

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

[This letter and the enclosed report may be transmitted electronically via email or fax, picked up in person, or mailed. If the district and the guardian do not agree on how to transmit this letter, it must be mailed via postage prepaid, first class mail to the guardian within 3 school days of the occurrence.]

Dear [Guardian],

Recently, your student [name] was involved in an occurrence at school that required the physical restraint and/or seclusion of your student as defined by 281 Iowa Administrative Code Ch. 103. A report related to this occurrence is enclosed with this letter.

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

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

This letter is intended to inform you that a debriefing meeting will be held on [date within 5 days of transmission of letter, time, place] because of [reason from bulleted list above]. The following employees will be in attendance at this meeting: [list names and titles of employees]. We are inviting you to attend this debriefing meeting to engage with us on topics related to this occurrence.

If you would like to reschedule the debriefing meeting, please contact me as soon as possible via email [email address] or telephone [telephone number], and at least one school day prior to the date and time listed for this debriefing meeting. Your student is allowed to attend this meeting with your consent, and you are welcome to bring a representative of your choosing if you wish. If you plan to bring a representative to this meeting, please let us know at least one school day prior to the meeting so that we have an opportunity to make arrangements.

We look forward to working with you to foster the continued health, safety and educational growth of your student.

[Administrator name], title

Date

Enclosure: Report related to student occurrence

DEBRIEFING MEETING DOCUMENT

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

Student name:	Date of occurrence:	
Date of debriefing meeting:	Time of debriefing meeting:	
Location of debriefing meeting:		
Names of individuals attending the debriefing meeting (must include the employees involved and at least one employee who was not involved):	Job title of employee and/or relation to student:	
Documentation reviewed during meeting (must include at least the occurrence report; and BIP, IHP, IEP and/or safety plan if applicable):		
Identification of patterns of behavior and proportionate response, if any, in the student and employees involved:		
Possible alternative responses, if any, to the incident/less restrictive means, if any:		

Additional resources, if any, that could facilitate those alternative responses in the future:
Plans for additional follow up actions, if any:

This form has been reviewed and completed by the undersigned employee. A written copy of this form has been sent to the student's guardian within three school days of the debriefing meeting.

Employee

Date of delivered to Parent/Guardian

Method of Transmittal

USE OF PHYSICAL RESTRAINT AND SECLUSION WITH STUDENTS

The District will comply with 281 *Iowa Administrative Code* Ch. 103 for the use of physical restraint and seclusion with students, including, but not limited to:

- Physical restraint and seclusion will be used only by employees who have been trained in accordance with applicable law unless a trained employee is not immediately available due to the unforeseeable nature of the occurrence.
- As soon as practical after the situation is under control, but within one hour after either the occurrence or the end of the school day, whichever occurs first, the school will attempt to contact the student's parent or guardian using the school's emergency contact system.
- The seclusion or physical restraint is used only for as long as necessary based on research and evidence to allow the student to regain control of their behavior to the point that the threat or behavior necessitating the use of the seclusion or physical restraint has ended, or when a medical condition occurs that puts the student at risk of harm. Unless otherwise provided for in the student's written approved IEP, BIP, IHP or safety plan, if the seclusion or physical restraint continues for more than 15 minutes:
 - The student will be provided with any necessary breaks to attend to personal and bodily needs, unless doing so would endanger the child or others.
 - An employee will obtain approval from an administrator or administrator's designee to continue seclusion or physical restraint beyond 15 minutes. After the initial approval, an employee must obtain additional approval every 30 minutes thereafter for the continuation of the seclusion or physical restraint.
 - The student's parent or guardian and the school may agree to more frequent notifications than is required by law.
 - Schools and district employees must document and explain in writing the reasons why it was not possible for the employees to obtain approval, notify parents, or take action within prescribed time limits.
 - Schools and district employees who begin and then end use of nonapproved restraints will document and explain in writing the reasons why they had no other option but to use this type of behavioral intervention.
- The area of seclusion will be a designated seclusion room that complies with the seclusion room requirements in accordance with law, unless the nature of the occurrence makes the use of the designated seclusion room impossible, clearly impractical, or clearly contrary to the safety of the student, others, or both; in that event, the school must document and explain in writing the reasons why a designated seclusion room was not used.
- An employee must continually visually monitor the student for the duration of the seclusion or physical restraint.
- If an employee restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of physical restraint, unless doing so is not feasible in view of the threat posed.
- Seclusion or physical restraint shall not be used: as punishment or discipline; to force compliance or to retaliate; as a substitute for appropriate educational or behavioral support; to prevent property damage except as provided in law; as a routine school safety measure; or as a convenience to staff.

- The Superintendent or the Superintendent's designee will investigate any complaint or allegation that one or more employees violated any provisions of 281 Iowa Administrative Code Ch. 103. If the District determines a violation has occurred, corrective action will be taken up to and including termination of the employees involved. If the allegation or complaint involves a specific student the District will notify the parents or guardian of the involved student about the results of the investigation. If any allegation or complaint is also defined as abuse in 281 *Iowa Administrative Code* 102.2, the procedures listed in chapter 102 will apply.
- The District must comply with and implement Chapter 103 whether or not a parent consents to the use of physical restraint or seclusion.

Student Disclosure of Identity

It is the goal of the district to provide a safe and supportive educational environment in which all students may learn. As part of creating that safe educational environment, no employee of the district will provide false or misleading information to the parent/guardian of a student regarding that student's gender identity or intention to transition to a gender that is different from their birth certificate or certificate issued upon adoption.

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

To maintain compliance with Iowa law and also provide efficiency in the reporting requirements listed above, the Superintendent will provide the opportunity for parents and guardians to list in the student's registration paperwork any and all nicknames used for students.

Approved 08/07/2023

Reviewed 08/07/2023

Revised 08/07/2023

REPORT OF STUDENT DISCLOSURE OF IDENTITY

Dear (Parent/Guardian) _____,

This letter is to inform you that your student (student's name listed on registration) _____ has made a request of a licensed employee to (check all that apply):

_____ make an accommodation that is intended to affirm the student's gender identity as follows:

_____ use a name, pronoun or gender identity that is different from the name, pronoun and/or gender identity listed on the student's school registration forms. The name, pronoun, or gender identity requested is

If you would like to amend the student's registration paperwork to permit the student's requested accommodation and/or include the use of the above-referenced name/pronoun/gender identity, please complete the attached form and return it to the district administration office.

Sincerely,

Administrator _____ Date _____

Approved 08/07/2023

Reviewed 08/07/2023

Revised 08/07/2023

REQUEST TO UPDATE STUDENT IDENTITY

_____ (Student's current
name on registration) (Student ID)

Please update my student's names, pronouns, and/or gender identities on my student's registration paperwork to include all of the following:

(Names)

(Pronouns)

(Gender identities)

Parent/Guardian _____ Date _____

Approved 08/07/2023

Reviewed 08/07/2023

Revised 08/07/2023

DISCIPLINE OF STUDENTS WHO MAKE THREATS OF VIOLENCE OR CAUSE INCIDENTS
OF VIOLENCE – STUDENT THREATS OF VIOLENCE AND INCIDENTS OF VIOLENCE

Discipline is designed to promote behavior that will enable students to learn and successfully participate in their educational and social environments. The school district discipline policy for students who make a threat of violence or commit an act of violence is developed to help students understand their obligations to others in the school setting, secure the safety of all students, staff, and the community, and to correct student behavior if a violation occurs (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).

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

Discipline and other responses to threats or incidents of violence by a student with a disability, including removal from a class, placement in a therapeutic classroom, suspensions, and expulsions, will comply with the provisions of applicable federal and state laws including, but not limited to, the IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 3).

DISCIPLINE OF STUDENTS WHO MAKE THREATS OF VIOLENCE OR CAUSE INCIDENTS OF VIOLENCE – STUDENT THREATS OF VIOLENCE AND INCIDENTS OF VIOLENCE

In the case of any threat of violence or incident of violence that results in injury, property damage or assault by a student, the teacher will report to the school principal or lead administrator within 24 hours of the incident. The principal or lead administrator will notify the parent or guardian of the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the teacher's report and complete an investigation of the incident as soon as possible. The classroom teacher may also notify the parent or guardian of the student who made the threat or caused the incident, and the parent or guardian of the student against whom the threat or incident was directed (2023 Iowa Acts, chapter 96 (House File 604), sec. 4).

An investigation will be initiated by the principal or lead administrator upon learning of an incident of violence or threat of violence through any credible means. If the principal or lead administrator finds that an incident of violence or threat of violence did occur, the administrator will determine the level of threat or incident by considering all aspects of the situation, including the student's intent and knowledge of the impact of their actions, their developmental level, and context of the incident. The resolution will focus on identifying the cause behind the behavior and appropriate corrective action (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsections 1 and 4).

A student who makes a threat of violence, causes an incident of violence that results in injury or property damage or who commits an assault, will be subject to escalating levels of discipline for each occurrence. When appropriate, referrals will be made to local law enforcement. The school district retains the authority to assign the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 5).

Threat of Violence

Threat of violence means a written, verbal, electronic or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage or assault.

Incident of Violence

Incident of violence means the intentional use of physical force or power against oneself, another person, a group or community or property resulting in injury, property damage or assault.

Injury

Injury means "physical pain, illness or any impairment of physical condition." State v. McKee, 312 N.W.2d 907, 913 (Iowa 1981).

Property Damage

Property damage means any destruction, damage, impairment or alteration of property to which the individual does not have a right to take such an action. Property means real property, which includes any real estate, building or fixture attached to a building or structure, and personal property, which includes intangible property (Iowa Code section 4.1(21)).

Assault

Assault means when, without justification, a student does any of the following:

an act which is intended to cause pain or injury to or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace (Following Iowa Code section 708.1).

Levels of Behavior

The following levels are used to determine the school district's response to situations where the school district has determined that a student has made a threat of violence or caused an incident of violence. The school district's response will be based upon the administration's investigation into reports of a threat of violence or an incident of violence, the administration's application of this policy to the particular facts of each situation, and the administration's determination of the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence.

Escalating Responses by Grade Band

Grades PK-2

Level	Escalating Response
Level 1	<ul style="list-style-type: none">• Requires parent or guardian notification.• Requires individualized educational program (IEP) meeting if the student has an IEP.• Responses may include any of the following:<ul style="list-style-type: none">○ Parent or guardian conference that includes the student, when appropriate;○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district;○ Behavior intervention student agreement coupled with another response(s);○ Restitution or opportunities to repair relationships coupled with another response(s);○ Detention; and/or○ Temporary removal from class.<ul style="list-style-type: none">▪ Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class
Level 2	<ul style="list-style-type: none">▪ Requires parent or guardian notification.▪ Review of response to prior offense, if applicable, to inform increased level of response.▪ Requires individualized educational program (IEP) meeting if the student has an IEP.▪ Responses to the incident may include the following:<ul style="list-style-type: none">▪ Parent or guardian conference that includes the student, when appropriate;○ When appropriate, with written parent/guardian consent, counseling, and/or mental health○ counseling subject to available resources of the district;

	<ul style="list-style-type: none"> ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); • ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> ○ Requires parent or guardian notification. ○ Review of response to prior offense, if applicable, to inform increased level of response. ○ Requires individualized educational program (IEP) meeting if the student has an IEP. ○ Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or

- Recommendation for expulsion.

Grades 3-5

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting if the student has an IEP. • Responses may include any of the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class. <ul style="list-style-type: none"> ▪ Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class
Level 2	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s);

	<ul style="list-style-type: none"> ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> ○ Requires parent or guardian notification. ○ Review of response to prior offense, if applicable, to inform increased level of response. ○ Requires individualized educational program (IEP) meeting if the student has an IEP. ○ Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.

Grades 6-8

Level	Escalating Response
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Level 1	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting if the student has an IEP. • Responses may include any of the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; and/or ○ Temporary removal from class.
Level 2	<ul style="list-style-type: none"> ▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension

	<ul style="list-style-type: none"> ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<ul style="list-style-type: none"> ○ Requires parent or guardian notification. ○ Review of response to prior offense, if applicable, to inform increased level of response. ○ Requires individualized educational program (IEP) meeting if the student has an IEP. ○ Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or ○ Recommendation for expulsion.

Grades 9-12

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting if the student has an IEP. • Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate;

	<ul style="list-style-type: none"> ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary removal from extracurricular activities; ○ Temporary removal from class; ○ In-school suspension; and/or ○ Suspension of transportation if misconduct occurred in a school vehicle
Level 2	<ul style="list-style-type: none"> ● Requires parent or guardian notification. ● Review of response to prior offense, if applicable, to inform increased level of response. ● Requires individualized educational program (IEP) meeting if the student has an IEP. ● Response to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; o In-school suspension; ○ Out-of-school suspension; ○ Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate

Level 3

- Requires parent or guardian notification.
- Review of response to prior offense, if applicable, to inform increased level of response.
- Requires individualized educational program (IEP) meeting if the student has an IEP.
- Response to an incident may include the following:
 - Parent or guardian conference that includes the student, when appropriate;
 - When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district;
 - Behavior intervention student agreement coupled with another response(s);
 - Restitution or opportunities to repair relationships coupled with another response(s);
 - Detention;
 - Temporary or permanent removal from extracurricular activities;
 - Temporary or permanent removal from class; ○ In-school suspension;
 - Out-of-school suspension;
 - Suspension of transportation privileges if misconduct occurred in a school vehicle;
 - Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or
 - Recommendation for expulsion.

Definitions

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal disciplining the student.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

In-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.

Out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days unless due process is provided as required by federal and state law. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Placement in an alternate learning environment means placement of a student in an environment established apart from the regular educational program that includes rules, staff, and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and content standards established by the school district.

Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

STUDENT USE OF PERSONAL ELECTRONIC DEVICES

In order to promote the best educational experience, students should feel connected to their educational environment and to others in the school community. Building meaningful connections can occur in a variety of ways. Technology has advanced peoples' ability to connect with one another across a variety of virtual platforms, and when used appropriately, adds value to the learning environment. However, it is vital to the developmental health and growth of students that the district provides opportunities for students to connect with peers and other members of their school community in-person whenever possible. In-person learning and interactions teach vital life and social skills that students will need for their continued success in the community.

For this reason, student use of personal electronic devices during instructional time is prohibited. Students have access to district-owned electronic devices as appropriate for the instructional needs of the learning environment and authorized by the classroom teacher. Parents or guardians who need to communicate with students during instructional time may contact the school building administrative office.

Instructional time is defined to mean periods of classroom instruction from the beginning of the class bell until the end of the class bell; including lunch, recess, and passing periods.

Personal electronic devices mean any device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data. This may include but is not limited to electronic communication equipment, mobile phones, smart phones, video game devices and portable media. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices and all notifications must be turned off. Personal electronic devices that have been specifically authorized under a current individual education plan (IEP), a Section 504 plan, or an Individual Health Plan (IHP) are exempt from this policy.

Parents or guardians of students may request to building level administration that a student retain access to the student's personal electronic device during instructional time if the parent or guardian can establish there is a legitimate reason related to the student's mental or physical health for the student to retain access during instructional time. This reason must be tied to the student's multi-tiered system of support framework. Any denials may be appealed to the Superintendent, who will be the final decisionmaker on the request.

Students who choose to use personal electronic devices outside instructional time but while on school property, at school-sponsored events, or in a manner that may impact the educational environment must use these devices in accordance with all applicable laws and board policies. Students who violate this policy may face disciplinary consequences up to and including suspension or expulsion. The Superintendent, in conjunction with building level administration, will develop administrative regulations in accordance with this policy.

Legal Reference: Iowa Code § 279.8

Cross Reference: 401.12 Employee Use of Cell Phones

Approved 11/18/2024

Reviewed 04/14/2025

Revised 04/14/2025

STUDENT USE OF PERSONAL ELECTRONIC DEVICES - REGULATION

The district is committed to providing an inclusive educational environment for students and families. It is valuable for students' educational experience for families to engage in and support their students' educational experience. As part of this commitment, the district will take steps to create opportunities for students to engage in peer-to-peer activities, and ensure that student use of personal electronic devices does not occur during instructional time.

Every district staff member is empowered to assist in the enforcement of this policy and regulation as appropriate. To avoid distraction during instruction time, personal electronic devices must be silenced or turned off, not visible, and not physically attached to the student's body. Students may store their personal electronic devices in their backpacks, unless otherwise instructed; in the space designated by the classroom teacher. Student personal electronic devices in the possession of the district will be secured using the following methods:

Staff members may establish classroom rules or protocols for placement of personal electronic devices during instructional times consistent with this regulation. If a student is observed using a personal electronic device during instructional time, the employee who observed the student behavior will notify building administration, who will require the student to turn in the device for safekeeping until the end of the school day. The device will be secured in the building's front office. The district, however, is not responsible for the loss, theft, or destruction of personal electronic devices brought onto school, or district property, or while the student is attending district or school-sponsored events.

For a student's first violation of this policy, the student may pick up the device at the end of the school day and the student's parent/guardian will be notified. For subsequent violations of this policy, the device will be released to the student's parent/guardian to create a plan to avoid further violations. If a student in violation of this policy refuses to turn over their device, they may be sent home for the remainder of the school day. Repeated violations of this policy may result in additional disciplinary consequences for students in accordance with board policy.

***Note:** This regulation is optional, as is the language. All the language of this regulation should be amended to suit the unique needs of your district. Historically, cell phone bans in school buildings have been enforced unequally between classrooms. The language above is intended to create a more uniform enforcement approach by having building administration handle the enforcement of the students in violation of this policy, and minimize disruption within the learning environment. Some districts may choose to require turning in all students' personal electronic devices at the beginning of instructional time each day. Districts who choose to do so, should proceed only after weighing their own risk of loss of personal electronic devices.*

STUDENT GOVERNMENT

The student council provides for student activities, serves as a training experience for student leaders, promotes the common good, gives students a share in the management of the school, develops high ideals of personal conduct, acts as a clearinghouse for student activities, seeks to interest students in school district affairs and helps solve problems that may arise. Members of the council are student representatives who have direct access to the administration.

The principal, in conjunction with the students and licensed employees, will set forth the guidelines for the student government's elections, operations, and other elements of the government.

Legal Reference: Iowa Code § 279.8 (2005).

Cross Reference: 502 Student Rights and Responsibilities
504 Student Activities

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STUDENT ORGANIZATIONS

Extracurricular activities and student groups are related to the curriculum of the secondary schools in the school district. These secondary school curriculum-related student organizations may use the school facilities for meetings and other purposes before, after, and during the instructional school day.

It is the responsibility of the building principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

Is the subject matter of the group actually taught in a regularly offered course? Will the subject matter of the group soon be taught in a regularly offered course? Does the subject matter of the group concern the body of courses as a whole? Is participation in the group required for a particular course? Does participation in the group result in academic credit?

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. The administrative regulations will include, but not be limited to, stating the process for establishing a curriculum-related student group, assigning a faculty advisor and obtaining board approval for each student group. The administrative rules will also include the purpose of each group and its relationship to the curriculum.

Legal Reference: Westside Community Board of Education v Mergens, 496 U.S. 226 (1990). Bender v. Williamsport Area Community School District, 741 F.2d 538 (3d Cir. 1984), *vacated and remanded on other grounds*, 475 U.S. 534 (1986). 20 U.S.C. §§ 4071-4074 (1994). Iowa Code §§ 287.1-3; 297.9 (2001).

Cross Reference: 502 Student Rights and Responsibilities
 504 Student Activities

STUDENT PERFORMANCES

Students, as part of the education program, may participate in contests or other public and private events approved by the superintendent that will be of benefit to the student and the education program. Performance at such events is a privilege.

Students, who perform at such events, serve as ambassadors of the school district and must conduct themselves in the same manner as required in the regular school day. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the education program or other school district operations. The events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board must approve of the performance.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. In developing the administrative regulations, these guidelines should be followed:

- Performances by student groups below the high school level should be allowed on a very limited basis;
- All groups of students should have an opportunity to participate; and,
- Extensive travel by one group of students should be discouraged.

It is within the discretion of the superintendent to determine whether the event will benefit the education program and the participating students. Contests or other performances by students unapproved by the superintendent are the responsibility of the parent and the student.

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Iowa Code §§ 280.13-.14 (2005).
281 I.A.C. 12.6.

Cross Reference: 502 Student Rights and Responsibilities
 503.4 Good Conduct Rule
 504 Student Activities
 904 Community Activities Involving Students

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STUDENT ACTIVITY PROGRAM

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

Students will have an opportunity to participate in a school activity unless the activity is not offered or the student cannot participate for disciplinary reasons. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board will take action. The events must not disrupt the education program or other school district operations.

A high school student who participates in school sponsored athletics may not participate in a non-school sponsored sport during the same season.

It is the responsibility of the superintendent to develop administrative regulations for each school activity. These regulations will include, but not be limited to, when physical examinations will be required, how and when parents will be informed about the risk of the activity, academic requirements, and proof of insurance on the student participating in certain activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Legal Reference:

20 U.S.C. §§ 1681-1683; 1685-1686.

34 C.F.R. Pt. 106.41.

Iowa Code §§ 216.9; 280.13-.14.

281 I.A.C. 12.3(6), 12.6, 36.15(7).

Cross Reference:

501 Student Attendance

502 Student Rights and Responsibilities

503 Student Discipline

504 Student Activities

507 Student Health and Well-Being

STUDENT PROGRESS REPORTS AND CONFERENCES

Students will receive a grade report at the end of each quarter (nine-week) 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, for all students K-12 during the second and third quarters to report the progress of students.

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, .41; 280, 284.12.

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

Cross Reference:

505 Student Scholastic Achievement

506 Student Records

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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

- **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 decision. It is within the sole discretion of the board 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.

Legal Reference:

Iowa Code §§ 256.11, .41; 279.8.

281 I.A.C. 12.5(16).

Cross Reference:

501 Student Attendance

505 Student Scholastic Achievement

603.2 Summer School Instruction

STUDENT HONORS AND AWARDS

The school district will provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist students in setting goals. Students are made aware of honors and awards and the action necessary on the part of the student to achieve them. Students who have not attended the school district for three semesters or have not attended an accredited public or private school will not be eligible for honors and awards.

Students in grades 9-12 who have earned a cumulative GPA of 3.7 to 4.0 for the year will be recognized as attaining "Highest Honors".

Students in grades 9-12 who have earned a cumulative GPA of 3.4 to 3.699 for the year will be recognized as attaining "Honors".

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

Legal Reference: Iowa Code § 279.8 (2003).

Cross Reference: 504 Student Activities
505 Student Scholastic Achievement

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TESTING PROGRAM

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student is required, as part of any applicable program, funded by the United State Department of Education, to submit to a survey, analysis or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or student's parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student's parent; or
- income,(other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

Prior to an employee or contractor of the district providing information on a student enrolled in the district on any survey related to the social or emotional abilities, competencies or characteristics of the student; the district will provide the parent/guardian of the student detailed information related to the survey and obtain written consent of the parent/guardian of the student. This includes the person who created the survey, the person who sponsors the survey, how the information generated by the survey is used and how information generated by the survey is stored. This requirement will not prohibit a district employee from answering questions related to a student enrolled in the district as part of developing or implementing an individualized education program for the student.

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

It is the responsibility of the board to review and approve the evaluation and testing program.

Legal Reference:

20 U.S.C. § 1232h.

Iowa Code §§ 280.3.

Cross Reference:

505 Student Scholastic Achievement

506 Student Records

607.2 Student Health Services

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GRADUATION REQUIREMENTS

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 50 credits prior to graduation. The following credits will be required:

- English/Language Arts 8 credits
- Science 6 credits
- Mathematics 6 credits
- Social Studies 6 credits
- Computer Technology 2 credits
- Humanities (Fine Arts and Foreign Language) 2 credits
- Vocational/Financial Literacy 3 credits
- Physical Education 8 credits
- Electives 9 credits

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

Prior to graduation, the district will advise students on how to successfully complete the free application for federal student aid.

Graduation requirements for special education students includes 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 ½ credit of social studies.

Students enrolled in a junior officers' training corp will receive 1/8th physical education credit for each semester the student is enrolled in the program.

Legal Reference: Iowa Code §§ 256.11, .11 A; 279.8; 280.3, .14 (2005).
281 I.A.C. 12.2; .3(7); .5; 41.12(6)(e); 67 (8).

Cross Reference: 603.3 Special Education

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SPECIFIC COURSE REQUIREMENTS

In addition to the credit requirements established in policy 505.5 the following specific course requirements will also be required:

English 9 (Full Year)

English 10 (Full Year)

Speech (Semester)

Biology 1 (Full Year)

World History (Full Year)

U.S. History (Full Year)

Government (Semester)

Sociology (Semester)

Computer Technology (Full Year)

Vocational CORE/Financial Literacy (Semester)

EARLY GRADUATION

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

Legal Reference: Iowa Code § § 279.8; 280.3,. 14 (2005).
281 I.A.C. 12.3(5); 12(5)

Cross Reference: 505 Student Scholastic Achievement

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