

Board Policies

Student Personnel Series 500

Resident and non-Resident Students	6/13/17	501.1
Compulsory Attendance	6/13/17	501.3
School Attendance Areas	6/13/17	501.4
Homeless Children and Youth	6/13/17	501.16
Student Conduct	6/13/17	503.1
Expulsion	6/13/17	503.2
Good Conduct Rule	6/13/17	503.4
Corporal Punishment (Physical Force)	6/13/17	503.5
Student Progress Reports and Conferences	6/13/17	505.1
Graduation Requirements	6/13/17	505.5
Student Records Access	6/13/17	506.1
Student Directory Information	6/13/17	506.2
Student Library Circulation Records	6/13/17	506.4
Student Special Health Services	6/13/17	507.8
Wellness	6/13/17	507.9

RESIDENT AND NON-RESIDENT STUDENTS

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

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

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

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

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

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

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

Date of Adoption: 8/23/11
Revised: 5/13/14
6/13/17

Legal Reference: Lakota Cons. Ind. School v. Buffalo Center-Rake Comm. School, 334 N.W.2d 704 (Iowa 1983).
Mt. Hope School Dist. V. Hendrickson, 197 N.W. 47 (Iowa 1924).
Oshel v. Creston Comm. School Dist., DPI Admin. Doc. 570 (1981).
33 D.P.I. Dec. Rule 80 (1984).
Iowa Code §§ 257.6; 282.2, .6, .7; 285.4 (2017).
1956 Op. Att’y Gen. 185.
1946 Op. Att’y Gen. 197.
1938 Op. Att’y Gen. 69.
1930 Op. Att’y Gen. 147.
IASB No. 501.2 (2011)

COMPULSORY ATTENDANCE

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

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

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

Date of Adoption: 2/9/82
Revised: 6/9/92
8/28/01
8/23/11
5/13/14
6/13/17

Legal Reference: Iowa Code §§ 259A; 279. 11; 299; 299A (2017).
441 I.A.C. 41.25(8).
1978 Op. Att'y. Gen. 379.

SCHOOL ATTENDANCE AREAS

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

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

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

Date of Adoption: 3/29/78
Revised: 4/24/79
3/18/86
6/9/92
12/14/93
8/8/95
9/23/97
4/13/99
8/28/01
8/23/11
5/13/14
6/13/17

HOMELESS CHILDREN AND YOUTH

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

Date of Adoption: 8/23/11
Revised: 5/13/14
6/13/17

Legal Reference: Every Student Succeeds Act, Title IX, Sec, 772, P.L. 114-95 (2015)
42 U.S.C. §§ 11431 et seq. (2006).

STUDENT CONDUCT

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

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

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

Date of Adoption: 8/23/11
Revised: 5/13/14
6/13/17

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Brands v. Sheldon Community School District, 671 F. Supp. 627 (N.D. Iowa 1987).
Sims v. Colfax Comm. School Dist., 307 F. Supp. 485 (Iowa 1970).
Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).
Board of Directors of Ind. School Dist. of Waterloo v. Green, 259 Iowa 1260, 147 N.W.2d 854 (1967).
Iowa Code §§ 279.8 (2017).

EXPULSION

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

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

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

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

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

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

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

Date of Adoption: 5/8/79
 Revised: 6/9/92
 10/27/98
 8/28/01
 11/11/03
 8/23/11
 5/13/14
 6/13/17

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Wood v. Strickland, 420 U.S. 308 (1975).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
Iowa Code §§ 21.5; 282. 4, .5 (2013).
281 I.A.C. 12.3(6).

GOOD CONDUCT RULE

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

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

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

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

Date of Adoption: 6/8/93
Revised: 7/11/95
10/14/97
1/26/99
8/28/01
8/23/11
5/13/14
6/13/17

Legal Reference: Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).
In re Jason Clark, 1 D.P.I. App. Dec. 167 (1978).
Iowa Code §§ 280.13, .13A (2017).
281 I.A.C. 12.3(6); 36.15(1).

CORPORAL PUNISHMENT (PHYSICAL FORCE)

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

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

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

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

The student's parents or guardian shall be given an explanation of the reasons for physical force within 24 hours.

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

Date of Adoption: 8/23/11

Revised: 5/13/14

6/13/17

Legal Reference: Ingraham v. Wright, 430 U.S. 651 (1977).
Tinkham v. Kole, 252 Iowa 1303, 110 N.W.2d 258 (1961).
Lai v. Erickson, PTPC Admin. Doc. 83-12 (1983).
Iowa Code §§ 279.8; 280.21 (2017).
281 I.A.C. 12.3(6); 103.
1980 Op. Att'y Gen. 275.

STUDENT PROGRESS REPORTS AND CONFERENCES

Students will receive a progress report at the elementary level at the end of the term and at the secondary level at both mid-term and end of the term. Students, who are doing poorly, and their parents, are notified prior to the end of the term 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 term.

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

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

Date of Adoption: 10/17/77
Revised: 4/11/89
3/10/92
3/28/95
7/8/97
12/10/02
8/23/11
5/13/14
6/13/17

Legal Reference: Iowa Code §§ 256.11, 280 (2017).

GRADUATION REQUIREMENTS

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

To receive a high school diploma from this school district, a student must have earned a total of 310 credits in grades 9-12. Additionally, a student must complete requirements as follows:

Language Arts	60 credits
Social Studies	45 credits
Science	45 credits
Mathematics	45 credits
Physical Education/Health (3)	25 credits
Electives	90 credits

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

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

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

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

Date of Adoption: 10/26/82

Revised: 11/23/82

3/10/92

5/25/93

6/7/95

7/28/98

8/28/01

1/14/03

1/9/07

8/23/11

5/13/14

6/13/17

Legal Reference: Iowa Code §§ 280.14; 256.11; 280.3; 256.7 (26) (a) (2017)

STUDENT RECORDS ACCESS

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

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

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

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

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

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

If the parents or an eligible student believes the information in the student records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the student records. The school district will decide whether to amend the student records

within a reasonable time after receipt of the request. If the school district determines an amendment is made to the student record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.

STUDENT RECORDS ACCESS

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

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

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

- to school officials within the school district and AEA personnel whom the superintendent has determined to have a legitimate educational interest, including, but not limited to, Board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees;
- to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records unless the annual notification includes a provision that records will automatically be transferred to new school districts;
- to the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities;
- in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;
- to organizations conducting educational studies and the study does not release personally identifiable information;
- to accrediting organizations;
- to parents of a dependent student as defined in the Internal Revenue Code;
- to comply with a court order or judicially issued subpoena;
- in connection with a health or safety emergency; or,
- as directory information (Code 506.2, "Student Directory Information").

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

STUDENT RECORDS ACCESS

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

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

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

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

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

Date of Adoption: 8/23/11
Revised: 5/13/14
6/13/17

Legal Reference: Every Student Succeeds Act, Title VIII, Sec. 8528, P.L. 114-95 (2015)
USA Patriot Act, Sec. 507, P.L. 107-56. (2001).
20 U.S.C. § 1232g, 1415 (2006).
34 C.F.R. Pt. 99, 300, .610 et seq. (2006).
Iowa Code §§ 22; 279.9B, 280.24, .25, 622.10 (2013).
281 I.A.C. 12.3(4); 41; .610 et seq.
1980 Op. Att'y Gen. 720, 825.

STUDENT DIRECTORY INFORMATION

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

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

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

Date of Adoption: 8/23/11
Revised: 5/13/14
6/13/17

Legal Reference: 20 U.S.C. § 1232g (2006).
Iowa Code § 22; (2017).
281 I.A.C. 12.3(4); 41.123.
1980 Op. Att'y Gen. 720.

STUDENT LIBRARY CIRCULATION RECORDS

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

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

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

Date of Adoption: 5/23/11
Revised: 5/13/14
6/13/17

Legal Reference: 20 U.S.C. § 1232g (2006).
34 C.F.R. Pt. 99 (2006).
Iowa Code §§ 22 (2017).
281 I.A.C. 12.3(4), (12).
1980 Op. Att'y Gen. 720, 825.

STUDENT SPECIAL HEALTH SERVICES

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

A. Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date of Adoption: 8/23/11
Revised: 5/13/14
6/13/17

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
Cedar Rapids Community School District v. Garret F., 119 S.Ct. 992 (1999).
20 U.S.C. §§ 1400 et seq. (2006).
34 C.F.R. Pt. 300 et seq. (2006).
Iowa Code §§ 256.11(7); 256B; 273.2, .5, .9(2)-(3); 280.8 (2017).
281 I.A.C. 41.405

WELLNESS

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

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

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

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

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

Date of Adoption: 7/11/06
Revised: 11/10/09
8/23/11
5/14/13
6/13/17

Legal Reference: Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 et seq (2005)
Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 et seq. (2005)