



SUPERINTENDENT

Tom Meyer
Phone: 563.872.4001 ext. 260
Fax: 563.872.3216

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1601 State St. | Bellevue, IA 52031 | 563.872.4001 | www.bellevue.k12.ia.us

BELLEVUE COMETS
COMMUNITY SCHOOL DISTRICT

Comet Highlights June 14, 2022 from the Board of Education Meeting on June 13, 2022

- June 7-23 Summer School at Bellevue Elementary (Tues, Wed, and Thurs)
- July 2 & 3 Bellevue Heritage Days - BHS Marching Band will be playing in the parade, along with several dancers performing at Cole Park. *I am also planning on handing out "Comet" items during the parade with whoever is interested. Let me know if you are interested in walking the route and handing out materials.*
- August 1 & 2 School Registration
- August 15 New Teacher Induction and Teacher Professional Learning
- August 16-22 Teacher Professional Learning
- August 23 1st Day of School for the 2022-2023 school year

To view a calendar of events see the following link:
<https://www.rivervalleyconference.org/public/genie/628/school/1/>

APPROVED - Consent Agenda

Approve Open Enrollment

- Kayden Dearth - TK - Andrew to Bellevue - This was for this school year as they moved in May from Bellevue to Andrew, but wanted to continue school in Bellevue.

Approve Resignations

- Pat Bauer - HS Wrestling Assistant Coach - Pat lives in Dubuque, and is interviewing in Dubuque for the same type of position.
- Judy Michels - HS Girls Track Head Coach - Judy has coached track for the last 35 years, and simply believes it is time to step away from coaching track at this time.

Approve Recommendations to Hire

- Pete Bonifas - MS/HS Activities Director - I believe this is an outstanding opportunity for our district, and for Pete Bonifas. He will be compensated at 2/3 of a teacher salary, receive payment as an associate for the AM, and a small AD stipend (approximately \$5700) for AD work according to the contract. Pete has already started some of the AD duties and has been working with Mr. Wright on some of the procedures for scheduling officials,

games, etc. along with many other things. Additionally, he has been meeting with Mr. Recker and myself as well.

- Mike Steines - FT Bus Driver - Mike has been a part-time (substitute) driver in the past, but with Gary Hansen leaving this opens a position up for him that he is interested in doing more full-time. Mike will be driving a regular route, and is also been active in driving activity buses for events (he will be sharing this daily route position with someone else to share morning and afternoon routes).
- Brandi Bailey - Head Girls Wrestling Coach/Assistant Coach - Brandi will be paid at an assistant rate, and has experience in the past where she used to live in Colorado working with youth in wrestling. She is finishing her state certification. Brandi is currently an associate at the MS/HS, and has served the district for the last two years.
- Natalie Torres - Yearbook and Newspaper - Natalie will be taking these roles over since Kristen Wright is leaving. This was part of the restructuring in the English department to teach HS English and moving some other areas around, including Jessica Hingtgen teaching 6th grade English/Literacy. Natalie will be teaching these two courses and two other English courses, but also receives a stipend for these.
- Tom Dorhout - MS/HS Social Studies - Tom has been teaching in western Iowa for several years, and has relatives in the Bellevue area. Tom's qualifications allowed us to cover our needs well, and averted a situation of hiring one or two additional teachers to cover the areas left vacant by the resignation of Dave and Kristen Wright.
- Dylan Knuth - Summer Help - Dylan is a sophomore (will be a junior next school year). Brett and I believe he will be a good addition to summer cleaning crew with our regular staff. He will participate in regular workouts for athletics in the mornings, but will start work at around 8:30 or 9:00 each day and work about 30 hours a week at \$10/hour.
- Craig Reuter - Volunteer Track Coach - Craig is a Science teaching in our district, but has also coached track at Easton Valley for the last several years while working in DeWitt prior to coming to Bellevue and then last year while teaching in Bellevue. Craig has an interest in track, and wants to be a part of the coaching staff with Mr. Jess and others.
- Isabel Krabbenhoft - Color Guard Associate - Last year we utilized her as a substitute to see how it would work and if it worked for her. It has worked well, and now we will formalize this (same pay, but we must legally move her to an actual position).
- Alison Lawrence - MS Volleyball Coach pending coaching certification - Alison is interested in volleyball and wants to be involved in coaching youth in the sport.

Recognize any Visitors

Matt Jaeger (Co-Head Coach FB), Chet Knake (Co-Head Coach FB), and Pete Bonifas (Incoming Activities Director)

Comet Curriculum - ACT Results

The Board had a discussion on the following and will continue this discussion in regard to the requirement to take the ACT at the July Board meeting.

The following are updates from the most recent testing of Juniors on the ACT that is provided by the district. While the ACT is not being required anymore in regent universities (Iowa, Iowa State, and UNI) and others, we are still providing it for all students at no charge. The score does still assist students applying for scholarships from colleges.

There has been some internal conversations if we should still "require" this and pay for this (about \$50 a test...Class of 50 is \$2500) since it is not required by many colleges across the nation now. It does give us another measure of where students are at academically, can assist them in seeing their skills and increase their drive for college, and more, but not all students are going to a 4-year college now either. This is something to consider. *This is not an action item for this month's meeting, but we could make it an action item in the future if we want to discontinue the requirement (we could still offer and pay, but not require people to participate, etc.).*

Some other information (from the past years):

Our district's ACT scores are skewed to a point when compared to other districts. Ultimately, our scores are lower to a point. We test all students, and very few other districts in the state do this, and very few in our area (especially in the Dubuque area). Some reasons for testing all students include the following:

- The district determined a few years ago that we want each student to have a basic college entrance exam completed prior to graduation. This allows them to be "thinking" about college and analyzing their areas of strength as they prepare for their life after graduation.
- We also want to see how our curriculum and teaching is matching with the learning of students. It serves as an analysis of our curriculum for all students, and what we are requiring students to learn and accomplish. Our goal is to make steady improvements and get ALL students up to or beyond the state average.
- It also allows us to sincerely think about ALL students and is a good comparison when looking at other data measures we use (Iowa State Assessment of Student Progress, ASPIRE, FAST, etc.). The data follows a student, and we need to monitor this and see the improvements each year and work on the weaknesses of individuals or groups of students.

ACT Scores Adjusted for the Class of 2016-2022

	English	Math	Science	Reading	ELA	Composite
All Scores of BHS Graduates						
Class of 2016	17.3	18.8	19.8	19.5		18.9
Class of 2017	18.4	18.7	19.7	19.6		19.2
Class of 2018	20.6	20.6	21.3	21.8		21.2
Class of 2019	19.1	20.3	20.8	21.4		20.6
Class of 2020	17.6	19.4	19.2	19.0		18.9
Class of 2021	16.5	18.3	18.7	17.6	16.3	17.7
Class of 2022 (as Jrs)	16.2	17.1	18.3	17.5	16.8	17.1
Class of 2023 (as Jrs)	16.7	18.3	18.2	19.0	16.4	18.1
Top 50% of BHS Graduate Scores						
Class of 2016	NA	NA	NA	NA		NA
Class of 2017	21.8	21.4	24.2	24.0		22.7
Class of 2018	25.9	26.1	24.1	26.0		24.1
Class of 2019	22.2	23.3	24.7	24.6		23.4
Class of 2020	21.7	22.5	22.3	23.7		22.1
Class of 2021	21.3	21.7	23.9	23.8	20.1	22.4
Class of 2022 (as Jrs)	19.8	19.5	22.1	22.0	20.2	20.7
Class of 2023 (as Jrs)	20.4	22.0	21.8	24.5	20.5	21.9
Top 60% of BHS Graduate Scores						
Class of 2016	19.7	19.9	22.1	21.5		21.0
Class of 2017	21.4	21.4	23.7	23.1		21.9
Class of 2018	23.2	22.4	23.3	25.0		23.2
Class of 2019	21.4	22.5	24.0	24.0		22.8
Class of 2020	20.8	21.8	21.6	22.8		21.4
Class of 2012-14	19.8	20.2	21.4	21.9		20.9
Class of 2021	20.0	20.7	22.9	22.5	19.3	21.4
Class of 2022 (as Jrs)	19.0	18.9	21.4	21.0	19.4	20.0
Class of 2023 (as Jrs)	19.6	21.2	21.2	23.6	19.9	21.3
State Average (Approximately 60% of students statewide)						
Class of 2016	21.4	21.4	22.3	22.7		22.1
Class of 2017	21.2	21.3	22.1	22.6		21.9
Class of 2018	21.0	21.2	22.0	22.5		21.8
Class of 2019	20.8	21.0	21.8	22.3		21.6
Class of 2020	20.1	20.5	21.3	22.0		21.1
Class of 2021						21.5

These scores are adjusted to meet averages in various forms. Our school district is in the minority of districts in the state that requires the ACT for all graduates and provide a testing date during the school year.

District Facilities Discussion

This item included three general areas:

- Elementary Building
- Security
- Scoreboard

Elementary Building - OPN reached out to me last week about future planning and a Facilities Committees. I shared that we have a list of potential committee members. The Board will review this list further at the July Board meeting.

The district should also be receiving the final assessment of the Bellevue MS/HS campus this month.

OPN also shared some thoughts about the Rec Center that the school and the city have been discussing. Some of their questions revolve around the following:

1. What is the "understanding/definition" of a "Rec Center" and what it would include? Walking track? Weight and Cardio Space? Locker Rooms? Courts? Meeting spaces?
2. What are the benefits of connecting the two entities?
3. Space on the site we have discussed for an elementary building would be "tight" with the Rec Center, parking, green space/playground, etc.
4. Overall, what are our wants and needs?

I requested a price for a "Rec Center" from OPN as a general estimate with a walking track, 3-4 courts, workout room, common meeting area/space, etc. They provided an estimate, and how this will connect with a cost and an elementary school.

- The cost of one in Mount Vernon in 2018 of 33,000 square feet was about \$7 million, and with prices now it would be about \$10 million (including equipment that would be about \$12-15 million. This included 3 courts (two wood and one sports court), a walking track, a cardio area, locker rooms, batting cages turf, etc). Now a smaller one would be less, but getting that down to a manageable figure may be challenging.
- The area of 8 acres to the east of the football/track area is large enough for a school (if that is the direction the committee and board would decide to pursue...with input from the community obviously as well), but they believe it is not large enough for a rec center, etc. I did mention rearranging the softball diamond, etc possibly or putting a new elementary (if that would be a choice by our committee instead of a renovation) at a different location.

Security - Additionally, we discussed the current security system at the Bellevue school buildings PK-12 at the current time, and had some discussion on future actions, etc. The county EMS had training in the elementary school on June 6 & 7, and I anticipate some follow-up from this as well as we start next school year.

Some aspects currently:

- The elementary school has all doors locked except the main entrance to the office. Then, anyone entering further is only allowed to do so after a button is pushed to open a door leading to the hallway.
- The middle/high school building, based on building and student access, is not as secure overall as the elementary school.
 - Doors are locked except for the main entrance, but the main entrance leads into the school, and visitors are supposed to (and typically do) report to the office upon entry. Students leave throughout the day for times when they do not have to be in school (and return) or come to school late. The school secretary is not always in the office and this may mean students or visitors waiting outside to enter the building. We would also have to install a device to "buzz" people in with a speaker system.
 - The back doors leading from Industrial Tech are on a timer for when kids enter the building after classes. The timer is a 15-minute time span. The athletic entrance by the locker rooms is also locked and on a timer.
 - The teacher in Industrial Tech has been instructed to lock his door in the past, and we will confirm this next school year.
 - The art/music room is locked.
 - Staff and students are told to not prop doors open, and as a whole do a good job of this.

Some options for the future (there are still concerns with all of these approaches and effectiveness):

1. Install metal detectors
2. Lock front doors; Install microphone and system to let others in
 - a. Some discussion has also been had about a secure entrance area where they have to walk through an office with someone to enter the building - would require building a new area for the office, etc.
3. Hire a police officer (School Resource Officer) to be in the building)
4. Have a staff member designated to watch the front door, and also physically open the back doors in-between classes instead of on a timing system or "key card" when they are not unlocked.
5. All students issued a key card to access the building.
6. Indicators electronically when a door is propped open.
7. More, but this is a general overview....

**Note: Any of these steps would still allow people in who may not seem dangerous, but in actuality may be...students, staff, visitors, salespeople, parents, etc.*

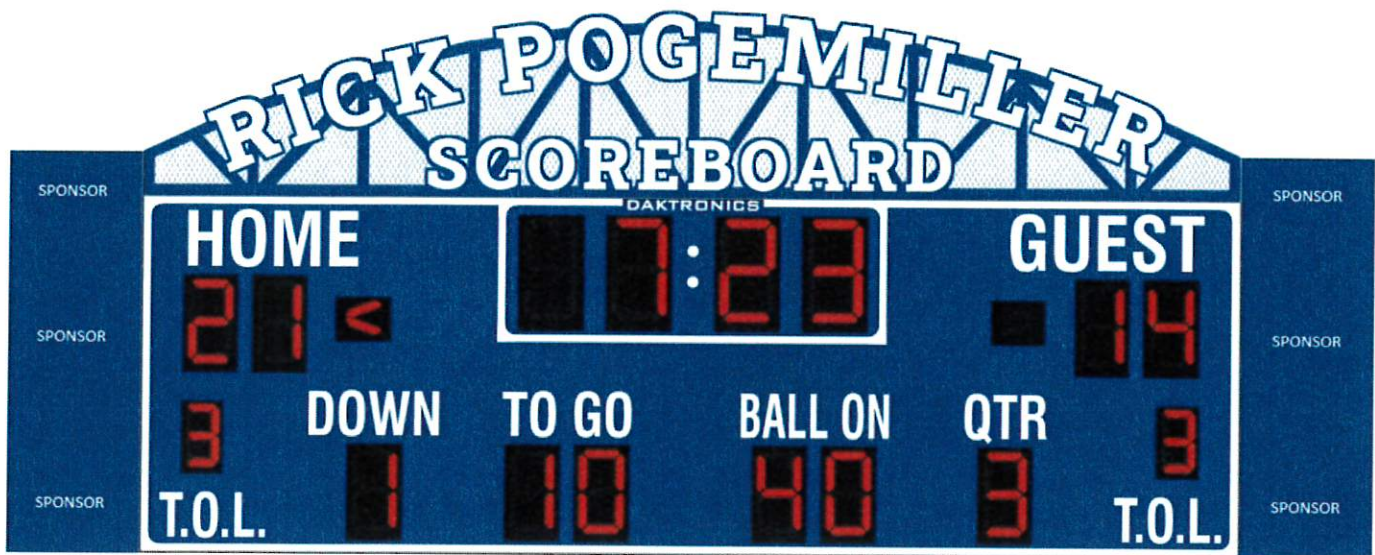
There are not any great answers to this situation nationwide. But, the board has instructed the superintendent to investigate the price of installing a camera and microphone at the front door, along with a remote locking/unlocking system for those at the door who "ring" a buzzer. This would also include someone being in the Commons area to have access to this area to assist the secretary and others in the office in unlocking doors for students and visitors after the start of the school day.

Final, or at a minimum, more details will be shared at the July board meeting.

Scoreboard- Chet Knake, Matt Jaeger, and Pete Bonifas discussed the need and plans on fundraising for a new scoreboard for the track and football field area. The "Football Club" is had a golf outing on June 11 where they placed all funds raised to a scoreboard account.

The district has been talking about this for several months (and even prior to the pandemic at one point), and trying to figure out the best way to fund this desire (need). They shared some ideas, but some of this includes finding 5-7 businesses that are interested in donating \$10,000 each or something similar. They also shared an idea about alumni grade level spans having teams to raise money.

The Board was in favor of continuing these actions and discussions. This will be highlighted later this summer as the football program celebrates 50 years. See flyer on next page



50 YEARS OF COMET FOOTBALL

LEGACY NIGHT-FRIDAY, AUGUST 26TH

We are honoring the first football team along with Coach Pogemiller and CC Hammann. We invite everybody who ever played Comet Football to be there that night and take part in the Legacy picture. We want to fill the field with ex- players along with Coach Poge, CC, and the 1972 team. We will have a party at the legion after to hopefully finalize the results of our fundraising efforts!

\$10,000 CHALLENGE

We have 6 spots on the scoreboard where your name will be up as long as we use the scoreboard. If you know anybody willing to make this commitment please let us know.

5 YEAR FUNDRAISING CHALLENGE

We would like to have a captain from every five years raise money and compete against other five year teams. Top fundraising team will be honored at the 2023 Homecoming Game.

- 72-76
- 77-81
- 82-86
- 87-91
- 92-96
- 97-2001
- 2002-2006
- 2007-2011
- 2012-2016
- 2017-2021

**THANK YOU FOR YOUR SUPPORT!
ALL MONEY RAISED TODAY WILL GO TOWARDS OUR
SCOREBOARD FUNDRAISING EFFORTS**

APPROVED - Milk Bid (waiting on bids for bread)

Bids were due on Friday, and Meyer share information about these at the meeting. Bellevue Dairy (John Rugeberg) was approved for milk.

Bids are a requirement for the School Nutrition Program, but we are having issues with getting a bid for bread once again this year, and the only one ever bidding is Bimbo Bakery in Dubuque and they have not turned it in at this time.

ESSER III Funds

The district received some federal government funds to assist with overcoming hardships from the pandemic. At this time, we plan on utilizing these funds for multiple aspects to assist students and their learning, both directly and indirectly (they must be used by September 30, 2024):

- Staffing - 3rd Grade/4th Grade Sections;
- Life Connections Mental Health Services;
- Challenge to Change;
- Summer School;
- Associates as needed at the elementary and middle/high school.
- Joannie Kilburg - Tutoring for English 105 and 106 through EICC
- A few items of hand sanitizer
- A few band instrument covers (recommended by the IHSMA)

These plans may change, but this is an overall perspective at this time of plans. I will provide more details briefly at the meeting.

Board Policy Updates

Each year the Board reviews a series of policies based on a continuous rotation. This year we are reviewing BOTH the 100 Series (District) and 600 (Education Program), along with some other select policies that need to be adapted/adopted (many in the 500 Series (Students) (Administration)). I am attaching the updated documents in these two series and additional areas that are required/recommended by IASB. The policy numbers are different in IASB in some cases, and I will change them to our policy numbers when they are added to our policy updates.

A direct link to the policies is the following:

<http://www.bellevue.k12.ia.us/board-policies>

APPROVED - Transfer of Funds - General to Student Activity

This has become an annual occurrence in districts: The legislature has worked on funding safety equipment for students. Schools, like ourselves, had always purchased safety equipment (list below of examples) from the General Fund, but an interpretation about four years ago said this equipment must be purchased from the Activity/Athletic Fund. They changed this in the past and stated it can be purchased from the General Fund. But, we once again (as we have done the last few years at this time) have to have a resolution to do so passed by the Board. This changes nothing that we have done in the past as a whole. The total amount for

this year is \$8266.56 (which is more than the range of \$3000-\$4500 that has been utilized in the past...based on increased safety equipment and costs).

Some items (only required safety items) from the past year include the following:

- Helmets and replacement parts for helmets
- Tape for mats in wrestling
- Additionally football padding
- FB Mouthguards
- Catcher's Equipment (helmet, chest protector, shin guards, mitt)
- Wrestling headgear

I recommend we move these funds (which we have done since it has been allowed recently).

Below is the official resolution which we must use at the Board meeting:

Whereas participation in athletic and other school extracurricular activities furthers the skills, development, character, and growth of our students, and

Whereas safety of our student-athletes is of paramount importance to the district, and

Whereas student activity funds are insufficient to cover the costs of protective and safety gear required by the Athletic Associations for students participating in those activities, and

Whereas the Iowa Legislature authorizes school boards to use school general funds for these purposes consistent with the enactment of HF 564 during the 2017 Legislative Session, effective for the school year beginning July 1, 2016,

BE IT THEREFORE RESOLVED:

That the Board of Directors of the Bellevue Community School District approves the transfer of \$8266.56 from the general fund to the student activity fund for expenditures that occurred between July 1, 2021 and June 30, 2022 for protective and safety gear required for athletic competition.

Information Items

2022-2023 Courses and Professional Learning

Courses and Sharing Courses

I know many have seen the recent article in the Bellevue Herald-Leader. David took information that I gave him from the past to compile part of the article from Bellevue.

I know a lot of things have been said the last few days about the homily in church and the article in the newspaper, but I would say a key thing to remember: our first priority is educating students enrolled in our public school system and giving them the appropriate attention and learning opportunities. All schools must do what they believe is right for their students. For those who argue about "taxpayer funds", I can say two things:

1. People choose to send their students to a publicly funded public school or pay tuition, etc. at a private school. That is a choice.

2. Not all students enrolled in the private school in town are taxpayers to our school system (or county in some cases) as they do not live in our district.

Authentic Intellectual Work

As we prepare for the next school year we will be initiating professional learning for our staff in both buildings, but in the MS/HS building, we will focus on the concept of "Authentic Intellectual Work" for two pilot groups consisting of about 16 total staff members for the 2022-2023 school year (and continuing from that point to future years). This is similar to the Rigor, Relevance, and Relationships Framework of the past that which the school was involved, but takes a little different approach. Some key areas of focus include the following:

1. Rigor
2. Relevance
3. Critical Thinking
4. Instructional Practices of Teachers

A key focus is the usefulness of the learning experiences for students "beyond school", which I believe is critical and is something we have discussed at the secondary level in the past extensively...but this gives a distinct framework to this as well for teachers. Teachers will have some training at the start of the school year for a beginning point but then will also have training through the school year in-person from AIW staff (headquarters is in Wisconsin).

I believe this is a key step for our staff at the middle school and high school and will lead to an increase in relevant learning for students through improved instructional practices.

The elementary school is also focusing on some areas, including literacy, science, and social studies.

Authentic Intellectual Work

Improving Teaching for
Rigorous Learning

Fred M. Newmann
Dana L. Carmichael
M. Bruce King



Chapter 1

Authentic Intellectual Work

Criteria, Examples, and Rationale

WHAT IS MEANINGFUL INTELLECTUAL WORK?

What many students usually like about school is a favorite teacher, friends in class, or a particular subject they enjoy studying. When asked about the schoolwork itself, however, they rarely describe it as meaningful, significant, or worthwhile. Learning tasks often call for specific memorized information, retrieval of given information, or application of routine computational procedures, rather than ~~higher-level thinking, interpretation, or in-depth conceptual understanding.~~ Schoolwork can often be regarded largely as a series of contrived exercises necessary to earn credentials (grades, promotions) required for future success. When the challenge for students becomes figuring out how to comply with teachers' and tests' requirements, rather than using their minds to solve important meaningful problems or to answer interesting and challenging questions, this can increase disengagement and dropping out.

To define meaningful intellectual work with more specific criteria, we tried to identify the kinds of common mastery demonstrated by successful adults who continually work with knowledge, such as scientists, musicians, childcare workers, construction contractors, health care providers, business entrepreneurs, repair technicians, teachers, lobbyists, and citizen activists. Adults in these diverse endeavors face common intellectual challenges beyond mastery of basic information and skills to more complex academic work. These more complex common intellectual challenges can serve as guidelines for rigorous and meaningful education.

We do not expect children to achieve the same level of mastery accomplished by skilled adults, but identifying the commonalities in the intellectual work they do suggests criteria for intellectual performance necessary for success in contemporary society. Consider, for example, an engineer designing a bridge. To complete the bridge design successfully, the engineer relies on extensive factual knowledge from engineering, architecture, science, and mathematics. But the particular context for the bridge, such as its length, height, peak points of stress and load, the impact of local variation in weather, and other conditions, require the engineer to organize, analyze, and interpret all this background information to make a unique product. Consider also a citizen trying to

make an informed decision about whether an elected officeholder has done a good enough job to be reelected over the challengers, or trying to make a convincing public statement to increase local funding for school security. Finally, consider a single parent of preschool children who calculates the costs and benefits of working outside the home, paying for childcare, and deciding how to choose among childcare providers. These examples illustrate how diverse endeavors in work, citizenship, and personal affairs present adults with intellectual challenges that differ from those commonly experienced by students in schools. Such challenges can serve as guidelines for curriculum, instruction, and assessment that extend beyond the basics and extensive lists of content standards to more complex intellectual work.

To signify the difference between the intellectual accomplishment of skilled adults and the typical work that students do in school, we refer to the more complex adult accomplishments as *Authentic Intellectual Work*. *Authentic* is used not to suggest that students are always unmotivated to succeed in conventional academic work, or that basic skills and proficiencies should be devalued, but to identify some kinds of intellectual work as more complex and more socially or personally meaningful. This enhanced complexity and meaning is grounded in original application of knowledge and skills (rather than just routine use of facts and procedures) in careful study of the details of a particular problem and in producing a product, service, or presentation that has meaning beyond success in school. We summarize these distinctive characteristics of Authentic Intellectual Work (AIW) as *construction of knowledge, through the use of disciplined inquiry, to produce discourse, products, or performances that have value beyond school.*

AIW CRITERIA

Construction of Knowledge

Skilled adults in diverse occupations and participating in civic life face the challenge of applying basic skills and knowledge to complex problems they have not previously faced. To reach adequate solutions to new problems, the competent adult has to “construct” knowledge because these problems cannot be solved by routine use of information or skills previously learned. Construction of knowledge involves organizing, interpreting, evaluating, or synthesizing prior knowledge to solve unique or novel problems. Teachers often think of these operations as higher order thinking skills. We contend, however, that construction of knowledge is best achieved not from explicit teaching of discrete “thinking skills” divorced from the problems’ contexts. Instead success in construction of knowledge more often comes from tackling a variety of problems that can be successfully solved by doing this kind of cognitive work.

Disciplined Inquiry

Constructing knowledge alone is not enough. The mere fact that someone has constructed, rather than reproduced, a solution to a problem is no guarantee that the

solution is adequate or valid. Authentic adult intellectual accomplishments require that construction of knowledge be guided by disciplined inquiry. By this we mean that they (1) use a prior knowledge base often grounded in an academic or applied discipline; (2) strive for in-depth understanding rather than superficial awareness; and (3) develop and express their ideas and findings through elaborated communication.

Prior knowledge base. Significant intellectual accomplishments build on prior knowledge accumulated in an academic or applied discipline. Students must acquire a knowledge base of facts, vocabularies, concepts, theories, algorithms, and other methods and processes in the field necessary to conduct rigorous inquiry. Typical instruction is limited only to transmitting a knowledge base, along with basic skills, and neglects the following components of disciplined inquiry.

In-depth understanding. A useful knowledge base entails more than familiarity with facts, conventions, and skills in a broad range of topics. To be most powerful, the knowledge must extend beyond isolated facts and skills; it must be used to gain deep, complex understanding of specific problems. In-depth understanding develops as one uses the knowledge, concepts, methods, and processes of a discipline to look for, imagine, propose, and test relationships among key facts, events, concepts, rules, and claims to clarify a specific problem or issue.

Elaborated communication. Accomplished adults in diverse fields rely on complex forms of communication both to conduct their work and to present its results. The tools they use—verbal, symbolic, graphic, and visual—provide qualifications, nuances, elaborations, details, and analogies woven into extended narratives, explanations, justifications, and dialogue. Elaborated communication may be most often evident in essays or research papers, but a math proof, CAD drawing, complex display board, or musical score can also involve elaborated communication.

Value Beyond School

Finally, meaningful intellectual accomplishments have utilitarian, aesthetic, or personal value. When adults write letters, news articles, organizational memos, or technical reports; when they speak a foreign language; when they design a house, negotiate an agreement, or devise a budget; when they create a painting or a piece of music—they try to communicate ideas that have an impact on others. In contrast, school assignments such as spelling quizzes, laboratory exercises, or typical final exams are usually designed only to document the learner's success in meeting the demands of the teacher; that is, they lack utilitarian, aesthetic, or personal meaning for the student or others beyond certifying the student's success in school.

Curriculum or instruction intended to be relevant, student-centered, hands-on, or activity-based may be construed as having value beyond school. But these labels alone do not necessarily represent the intellectual component in our concept of value beyond school. Intellectual challenges raised in the world beyond the classroom are often more meaningful to students than those contrived only for the purpose of instructing students in school. But the key here is to involve students in any activity—regardless of whether it conforms to familiar notions of relevance, student interest, or participatory learning—that presents an intellectual challenge which when successfully met, has meaning to students beyond complying with teachers' requirements.

The three criteria—*construction of knowledge*, through *disciplined inquiry*, to produce discourse, products, and performances that have meaning and *value beyond* success in *school*—provide the foundation or criteria for the more complex intellectual work necessary for success in contemporary society. While some people may regard the term *authentic* as equivalent to the criterion of value beyond school, this is only one component of Authentic Intellectual Work. All three criteria are important. For example, students might confront a complex calculus problem demanding analytic thought (construction of knowledge and disciplined inquiry), but if its solution has no interest or value beyond proving competence to pass a course, students are less likely be able to use the knowledge in their lives beyond school. Or a student might be asked to write a letter to the editor about a proposed social welfare policy. She might say she vigorously opposes the policy but offer no arguments indicating that she understands relevant economic and moral issues. This activity may meet the criteria of constructing knowledge to produce discourse with value beyond school, but it would fall short on the criterion of disciplined inquiry and thereby represent only superficial awareness, not deep understanding, of the issue. As a final example, students might be asked to interview family members about experiences during wartime or to conduct a survey of peer opinion on job conditions or musical preferences. These activities would connect schoolwork to students' lives beyond school, but if students only reported what the interviewees said, without summary or analysis or drawing connections to disciplinary content, there would be virtually no construction of knowledge or disciplined inquiry. Judgments about the extent to which intellectual work is authentic should be made on a continuum, from less to more, depending on how fully all three criteria are met and on expectations of mastery appropriate for different grade levels.

Summer School Update

We started summer school this week, with the following numbers of students. These are based on teacher recommendations.

- Kindergarten - 16
- 1st Grade - 16
- 2nd Grade - 18

Legislation Follow-Up

I had some questions about Open Enrollment and some other things from the closing of the legislative session recently. See the "slides" below for some more information, and I will possibly share more at the board meeting.

Athletic Participation must still meet "Good Cause" standard or wait 90 days

- For purposes of Varsity Athletic Participation, "good cause" means
 - a change in a child's residence due to a change in family residence,
 - a change in a child's residence from the residence of one parent or guardian to the residence of different parent or guardian,
 - a change in the state in which the family residence is located,
 - a change in a child's parents' marital status, a guardianship or custody proceeding, placement in foster care, adoption,
 - participation in a foreign exchange program, initial placement of a prekindergarten student in a special education program requiring specially designed instruction, or participation in a substance abuse or mental health treatment program,
 - a change in the status of a child's resident district such as removal of accreditation by the state board, surrender of accreditation, or permanent closure of a nonpublic school, revocation of a charter school contract as provided in section 256E.10 or 256F.8, the failure of negotiations for a whole grade sharing, reorganization, dissolution agreement, or the rejection of a current whole grade sharing agreement, or reorganization plan.
- Resident and receiving district may mutually agree to allow athletic participation

Media Coverage of Last Minute Changes

[Des Moines Register](#), "Iowa students could open enroll anytime after Legislature ends March 1 deadline" May 25, 2022 (*but not before the bill is signed*)

- Republicans framed the legislation as a way to give parents more choice about how their children are educated, while Democrats said it could undermine school districts' ability to set a budget by April 15 every year, as they are required to do by law.
- The change was passed as part of the final budget bill of the year, [House File 2589](#). It now awaits Gov. Kim Reynolds' signature to become law.
- The last-minute push to expand open enrollment in Iowa comes after Republicans' education agenda for the year largely collapsed this week.
- On Monday, House Speaker Pat Grassley, R-New Harford, said [House Republicans lacked the votes](#) to pass a proposal from Reynolds that would have given families taxpayer-funded scholarships to pay private school expenses. Other GOP-backed policies that would have required schools to post their curriculum and library books online also fell by the wayside before [the legislative session ended early Wednesday](#) morning.

Media Coverage of Last Minute Changes (DMR Continued)

- Throughout the legislative session, Republicans have criticized school districts around the state for policies they say parents disagree with, which they say show parents need other options.
- More recently, Reynolds took aim at the Linn-Mar Community School District over a [newly-passed policy](#) aimed at protecting transgender students from discrimination. The policy includes language that allows students in seventh grade and older to keep their gender identity confidential, among other changes.
- "(The) timing was interesting to me," Reynolds told reporters May 5. "The policy, the final policy, was passed after the deadline to open enroll your child into another school."
- Grassley denied that the open enrollment policy change was spurred by Linn-Mar or any particular school district, but he suggested parents should be able to take their students elsewhere if local school boards enact policies they don't like.
- "We think that parents need to have that opportunity that if they want to send their child to another educational institution, they should have that," Grassley told reporters early Wednesday. "School districts shouldn't be able to wait until after the deadline (and) do things that the individuals in those communities don't support. So while it wasn't targeted at one specific thing I think you can point to instances where we've seen that it is keeping kids in schools that they would otherwise want more choices from."

Comments from Building Principals, Superintendent, and Board Members

City and Cable - Meyer shared information about streaming our games on Bellevue Cable and Youtube, along with having our own station on a new system (in HD that will be of better quality). The cost for this on cable will likely be about \$1500-\$1800/year. The equipment will be about \$1000, and is needed regardless.

I believe this will be a good investment for our district as we will be able to control the programming of our station more and be able to offer events to our stakeholders.

Meyer also shared that Memphis Jess will be the next Student Board Member Representative. Memphis will begin in July.

The River Valley Conference has raised admission fees for events, and Meyer will share adjustments at the July Board meeting.

Enter Closed Session for Superintendent Goals/Evaluation

Approved Contract for Superintendent

The Board approved a contract extension for the superintendent (3-year rolling contract) with the same salary increase as all other staff (3.4%).

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

The Bellevue Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

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

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- "Harassment" and "bullying" shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
 - (1) Places the student in reasonable fear of harm to the student's person or property.
 - (2) Has a substantial detrimental effect on the student's physical or mental health.
 - (3) Has the effect of substantially interfering with a student's academic performance.
 - (4) Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Trait or characteristic of the student" includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- "Volunteer" means an individual who has regular, significant contact with students.

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent's designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within [state number of days - 180] of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment. The [superintendent or the superintendent's designee or name the position if not the superintendent] (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment.

If the Complainant is under 18 years of age, the Investigator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint (hereinafter "Respondent") to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documentation or information deemed relevant to the investigation.

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings.

Additional suggestions for administrative procedures regarding this policy include:

- Organizing training programs for students, school employees, and volunteers regarding how to recognize bullying and harassing behavior and what to do if this behavior is witnessed; and
- Developing a process for evaluating the effectiveness of this policy in reducing bullying and harassing behavior.

Decision

If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

IASB Policy Reference Manual
IASB Policy Management Console

Regulation 104-R(1): Anti-Bullying/Harassment Policy - Investigation Procedures

Status: ADOPTED

Original Adopted Date: 03/08/2022 | Last Reviewed Date: 03/08/2022

Filing a Complaint

An individual who believes that the individual has been harassed or bullied may file a complaint with the superintendent or superintendent's designee. The complaint form is available *[link to form on website or designate location such as building office]*. An alternate investigator will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged bullying or harassment or some other conflict of interest exists. Complaints shall be filed within *[state number of days - 180]* of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment upon receipt of a written complaint. The *[superintendent or the superintendent's designee or name the position if not the superintendent]* (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment.

The investigation may include, but is not limited to the following:

- *Interviews with the Complainant and the individual named in the complaint ("Respondent")*
- *A request for the Complainant to provide a written statement regarding the nature of the complaint;*
- *A request for the Respondent to provide a written statement;*
- *Interviews with witnesses identified during the course of the investigation;*
- *A request for witnesses identified during the course of the investigation to provide a written statement; and*
- *Review and collection of documentation or information deemed relevant to the investigation.*

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment as defined in Board policy. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings, and provide a copy of the report to the appropriate building principal or Superintendent if the investigation involved the building principal.

The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

Additional suggestions for administrative procedures regarding this policy include:

- *Organizing training programs for students, school employees, and volunteers regarding how to recognize bullying and harassing behavior and what to do if this behavior is witnessed; and*
- *Developing a process for evaluating the effectiveness of this policy in reducing bullying and harassing behavior.*

Decision

The Investigator, building principal or superintendent, depending on the individuals involved, shall inform the Complainant and the accused about the outcome of the investigation. If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

NOTE: School districts must include a number of requirements in the district anti-bullying/anti-harassment policy. This regulation builds on the requirements addressed in IASB sample policy 104 by more specifically detailing sample

Investigation procedures. Districts should ensure that the district's practice is reflective of the policy and regulations that the district's leadership team has established. Please remember that the procedures outlined here should be consistent with the policy.

NOTE: Some conduct that falls under a school's anti-bullying/anti-harassment policy also may trigger responsibilities under one or more of the federal and state antidiscrimination laws. By limiting the response to a specific application of its anti-bullying/anti-harassment disciplinary policy and the accompanying procedures, a school may fail to properly consider whether the alleged conduct also results in discriminatory bullying and/or harassment.

RESPONSIBILITIES OF THE BOARD OF DIRECTORS

The board is authorized to govern the school district which it oversees. As the governing board of the school district, the board has three duties to perform: legislative duty, executive duty and evaluative duty.

As a representative of the citizens of the school district community, the board is responsible for legislating policy for the school district. As a policy making body, the board has jurisdiction to enact policy with the force and effect of law for the management and operation of the school district.

It is the responsibility of the board, under the board's executive duty, to select its chief executive officer, the superintendent, to operate the school district on the board's behalf. The board delegates to the superintendent its authority to carry out board policy, to formulate and carry out rules and regulations and to handle the administrative details in a manner which supports and is consistent with board policy.

The board has a responsibility to review the education program's performance under its evaluative duty. The board regularly reviews the education program and ancillary services. The review includes a careful study and examination of the facts, conditions and circumstances surrounding the amount of funds received or expended and the education program's ability to achieve the board's educational philosophy for the school district.

Legal Reference: Iowa Code §§ 274.1; 279.1, .8, .20; 280.12 (1999).
281 I.A.C. 12.3(2).

Cross Reference: 101 Educational Philosophy of the School District
105 Long-Range Needs Assessment
210 Board of Directors' Management Procedures
600 Goals and Objectives of the Education Program

Approved June 2000

Reviewed August 2020

Revised _____

Policy 200.03: Responsibilities of the Board of Directors

Status: DRAFT

Original Adopted Date: 12/17/2021

The board is authorized to govern the school district which it oversees. The board is entrusted with public funds and is responsible for overseeing the improvement of student outcomes, including student academic achievement and skill proficiency. As the governing board of the school district, the board has four duties to perform: legislative duty, executive duty, evaluative duty and quasi-judicial duty.

As a representative of the citizens of the school district community, the board is responsible for legislating policy for the school district. As a policy making body, the board has jurisdiction to enact policy with the force and effect of law for the management and operation of the school district.

It is the responsibility of the board, under the board's executive duty, to select its chief executive officer, the superintendent, to operate the school district on the board's behalf. The board delegates to the superintendent its authority to carry out board policy, to formulate and carry out rules and regulations and to handle the administrative details in a manner which supports and is consistent with board policy.

The board has a responsibility to review the education program's performance under its evaluative duty. The board regularly reviews the education program and ancillary services. The review includes a careful study and examination of the facts, conditions and circumstances surrounding the amount of funds received or expended and the education program's ability to achieve the board's educational philosophy and goals for the school district.

The board fulfills its quasi-judicial duties in serving as a neutral arbiter for hearings related to student suspension or expulsion proceedings and certain employment termination hearings and appeals. This important power was granted by the Iowa legislature and cannot be delegated. To preserve the board's neutrality to hear and decide upon these matters, the board does not investigate or become involved in student disciplinary matters or employment matters that may come before it and would require the board to serve in its quasi-judicial role.

Legal Reference: Iowa Code §§ 274.1; 279.1, 8, 20; 280.12.
281 I.A.C. 12.3(2).

I.C. Iowa Code	Description
Iowa Code § 274.1	Legal Status
Iowa Code § 279	Directors - Powers and Duties
Iowa Code § 280.12	Uniform School Requirements - School Improvement Advisory Committee
I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12.3	Administration

SUBSTITUTE TEACHERS

The board recognizes the need for substitute teachers. Substitute teachers shall be licensed to teach in Iowa.

It shall be the responsibility of the building principal to maintain a list of substitute teachers who may be called upon to replace regular contract licensed employees. Individuals whose names do not appear on this list will not be employed as a substitute without specific approval of the superintendent. It shall be the responsibility of the building principal to fill absences with substitute teachers immediately.

Substitute teachers will be paid a per diem rate. Substitutes employed for up to 10 days will be paid \$110 per day. Substitutes employed for 11 - 90 days consecutive days in the same position shall be paid according to \$130 per day. Substitutes employed for more than 90 days in the same position will be paid \$169 per day. Substitute licensed employees are expected to perform the same duties as the licensed employees.

SUBSTITUTE TEACHERS

The board recognizes the need for substitute teachers. Substitute teachers shall be licensed to teach in Iowa.

It shall be the responsibility of the building principal to maintain a list of substitute teachers who may be called upon to replace regular contract licensed employees. Individuals whose names do not appear on this list will not be employed as a substitute without specific approval of the superintendent. It shall be the responsibility of the building principal to fill absences with substitute teachers immediately.

Substitute teachers will be paid a per diem rate. Substitutes employed for up to 10 days will be paid \$110 per day. Substitutes employed for 11 - 90 days consecutive days in the same position shall be paid according \$130 per day. Substitutes employed for more than 90 days in the same position will be paid \$169 per day. Substitute licensed employees are expected to perform the same duties as the licensed employees.

Changing the following:

- \$110 to \$125 (allows us to stay competitive and near an average in our area)
- \$130 to \$148 (proportional increase)
- \$169 to \$192 (proportional increase)

COMPULSORY ATTENDANCE

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, shall have the children attend the school district at the attendance center designated by the board. Students shall attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age shall attend school a minimum of 175 days. Students not attending the minimum days must be exempted by this policy as listed below or, for students in grades 7-12, referred to the county attorney or, for students in grades K-6, referred to the Attendance Cooperation process. Exceptions to this policy include children who:

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

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

The principal shall investigate the cause for a student's truancy. If the principal is unable to secure the truant student's attendance, the principal should discuss the next step with the school board. If after school board action, the student is still truant, the principal shall refer the matter over to the county attorney for students in grades 7-12. Truant students who have not yet completed sixth grade will be subject to the Attendance Cooperation Process outlined in the supporting administrative regulation.

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

Legal Reference: Iowa Code §§ 239.5B; 259A; 279.10-.11; ch. 299; 299A (2003).
441 I.A.C. 41.25(8).
1978 Op. Att'y. Gen. 379.

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

Approved June 2000

Reviewed July 2018

Revised _____

Policy 501.03: Compulsory Attendance

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, will have the children attend the school district at the attendance center designated by the board. Students will attend school the number of days or hours school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 180 days or 1080 hours. Students not attending the minimum days or hours must be exempted by this policy as listed below or, referred to the county attorney. Exceptions to this policy include children who:

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

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

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

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

Note: This is a mandatory policy. The compulsory attendance law does not require school districts to have a truancy officer.

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

ENTRANCE - ADMISSIONS

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

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

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

Legal Reference: Iowa Code §§ 139.9; 282.1, .3, .6 (2003).
1980 Op. Att'y Gen. 258.

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

Approved June 2000

Reviewed July 2018

Revised _____

Policy 501.04: Entrance - Admissions

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

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

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

NOTE: This policy reflects current Iowa law. Only the state registrar has authority to make a copy of a birth certificate. Districts who utilize online registration platforms should be aware that birth certificates should not be uploaded on the online platform as proof of age, as that creates a copy of the birth certificate. Districts can either view a birth certificate in person then return it to the child's guardian; or utilize a variety of documents including but not limited to a certified statement from a treating medical provider, or an immunization record from the child's treating provider that lists the child's date of birth as sufficient proof of age.

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

OPEN ENROLLMENT TRANSFERS - PROCEDURES AS A SENDING DISTRICT

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

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

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

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

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

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

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

Legal Reference: Iowa Code §§ 139.9; 274.1; 279.11; 282.1, .3, .8, .18; 299.1 (2003).
281 I.A.C. 17.
1990 Op. Att'y Gen. 75.

Cross Reference: 501 Student Attendance
506 Student Records

Approved June 2000

Reviewed July 2018

Revised August 2005

Policy 501.14: Open Enrollment Transfers - Procedures as a Sending District

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

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

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

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

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

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

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

NOTE: This policy reflects Iowa's open enrollment law. The option addresses the issue of transportation of open enrolled students. The board needs to establish by policy whether it will or will not allow a receiving district to enter the district to pick up open enrolled students. This option is on the bottom of the first page of this policy. For more detailed discussion of this issue, see IASB's Policy Primer, June 24, 2005.

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

OPEN ENROLLMENT TRANSFERS - PROCEDURES AS A RECEIVING DISTRICT

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

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

The superintendent will notify the sending school district and parents within five days of the school district's action to approve or deny the open enrollment request. The superintendent will also forward a copy of the school district's action with a copy of the open enrollment request to the Iowa Department of Education.

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

Open enrollment requests into the school district that, if denied, would result in students from the same nuclear family being enrolled in different school districts, will be given highest priority. The board, in its discretion, may waive the insufficient classroom space reason for denial for students of the same nuclear family to prevent the division of a nuclear family between two school districts. Other open enrollment requests into the school district are considered in the order received by the school district with the first open enrollment request given a higher priority than the second open enrollment request and so forth.

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

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

Approved June 2000

Reviewed July 2018

Revised August 2005

OPEN ENROLLMENT TRANSFERS - PROCEDURES AS A RECEIVING DISTRICT

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

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

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

Legal Reference: Iowa Code §§ 139.9; 274.1; 279.11; 282.1, .3, .8, .18; 299.1 (2003).
281 I.A.C. 17.
1990 Op. Att'y Gen. 75.

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

Policy 501.15: Open Enrollment Transfers - Procedures as a Receiving District Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

The superintendent will approve (select those appropriate - all timely filed applications by June 1; incoming kindergarten applications; good cause application; or continuation of an educational program application filed by September 1.)

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

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

Open enrollment requests into the school district that, if denied, would result in students from the same nuclear family being enrolled in different school districts, will be given highest priority. The board, in its discretion, may waive the insufficient classroom space reason for denial for students of the same nuclear family to prevent the division of a nuclear family between two school districts. Other open enrollment requests into the school district are considered in the order received by the school district with the first open enrollment request given a higher priority than the second open enrollment request and so forth.

Students in grades nine through twelve open enrolling into the school district will be eligible for participation in interscholastic athletics, at the varsity level, in accordance with applicable law.

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

An open enrollment request into the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factors for approval of such an open enrollment request will be whether the special education program available in the school district is appropriate for the student's needs and whether the enrollment of the special education student will cause the class size to exceed the maximum allowed. The area education agency director of special education serving the school district will determine whether the program is appropriate. The special education student will remain in the sending district until the final determination is made. For children requiring special education, the receiving district will complete and provide to the resident district the documentation needed to seek Medicaid reimbursement for eligible services.

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

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

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

STUDENT EXPRESSION AND STUDENT PUBLICATIONS

Student Expression

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

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

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

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

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

Student Publications

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

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

Approved August 2021

Reviewed _____

Revised _____

STUDENT EXPRESSION AND STUDENT PULICATIONS

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

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

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

Legal Reference: U.S. Const. amend. I
Iowa Const. art. I (sec. 7)
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel School District v. Fraser, 478 U.S. 675 (1986).
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S.503 (1969).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir.1987).
Iowa Code §§ 279.8, .73; 280.22

Cross Reference: 102 Equal Educational Opportunity
502 Student Rights and Responsibilities
504 Student Activities
603.9 Academic Freedom
903.5 Distribution of Materials

Policy 502.05: Student Expression and Student Publications Code

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

Student Expression

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

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

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

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

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

Student Publications

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

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

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

Persons, other than students, who believe they have been aggrieved by student expression in a student-

produced official school publication will follow the grievance procedure outlined in board policy 213.1. Students who believe their freedom of expression in a student-produced official school publication has been restricted will follow the grievance procedure outlined in board policy 502.4.

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

NOTE: This policy represents the current status of students' first amendment rights. This is a mandatory policy and accompanying regulation required by Iowa Code ch. 279.73. Schools are urged to handle all protests through a strictly viewpoint neutral lens. Districts should consider the need to balance opposing views. If one social issue is permitted, other opposing viewpoints should also be permitted.

Legal Reference: U.S. Const. amend. I.
Iowa Const. art. I (sec. 7)
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel School District v. Fraser, 478 U.S. 675 (1986).
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Iowa Code §§ 279.8, .73; 280.22

STUDENT EXPRESSION AND STUDENT PULICATIONS REGULATIONS

- A. Student Expression defined: Student Expression is speech, action or other forms of expression which convey a student's beliefs, views or opinions.
- B. Official school publications defined: An "official school publication" is material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.
- C. Limitations to Student Expression
1. No student will express, publish or distribute material which is:
 - a. obscene;
 - b. libelous;
 - c. slanderous; or
 - d. encourages students to:
 - 1) commit unlawful acts;
 - 2) violate lawful school regulations;
 - 3) cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 4) disrupt or interfere with the education program;
 - 5) interrupt the maintenance of a disciplined atmosphere; or
 - 6) infringe on the rights of others.
- D. Responsibilities of students for official school publications.
1. Students writing or editing official school publications will assign and edit the news, editorial and feature contents of the official school publications subject to the limitations of the student publications code and the law.
 2. Students will strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.
 3. Students will strive to achieve professional standards of grammar, usage, punctuation and spelling for clarity and accuracy of official school publications.
- E. Responsibilities of faculty advisors for official school publications.
- Faculty advisors will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. Official school publications are produced under the supervision of a faculty advisor. Faculty advisors to students producing official school publications shall supervise the production of the student staff in order to maintain professional standards of English journalism. District employees acting within the scope of their professional ethics will not suffer adverse employment action or retaliated against for acting to protect a student for engaging in authorized student expression or for refusing to infringe on protected student expression.

STUDENT EXPRESSION AND STUDENT PUBLICATIONS REGULATIONS

F. District employee rights

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

G. Liability

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

H. Appeal procedure.

1. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication will seek review of the decision through the student grievance procedure, under board policy 502.4.
2. Persons who believe they have been aggrieved by a student-produced official student publication will file their complaint through the citizen grievance procedure, under board policy 213.1.

I. Time, place and manner of restrictions on student expression.

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

**Regulation 502.05-R(1): Student Expression and Student Publications Code Status: ADOPTED
– Regulation**

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date:
03/10/2022

- A. **Student Expression defined:** Student Expression is speech, action or other forms of expression which convey a student's beliefs, views or opinions.
- B. **Official school publications defined:** An "official school publication" is material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.
- C. **Limitations to Student Expression**
 - 0. No student will express, publish or distribute publication material which is:
 - a. obscene;
 - b. libelous;
 - c. slanderous; or
 - d. encourages students to:
 - 0. commit unlawful acts;
 - 1. violate lawful school regulations;
 - 2. cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 3. disrupt or interfere with the education program;
 - 4. interrupt the maintenance of a disciplined atmosphere; or
 - 5. infringe on the rights of others.
- D. **Responsibilities of students for official school publications.**
 - 0. Students writing or editing official school publications will assign and edit the news, editorial and feature contents of the official school publications subject to the limitations of the student publications code and the law.
 - 1. Students will strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.
 - 2. Students will strive to achieve professional standards of grammar, usage, punctuation and spelling for clarity and accuracy of official school publications.
- E. **Responsibilities of faculty advisors for official school publications.**

Faculty advisors will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. Official school publications are produced under the supervision of a faculty advisor. Faculty advisors to students producing official school publications shall supervise the production of the student staff in order to maintain professional standards of English journalism. District employees acting within the scope of their professional ethics will not suffer adverse employment action or retaliated against for acting to protect a student for engaging in authorized student expression or for refusing to infringe on protected student expression.
- F. **District employee rights**

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

Student expression, including student expression in an official school publication will not be deemed to be an expression of the school district. The school district, the board, and the

employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.

H. Appeal procedure

0. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication will seek review of the decision through the student grievance procedure, under board policy 502.4.
1. Persons who believe they have been aggrieved by a student-produced official student publication will file their complaint through the citizen grievance procedure, under board policy 213.1.

I. Time, place and manner of restrictions on student expression.

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

STUDENT COMPLAINTS AND GRIEVANCES

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

If the complaint cannot be resolved by a student's teacher or other licensed employee, the student may discuss the matter with the principal within 10 days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within 10 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. The board retains discretion as to whether to consider or take action on any complaint.

Legal Reference: Iowa Code § 279.8

Cross Reference: 210.8 Board Meeting Agenda
213 Public Participation in Board Meetings
502 Student Rights and Responsibilities
504.3 Student Publications

Approved June 2000

Reviewed July 2018

Revised January 2022

Policy 502.06 Student Complaints and Grievances

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date:
03/10/2022

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

If the complaint cannot be resolved by a student's teacher or other licensed employee, the student may discuss the matter with the principal within 10 days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within 10 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. The board retains discretion as to whether to consider or take action on any complaint.

NOTE: *There should be reasonable limits on the number of days a student has to pursue a complaint. Cross reference with the number of days listed in policy 401.4 for consistency.*

Legal Reference: Iowa Code § 279.8

SEARCH AND SEIZURE

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

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

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

Legal Reference: U.S. Const. amend. IV.
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), *cert. den.*, 482 U.S. 930 (1987).
Iowa Code ch. 808A (2003).
281 I.A.C. 12.3(8).

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline

Approved June 2000

Reviewed July 2018

Revised _____

Policy 502.10: Search and Seizure

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date:
03/10/2022

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

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco/nicotine, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

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

NOTE: This policy reflects the law regarding school district authority for searching students, their possessions and their lockers. Substantive changes were made to 502.08R1.

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

STUDENT PROGRESS REPORTS AND CONFERENCES

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

Parent-teacher conferences will be held twice a year at the elementary, middle and high school to keep the parents informed. The conferences at the middle and high school are not individually scheduled.

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

Legal Reference: *Iowa Code §§ 256.11, .11A; 280 (2003).*
Iowa Code § 256E.1(1)(b)(1) (Supp. 2003).
281 I.A.C. 12.3(6), .3(7), .5(16).

Cross Reference: 505 Student Scholastic Achievement
506 Student Records

Approved June 2000

Reviewed July 2018

Revised _____

Policy 505.02: Student Progress Reports and Conferences

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

Parent-teacher conferences will be held twice each school year at the elementary and middle school to keep parents informed. High school conferences are not individually scheduled.

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

NOTE: This is a mandatory policy. The second paragraph should be written to reflect the school district's practice.

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

STUDENT PROMOTION - RETENTION - ACCELERATION

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

The district shall adhere to the following:

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

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

NOTE: School districts that use specific steps or processes for determining retention or acceleration should reference the applicable criteria or where to locate the criteria in the bulleted information above.

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

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

Approved June 2000

Reviewed August 2013

Revised July 2018

Policy 505.03: Student Promotion - Retention - Acceleration

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

The district shall adhere to the following:

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

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

NOTE: School districts that use specific steps or processes for determining retention or acceleration should reference the applicable criteria or where to locate the criteria in the bulleted information above.

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

GRADUATION REQUIREMENTS

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

It shall be the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 54 credits prior to graduation. The following credits will be required:

Language Arts	8 credits
Science	6 credits
Mathematics	6 credits
Social Studies	6 credits
Physical Education	8 semesters
Electives	27 credits

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

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP).

Legal Reference: Iowa Code §§ 256.11, .11A; 279.8; 280.3, .14 (2003).
281 I.A.C. 12.2; .3(7); .5; 41.12(6)(e); 67 (8).

Cross Reference: 505 Student Scholastic Achievement
603.3 Special Education

Approved June 2000

Reviewed July 2018

Revised August 2009

Policy 505.06: Graduation Requirements

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

It is the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 56 credits prior to graduation. The following credits will be required for graduation:

English/Language Arts	<u>8</u> credits
Science	<u>6</u> credits
Mathematics	<u>6</u> credits
Social Studies	<u>6</u> credits
Physical Education	<u>8</u> credits
United States Government	<u>1</u> credits
American History	<u>2</u> credits
Financial Literacy	<u>1</u> credits (Real Life Course)

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

Beginning with the class of 2022, graduation requirements for special education students will include successful completion of four years of English, three years of math, three years of social studies and three years of science.

Students who complete a regular session in the Legislative Page Program of the general assembly at the state capitol will be credited $\frac{1}{2}$ credit of social studies.

Students enrolled in a Junior officers' training corp will receive $\frac{1}{8}$ th physical education credit for each semester the student is enrolled in the program.

NOTE: This is a mandatory policy.

Legal Reference: Iowa Code §§ 256.7, 11, 41; 279.8; 280.3, .14.
281 I.A.C. 12.3(5); 12.5

PARENTAL INVOLVEMENT

Parent and family engagement is an important component in a student's success in school. The board encourages parents and families to become involved in their child's education to ensure the child's academic success. The board will:

- (1) Involve parents and families in the development of the Title I plan, the process for school review of the plan and the process for improvement;
- (2) Provide the coordination, technical assistance and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance;
- (3) To the extent feasible, coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies outlined in other relevant Federal, State, and local laws and programs;
- (4) Conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, parents of any racial or ethnic minority, parents with disabilities and parents with limited literacy);
- (5) Use the findings of the annual evaluation to design strategies for more effective parent and family involvement and to revise, as necessary, the parent and family involvement policies; and;
- (6) Involve parents and families in Title I activities.

Parental involvement is encouraged through the School Improvement Advisory Council, Title I parent meetings, PTA meetings, and similar school-sponsored events.

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

Legal References: 20 U.S.C. §6318

Cross References: 903.2 Community Resource Persons and Volunteers

Approved August 2004

Reviewed August 2013

Revised July 2018

**Policy 505.10: Parent and Family Engagement District-Wide Policy
(Formerly Parental Involvement)**

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

(In each of the following six items, the board must describe within this policy how it will accomplish each of the items. This mandatory policy is not complete without providing specific information for each of these six categories.)

- (1) Involve parents and families in the development of the Title I plan, the process for school review of the plan and the process for improvement through *annual meetings*.
- (2) Provide the coordination, technical assistance and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance through *parent newsletters, parent-teacher conferences, parent-student orientations, and similar steps to provide parent input*.
- (3) To the extent feasible, coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies outlined in other relevant Federal, State, and local laws and programs by *having parent-student meetings*.
- (4) Conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, parents of any racial or ethnic minority, parents with disabilities and parents with limited literacy); needs of parents and family to assist their children's learning; and strategies to support successful school and family interactions by: *weekly newsletters, parent organizations, surveys, and similar events*.
- (5) Use the findings of the annual evaluation to design strategies for more effective parent and family involvement and to revise, as necessary, the parent and family involvement policies by: *conducting annual surveys and adjusting practices accordingly*.
- (6) Involve parents and families in Title I activities by special events at school, and promoting their attendance and involvement in activities through *classroom teachers, weekly newsletters, and similar actions*.

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

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

NOTE: This is a mandatory policy and accompanying regulation. The intent of this portion of Every Student Succeeds Act is that districts will uniquely tailor this policy in a manner and format that suits the needs of their individual community. As a result, there are underlined spaces within this policy that indicate areas where the district should add their own plans after having taken the steps to collaborate with parents and families. This policy is not complete without the necessary description of how each district intends to implement the policy.

Legal Reference: 20 U.S.C. §6318

Regulation 505.10-R(1): Parent and Family Engagement District-Wide Policy (Formerly Parental Involvement) - Building-Level Regulation

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

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

- If the schoolwide program plan is not satisfactory to the parents of the participating children, parent comments will be requested and submitted with the plan to the district.
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STUDENT SPECIAL HEALTH SERVICES

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

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

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
20 U.S.C. §§ 1400 *et seq.* (1994).
34 C.F.R. Pt. 300 *et seq.* (1996).
Iowa Code §§ 256.11(7); 256B; 273.2, .5, .9(2)-(3); 280.8 (2003).
281 I.A.C. 12.3(7), 41.405

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

Approved June 2000

Reviewed July 2018

Revised August 2009

Policy 507.08: Student Special Health Services

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Revised Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

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

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
20 U.S.C. §§ 1400 *et seq.*
34 C.F.R. Pt. 300 *et seq.*
Iowa Code §§ 256.11(7); 256B; 273.2, .5, .9(2)-(3); 280.8.
281 I.A.C. 14.2

SCHOOL NUTRITION PROGRAM

The school district will operate a school nutrition program in each attendance center. The school nutrition program will include meals through participation in the National School Lunch Program. Students may bring their lunches from home and purchase milk and other incidental items.

School nutrition program facilities are provided to serve students and employees when school is in session and during school-related activities. They may also be used under the supervision of the Nutrition Director for food service to employee groups, parent-teacher meetings, civic organizations meeting for the purpose of better understanding the schools, and senior citizens in accordance with law and board policy.

The school nutrition program is operated on a nonprofit basis. The revenues of the school nutrition program will be used only for the operation or improvement of such programs. Supplies of the school nutrition program will only be used for the school nutrition program.

The board will set, and annually review, the prices for school nutrition programs. It is the responsibility of the superintendent to make a recommendation regarding the prices of the school nutrition programs, in accordance with federal and state law.

It is the responsibility of Nutrition Director to administer the program and to cooperate with the superintendent and appropriate personnel for the proper functioning of the school nutrition program.

The district shall comply with all federal and state laws and regulations required for procurement, including the selection and evaluation of contractors. The superintendent or designee is responsible for developing an administrative process to implement this policy, including, but not limited to, procedures related to suspension and debarment for transactions subject to those requirements.

Legal Reference: 42 U.S.C. §§ 1751 *et seq.*
7 C.F.R. Pt. 210 *et seq.*
Iowa Code ch. 283A,
281 I.A.C. 58.

Cross Reference: 710.2 Free or Reduced Cost Meals Eligibility
710.3 Vending Machines
710.6 Meal Charges
906 Use of School District Facilities and Equipment

Approved June 2000

Reviewed July 2014

Revised July 2019

Regulation 710.01-R(1): School Food Program - School Nutrition Program Status: DRAFT
Civil Rights Complaints Procedure

Original Adopted Date: Pending

USDA Child Nutrition Programs in Iowa

Procedures for Handling a Civil Rights Complaint

1. Civil rights complaints related to the National School Lunch Program, School Breakfast Program, Afterschool Care Snack Program, Summer Food Service Program, Seamless Summer Option, or Child and Adult Care Food Program are written or verbal allegations of discrimination based on USDA protected classes of race, color, national origin, sex, age, and disability.
2. Any person claiming discrimination has a right to file a complaint within 180 days of the alleged discrimination. See below for additional Iowa Civil Rights information. A civil rights complaint based on the protected classes listed in #1 above must be forwarded to the address on the nondiscrimination statement.
3. All complaints, whether written or verbal, must be accepted by the School Food Authority (SFA)/Sponsor/Organization and forwarded to USDA at the address or link on the nondiscrimination statement within 5 calendar days of receipt. An anonymous complaint should be handled the same way as any other. Complaint forms may be developed, but their use cannot be required. If the complainant makes the allegations verbally or in a telephone conversation and is reluctant or refuses to put them in writing, the person who handles the complaint must document the description of the complaint.
4. There must be enough information to identify the agency or individual toward which the complaint is directed and indicate the possibility of a violation. Every effort should be made to obtain at least the following information:
 - Name, address and telephone number or other means of contacting the complainant;
 - The specific location and name of the organization delivering the program service or benefit;
 - The nature of the incident(s) or action(s) that led the complainant to feel there was discrimination;
 - The basis on which the complainant feels discrimination occurred (race, color, national origin, sex, age, or disability);
 - The names, titles, and addresses of people who may have knowledge of the discriminatory action(s); and
 - The date(s) when the alleged discriminatory action(s) occurred or, if continuing, the duration of such action(s).
5. USDA is the cognizant agency for the Child Nutrition Programs listed and therefore is the first contact for the six protected classes listed in #1 above, for complaints received within 180 days. Civil rights complaints must be submitted to the USDA Office of Civil Rights within five calendar days of receipt and no later than 180 days of the discriminatory act. The link for submission of a complaint is: program.intake@usda.gov
6. In Iowa, protected classes also include sexual orientation, gender identity, religion or creed and complaints can be filed up to 300 days of occurrence. The address for Iowa complaints is: Iowa Civil Rights Commission, Grimes State Office building, 400 E. 14th St. Des Moines, IA 50319-1004; phone number 515-281-4121, 800-457-4416; website: <https://icrc.iowa.gov/>.

I.C. Iowa Code

Iowa Code § 283A

I.A.C. Iowa Administrative Code

281 I.A.C. 58

U.S.C - United States Code

42 U.S.C. §§ 1751

Description[School Meal Programs](#)**Description**[Education - Breakfast and Lunch Program](#)**Description**[Public Health - School Lunch Program](#)

CAPITAL ASSETS

The school district will establish and maintain a capital assets management system for reporting capitalized assets owned or under the jurisdiction of the school district in its financial reports in accordance with generally accepted accounting principles (GAAP) as required or modified by law; to improve the school district's oversight of capital assets by assigning and recording them to specific facilities and programs and to provide for proof of loss of capital assets for insurance purposes.

Capital assets, including tangible and intangible assets, are reported in the government-wide financial statements (i.e. governmental activities and business type activities) and the proprietary fund financial statements. Capital assets reported include school district buildings and sites, construction in progress, improvements other than buildings and sites, land and machinery and equipment. Capital assets reported in the financial reports will include individual capital assets with an historical cost equal to or greater than \$5,000. The Federal regulations governing school lunch programs require capital assets attributable to the school lunch program with a historical cost of equal to or greater than \$500 be capitalized. Additionally, capital assets are depreciated over the useful life of each capital asset.

All intangible assets with a purchase price equal to or greater than \$25,000 with useful life of two or more years, are included in the intangible asset inventory for capitalization purposes. Such assets are recorded at actual historical cost and amortized over the designated useful lifetime applying a straight-line method of depreciation. If there are no legal, contractual, regulatory, technological or other factors that limit the useful life of the asset, then the intangible asset needs to be considered to have an indefinite useful life and no amortization should be recorded.

Phase III districts, as determined under GASB 34, will not retroactively report intangible assets. If actual historical cost cannot be determined for intangible assets due to lack of sufficient records, estimated historical cost will be used.

This policy applies to all intangible assets. If an intangible asset that meets the threshold criteria is fully amortized, the asset must be reported at the historical cost and the applicable accumulated amortization must also be reported. It is not appropriate to "net" the capital asset and amortization to avoid reporting. For internally generated intangible assets, outlays incurred by the government's personnel, or by a third-party contractor on behalf of the government, and for development of internally generated intangible assets should be capitalized.

The capital assets management system must be updated monthly to account for the addition/acquisition, disposal, relocation/transfer of capital assets. It is the responsibility of the superintendent to count and reconcile the capital assets with capital assets management system on June 30 each year.

It is the responsibility of the superintendent to develop administrative regulations implementing this policy. It will also be the responsibility of the superintendent to educate employees about this policy and its supporting administrative regulations.

Approved June 2000

Reviewed July 2019

Revised October 2010

Policy 802.04: Capital Assets

Status: DRAFT

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

The school district will establish and maintain a capital assets management system for reporting capitalized assets owned or under the jurisdiction of the school district in its financial reports in accordance with generally accepted accounting principles (GAAP) as required or modified by law; to improve the school district's oversight of capital assets by assigning and recording them to specific facilities and programs and to provide for proof of loss of capital assets for insurance purposes.

Capital assets, including tangible and intangible assets, are reported in the government-wide financial statements (i.e. governmental activities and business type activities) and the proprietary fund financial statements. Capital assets reported include school district buildings and sites, construction in progress, improvements other than buildings and sites, land and machinery and equipment. Capital assets reported in the financial reports will include individual capital assets with an historical cost equal to or greater than (\$5000). The Federal regulations governing school lunch programs require capital assets attributable to the school lunch program with a historical cost of equal to or greater than \$500 be capitalized. Additionally, capital assets are depreciated over the useful life of each capital asset.

All intangible assets with a purchase price equal to or greater than (\$25,000) with useful life of two or more years, are included in the intangible asset inventory for capitalization purposes. Such assets are recorded at actual historical cost and amortized over the designated useful lifetime applying a straight-line method of depreciation. If there are no legal, contractual, regulatory, technological or other factors that limit the useful life of the asset, then the intangible asset needs to be considered to have an indefinite useful life and no amortization should be recorded.

This policy applies to all intangible assets. If an intangible asset that meets the threshold criteria is fully amortized, the asset must be reported at the historical cost and the applicable accumulated amortization must also be reported. It is not appropriate to "net" the capital asset and amortization to avoid reporting. For internally generated intangible assets, outlays incurred by the government's personnel, or by a third-party contractor on behalf of the government, and for development of internally generated intangible assets should be capitalized.

The capital assets management system must be updated monthly to account for the addition/acquisition, disposal, relocation/transfer of capital assets. It is the responsibility of the superintendent to count and reconcile the capital assets with capital assets management system on June 30 each year.

It is the responsibility of the superintendent to develop administrative regulations implementing this policy. It will also be the responsibility of the superintendent to educate employees about this policy and its supporting administrative regulations.

NOTE: This is a mandatory policy. It is suggested the board consider a capitalization threshold consistent with the GASB 34 Committee Recommendations which recommended "districts and AEAs implement capitalization levels that would capture at least 80% of the value of assets. However, the threshold should not be greater than \$5,000." In addition, Boards may wish to establish guidelines at lower thresholds for keeping track of capital assets for internal control and insurance purposes.

In determining the capital asset capitalization threshold, the size of the school district, the property insurance deductible and the time and effort necessary to account for and track capital assets with a lesser value should be considered. It is strongly recommended the board consult with the school auditor prior to setting the capitalization threshold.

An intangible asset should be recognized in the statement of net assets only if it is identifiable which means the asset is either separable or, arose from contractual or other legal rights, regardless of whether those rights are transferable or separable. The intangible asset must also possess all of the following characteristics/criteria:

- lack of physical substance;
- be of a nonfinancial nature (not in monetary form like cash or investment securities); and,
- the initial useful life extending beyond a single reporting period.

Examples of intangible assets include easements, land use rights, patents, trademarks and copyrights. In addition, intangible assets include computer software purchased, licensed or internally generated, including websites, as well as outlays associated with an internally generated modification of computer software. Intangible assets can be purchased or licensed, acquired through nonexchange transactions or internally generated. Intangible assets exclude assets acquired or created primarily for purposes of directly obtaining income, assets from capital lease transactions reported by lessees, and goodwill created through the combination of a government and another entity.

A school district could, and many do, use bar code identification tags to control capital assets, such as VCRs, technology equipment, etc., even though these capital assets have a cost below the capitalization threshold. In tracking these capital assets only the information necessary to control the location and use of them needs to be maintained. Some school districts video-tape each classroom/office annually to save time and effort tracking capital assets below the capitalization threshold. The video tape is also helpful for insurance claims. Whether a school district chooses to track capital assets with a cost below the capitalization threshold or not, capital assets with a cost below the capitalization threshold should not be included in the capital assets listing for reporting purposes.

This policy provides for valuing capital assets at historical cost as required by GAAP. This policy bases the capitalization threshold on the historical/acquisition cost of the individual asset. The school district can choose to use the historical cost of all the items included in a purchase order as the basis for determining whether to capitalize the capital asset. The cost of improvements may be added to the historical cost of a capital asset. Deciding whether to add the costs of an improvement to a capital asset's historical cost is a judgment call which should be made after consulting with the school auditor.

Legal Reference: Iowa Code §§ 257.31(4); 279.8; 297.22-.25; 298A.

I.C. Iowa Code	Description
Iowa Code § 257.31	Finance Program - Committee
Iowa Code § 279.8	Directors - General Rules - Bonds of Employees
Iowa Code § 297	School Houses/Sites
Iowa Code § 298A	School District Fund Structure

BASIC INSTRUCTION PROGRAM

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

The basic instruction program of students enrolled in kindergarten shall be 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 shall include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

The basic instruction program of students enrolled in grades seven and eight shall include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, and visual art.

The basic instruction program of students enrolled in grades nine through twelve shall 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), and vocational education (12 units).

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

Each instruction program shall be 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 shall be 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.

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-14 (1999).
281 I.A.C. 12.5.

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

Approved June 2000

Reviewed July 2017

Revised _____

Policy 603.01: Basic Instruction Program

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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.

NOTE: This policy reflects the educational standards. The financial literacy requirement is effective with the 2021 graduation class. The computer science requirement for grades one through eight are effective with the school year beginning July 1, 2023. The computer science requirement for grades nine through twelve is effective with the school year beginning July 1, 2022. Districts must also develop and implement a kindergarten through grade twelve computer science plan by July 1, 2022 which incorporates the educational standards.

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

SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board shall 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 shall 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 shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be 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 shall be provided comprehensive special education services within the public education system. The school district shall 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 shall be 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 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
20 U.S.C. §§1400 *et seq.* (1994).
34 C.F.R. Pt. 300 *et seq.* (1996).
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (1999).
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
507.8 Student Special Health Services
601.1 School Calendar
603 Instructional Curriculum

Approved June 2000

Reviewed July 2017

Revised August 2009

Policy 603.03: Special Education

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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 is written in the student's Individualized Education Program (IEP).

Special education students are required to meet the requirements listed for special education students in IASB sample policy 505.05 - Graduation Requirements 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.

NOTE: This is a mandatory policy and reflects state and federal law. For more detailed discussion of this issue, see IASB's Policy Primers, Vol. 20 #7 - Dec. 4, 2008 and 13 #3- Jan. 22, 2001.

Legal Reference: *Board of Education v. Rowley*, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d
173 (Iowa 1979).
20 U.S.C. §§1400 et seq.
34 C.F.R. Pt. 300 et seq.
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8.
281 I.A.C. 41.109; 41.404

PHYSICAL EDUCATION

Students in grades one through twelve shall be 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.

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 (1999).
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities
603 Instructional Curriculum

Approved June 2000

Reviewed July 2017

Revised _____

Policy 603.06: Physical Education

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

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

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

- the student is enrolled in academic courses not otherwise available, or
- the student 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.

NOTE: This is a mandatory policy and reflects the educational standards.

Legal Reference: Iowa Code § 256.11
281 I.A.C. 12.5.

PRIVATE INSTRUCTION

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

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

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

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

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

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

Approved June 2000

Reviewed July 2012

Revised July 2017

PRIVATE INSTRUCTION

Legal Reference: Iowa Code §§ 256.11; 279.10, .11; 299.1-.6, .11, .15, .24, 299A (1999).
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
604.8 Dual Enrollment

Policy 604.01: Competent Private Instruction

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

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

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

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

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

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

NOTE: This policy reflects Iowa law on competent private instruction and independent private instruction. For additional information, including applicable forms, please visit the "Options for Educational Choice" section of the Iowa Department of Education's website, located at <https://www.educateiowa.gov/pk-12/options-educational-choice> (<https://app1.eboardsolutions.com/SU/8KKp7Zxt27R1v0mj0Vjmw==>).

Legal Reference: Iowa Code §§ 299, 299A.
281 I.A.C. 31.

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. 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.

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 shall receive academic and vocational-technical credits in accordance with the agreement.

Students in grades eleven and twelve may enroll in a post-secondary educational institution for academic or vocational-technical credits with the board's approval on a case-by-case basis. Students who intend to enroll in a post-secondary educational institution shall notify the school district during the course scheduling process prior to each semester. Students may attend courses at a post-secondary educational institution only after the school district certifies that the student is eligible to attend under this policy.

Students in grades eleven and twelve who are not enrolled full-time in the school district shall receive academic or vocational-technical credit toward the graduation requirements set out by the board for successful completion of courses at a post-secondary educational institution. Successful completion of the course shall be determined by the post-secondary educational institution. A student attending credit-bearing courses in a high school for the available hours of instruction is a full-time student. The board shall have complete discretion to determine the academic or vocational-technical credit to be awarded to the student.

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. Upon successful completion of these summer courses, the students shall receive academic or vocational-technical credit toward the graduation requirements set out by the board. Successful completion of the course shall be determined by the post-secondary educational institution. The board shall have complete discretion to determine the academic credit to be awarded to the student for the summer courses.

The following factors shall be 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;

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Policy 604.06: Instruction at a Post-Secondary Educational Institution

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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

Concurrent Enrollment

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

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

Post-Secondary Enrollment Option

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

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

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

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

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.

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

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 shall have a secular purpose and shall not advocate or sponsor a particular religion.

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 (1999).

Cross Reference: 603 Instructional Curriculum
604.6 Religious-Based Exclusion From A School Program

Approved June 2000

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Revised _____

Policy 606.02: School Ceremonies and Observances

Status: ADOPTED

Original Adopted Date: 03/10/2022 | Last Reviewed Date: 03/10/2022

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, 280.5.
