriculum  
711 Transportation

10/18/2023  
Adopted: 03/11/1982

11/17/2003  
Reviewed: 03/16/1998

**12/12/2011**  
Revised: 05/18/1992

## **INSUFFICIENT CLASSROOM SPACE**

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

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

**Legal Reference:** Iowa Code § 282.18(13) (2011).  
281 I.A.C. 17.6(3).

**Cross Reference:** 103 Long-Range Needs Assessment  
501.15 Open Enrollment Transfers - Procedures as a Receiving District  
606.2 Class Size - Class Grouping

10/18/2023  
Adopted: 03/16/1998

Reviewed: 11/17/2003

Revised: **12/12/2011**

## **STUDENT GUIDANCE AND COUNSELING PROGRAM**

The board will provide a student guidance and counseling program. The school counselor will be certified with the Board of Educational Examiners and hold the qualifications required by the board. The guidance and counseling program will serve grades kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program is coordinated with the education program and will involve licensed employees.

**Legal Reference:** Iowa Code § 280.14; 622.10 (2011).  
281 I.A.C. 12.3(11).

**Cross Reference:** 506 Student Records  
603 Instructional Curriculum  
604.5 Program for At-Risk Students

10/18/2023  
Adopted: 08/21/1989

11/17/2003  
Reviewed: 03/16/1998

**12/12/2011**  
Revised: 05/18/1992

## **STUDENT HEALTH SERVICES**

Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement, and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home, and community services providers. The school district's comprehensive school improvement plan, needs, and resources determine the linkages.

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

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

The superintendent, in conjunction with the school nurse, will develop administrative regulations implementing this policy. The superintendent will provide a written report on the role of health services in the education program to the board annually.

**STUDENT HEALTH SERVICES**

- Legal Reference:** No Child Left Behind, Title II, Sec 1061, P.L. 107-110 (2002).  
42 U.S.C. §§ 12101 et seq. (2010).  
34 C. F. R. pt. 99, 104, 200, 300 et seq. (2010).  
29 U.S.C. § 794(a) (2010).  
28 C.F.R. 35.  
20 U.S.C. 1232g § 1400 6301 et seq. (2010).  
Iowa Code §§ 22.7, 139A.3, .8, .21; 143.1, 152, 256.7(24), .11, 280.23 (2011).  
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.405.  
282 I.A.C. 15.3(14); 22.  
641 I.A.C. 7.  
655 I.A.C. 6, 6.3(1), 6.3(6); 6.6(1); 7.
- Cross Reference:** 501.4 Entrance - Admissions  
507 Student Health and Well-Being

10/18/2023  
Adopted: 08/21/1989

Reviewed:

**12/12/2011**  
11/17/2003  
Revised: 03/16/1998

## **STUDENT HEALTH SERVICES REGULATION**

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

Supports to improve student achievement include:

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

Components provided within a coordinated school health program include:

- health services
- nutrition
- healthy, safe environment
- staff wellness
- health education
- physical education and activity
- counseling, psychological, and social services
- family and community involvement

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

II. Student Health Services Essential Functions

A. Identify student health needs:

1. Provide individual initial and annual health assessments
2. Provide needed health screenings
3. Maintain and update confidential health records
4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws

B. Facilitate student access to physical and mental health services:

1. Link students to community resources and monitor follow through
2. Promote increased access and referral to primary health care financial resources such as Medicaid, HAWK-I, social security, and community health clinics
3. Encourage appropriate use of health care

C. Provide for student health needs related to educational achievement:

1. Manage chronic and acute illnesses
2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel
3. Develop, implement, evaluate, and revise individual health plans (IHPs) for all students with special health needs according to mandates in the Individuals with Disabilities Education Act (IDEA), Rehabilitation Act (Section 504), and American with Disabilities Act (ADA)
4. Provide urgent and emergency care for individual and group illness and injury



## **STUDENT HEALTH SERVICES REGULATION**

5. Prevent and control communicable disease and monitor immunizations
  6. Promote optimal mental health
  7. Promote a safe school facility and a safe school environment
  8. Participate in and attend team meetings as a team member and health consultant
  - D. Promote student health, well-being, and safety to foster healthy living:
    1. Provide developmentally appropriate health education and health counseling for individuals and groups
    2. Encourage injury and disease prevention practices
    3. Promote personal and public health practices
    4. Provide health promotion and injury and disease prevention education
  - E. Plan and develop the student health services program collaboratively with the superintendent, school nurse, and school health team:
    1. Gather and interpret data to evaluate needs and performance
    2. Establish health advisory council and school health team
    3. Develop health procedures and guidelines
    4. Collaborate with staff, families, and community
    5. Maintain and update confidential student school health records
    6. Coordinate program with all school health components
    7. Coordinate with school improvement
    8. Evaluate and revise the health service program to meet changing needs
    9. Organize scheduling and direct health services staff
    10. Develop student health services annual status report
    11. Coordinate information and program delivery within the school and between school and major constituents
    12. Provide health services by qualified health professionals to effectively deliver services, including multiple levels of school health expertise such as registered nurses, physicians, and advanced registered nurse practitioners
    13. Provide for professional development for school health services staff
- III. Expanded Health Services
- These additional health services address learning barriers and the lack of access to health care. Examples include school-based services in the school, school-linked services connected to the school, primary care, mental health, substance abuse, and dental health.