

GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

The goals and objectives of the school district are designed to achieve the vision, mission and core values of the school district. An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program.

Short-term and long-term objectives for the education program are established annually by the board. These objectives will reflect the results of the needs assessment, recommendation of the advisory committee, recommendations from the superintendent, and changes in law.

Annually, the board will report to the committee regarding progress toward the achievement of the goals and objectives of the education program.

Date of Adoption: November 9, 1992

Reviewed: January 8, 1996, May 8, 2000, February 23, 2009, June 26, 2017

Revised: November 11, 2013, June 24, 2019

SCHOOL CALENDAR

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

The academic school year for students shall begin no sooner than August 23. Employees may be required to report to work at the school district prior to this date.

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

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

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

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

NOTE: This is a mandatory policy that reflects Iowa law.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3 (2013); 299.1 (2) (2015)
281 I.A.C. 12.1(7); 41.106.

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

Approved November 11, 2013

Revised: September 8, 2014, May 26, 2015, June 26, 2017, June 24, 2019

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 602.2

Curriculum Implementation

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

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

It is the responsibility of the superintendent to keep the board apprised of curriculum implementation activities, the progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including

recommendations to the board.

Note: This is a mandatory policy but the content is discretionary to the extent that somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for the content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum implementation process and incorporate it into this policy – striking what doesn't apply and adding what does. For a more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13 #1- May 15, 2000.

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

Date of Adoption: October 10, 2022

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 602.3

Curriculum Evaluation

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

The superintendent is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- *Identify specific purposes for assessing student learning;*
- *Develop a comprehensive assessment plan;*
- *Select/develop assessment tools and scoring procedures that are valid and reliable;*
- *Identify procedures for collecting assessment data;*
- *Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);*
- *Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);*
- *Identify procedures for using assessment information to determine long-range and annual improvement goals;*
- *Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);*
- *Provide support to staff in using data to make instructional decisions;*
- *Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);*

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

It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Note: This is a mandatory policy but the content is discretionary to the extent somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum evaluation process and incorporate it into this policy – striking what doesn't apply and adding what does. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13 #1- May 15, 2000.

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

Date of Adoption: October 10, 2022

PILOT - EXPERIMENTAL - INNOVATIVE – RESEARCH PROJECTS

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

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

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

Legal Reference: 20 U.S.C. § 1232h (2010).
34 C.F.R. Pt. 98 (2010).
Iowa Code §§ 279.8, .10; 280.3 (20113).
281 I.A.C. 12.5, .8.

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved: June 27, 2016
Reviewed: June 26, 2017

BASIC INSTRUCTION PROGRAM

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

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

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

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

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

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

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

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

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

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

Cross Reference: 104 Equal Educational Opportunity
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602.2 Curriculum Development
603.1 Instructional Curriculum

Adopted: November 11, 2013
Reviewed: June 26, 2017
Revised: June 8, 2020, June 14, 2021

SUMMER SCHOOL INSTRUCTION

The Charles City Community School District recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

- The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.
- If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.

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

Legal Reference: Iowa Code §§ 279.8, .11, .68; 280.3; 282.6.
281 I.A.C. 41.106.

Cross Reference: 410.2 Summer School Licensed Employees
505.2 Student Promotion – Retention – Acceleration
603 Instructional Curriculum
711.4 Summer School Transportation

Adopted: November 11, 2013

Revised: June 27, 2016, June 14, 2021

Reviewed: June 26, 2017

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 603.3

SPECIAL EDUCATION

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

Special education students are required to meet the requirements listed for special education students in board policy 505.5 and in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

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

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

Formerly policy 602.3 Special Education Program Philosophy

Date of Adoption: October 23, 1989

Reviewed: October 26, 1992, January 8, 1996, June 26, 2017

Revised: June 12, 2000, February 9, 2009, November 11, 2013, June 14, 2021

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 603.4

MULTICULTURAL AND GENDER FAIR EDUCATION

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

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Formerly policy 608.2 Multicultural and gender fair education

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

Date of Adoption: February 23, 2009

Revised: November 11, 2013, March 3, 2014

Reviewed: June 26, 2017

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 603.5E1

HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: _____ Grade: _____

Parent/Guardian: _____ Phone #: _____

Please list the curricular objective(s) from which you wish to have your child excused and the class or grade in which each is taught. An example is provided for you to follow.

	<u>Objective</u>	<u>Class / Grade</u>
Ex.	To understand the consequences of responsible and irresponsible sexual behavior.	Health Education / 6
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

I have reviewed the Human Growth and Development program goals, objectives, and materials and wish my child to be excused from class when these objectives are taught. I understand my child will incur no penalty but may/will be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class.

Signed: _____ Date: _____
(Parent or Guardian)

Signed: _____ Date: _____
(School Administrator)

HEALTH EDUCATION

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

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

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

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

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

Adopted: November 11, 2013

Reviewed: June 26, 2017, June 24, 2019

PHYSICAL EDUCATION

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

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

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

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.

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

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

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

Cross Reference: 504 Student Activities
603 Instructional Curriculum

Adopted: November 11, 2013

Reviewed: June 26, 2017

CAREER EDUCATION

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

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

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

Cross Reference: 603 Instructional Curriculum

Formerly policy 603.3 Career Education

Adoption: November 9, 1992

Reviewed: March 11, 1996; May 8, 2000; February 23, 2009, June 26, 2017

Revised: November 11, 2013

TEACHING ABOUT RELIGION

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

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

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

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

Cross Reference: 603 Instructional Curriculum
604.5 Religious-Based Exclusion from a School Program
606.2 School Ceremonies and Observances

Adopted: November 11, 2013

Reviewed: June 26, 2017

TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

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

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

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

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

Adopted: November 11, 2013

Reviewed: June 26, 2017

ACADEMIC FREEDOM

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

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

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

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

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

Adopted: November 11, 2013

Reviewed: June 26, 2017

TEACHING CONTROVERSIAL ISSUES

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

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

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

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

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

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

Adopted: June 26, 2017

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 603.10

GLOBAL EDUCATION

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

Legal Reference: Iowa Code 256.11.
281 I.A.C 12.5(11).

Formerly policy 608.1 Global Education

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Date of Adoption: November 9, 1992

Reviewed: March 11, 1996, May 8, 2000, February 23, 2009, June 26, 2017

Revised: November 11, 2013, June 14, 2021

Michelle please verify and approve before Justin sends this to the printer.

Charles City High School Drama Department Presents

(see instruction below)

YOU'RE A GOOD MAN, CHARLIE BROWN

Based on The Comic Strip "Peanuts"

by

Charles M. Schulz

Book, Music and Lyrics

by

Clark Gesner

Additional Dialogue by Michael Mayer

Additional Music and Lyrics by Andrew Lippa

Nov. 3rd & 4th at 7:00 p.m.

Nov. 5th & 6th at 1:00 p.m.

Tickets can be purchased online at cchs-drama.ludus.com

or in-person at Rustic Corner during business hours

Author(s) will appear on a separate line on which no other name appears as set forth below immediately following the title of the Property and will appear in size of type not less than fifty percent (50%) of the size of the title type, as seen above.

--

Derek Sturtevant

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CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 600

GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

The goals and objectives of the school district are designed to achieve the vision, mission and core values of the school district. An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program.

Short-term and long-term objectives for the education program are established annually by the board. These objectives will reflect the results of the needs assessment, recommendation of the advisory committee, recommendations from the superintendent, and changes in law.

Annually, the board will report to the committee regarding progress toward the achievement of the goals and objectives of the education program.

Date of Adoption: November 9, 1992

Reviewed: January 8, 1996, May 8, 2000, February 23, 2009, June 26, 2017

Revised: November 11, 2013, June 24, 2019

PRIVATE INSTRUCTION

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

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

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

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

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

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

NOTE: This policy reflects Iowa law on competent private instruction and independent private instruction. For additional information, including applicable forms, please visit the “Options for Educational Choice” section of the Iowa Department of Education’s website, located at <https://www.educateiowa.gov/pk-12/options-educational-choice>.

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

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

Formerly policy 606 Competent Private Instruction

Date of Adoption: October 28, 1991

Reviewed: October 26, 1992, March 11, 1996, May 8, 2000, February 23, 2009, June 26, 2017

Revised: November 11, 2013, June 27, 2016

INDIVIDUALIZED INSTRUCTION

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

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

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

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (2013).

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Adopted: June 26, 2017

PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

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

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

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

Formerly policy 603.2 Talented and gifted education

Date of Adoption: November 9, 1992

Reviewed: March 11, 1996, February 23, 2009, June 26, 2017

Revised: November 11, 2013

PROGRAM FOR AT-RISK STUDENTS

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

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

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

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

Adopted: November 11, 2013

Reviewed: June 26, 2017

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

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

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

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

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

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

Cross Reference: 603 Instructional Curriculum
606.2 School Ceremonies and Observances

Adopted: November 11, 2013

Reviewed: June 26, 2017

DUAL ENROLLMENT

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

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

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

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

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

Formerly policy 606.1 Dual Enrollment

Legal Reference: Iowa Code §§ 279.8, 299A.
281 I.A.C. 31.

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

Date of Adoption: October 28, 1991

Reviewed: October 26, 1992, March 11, 1996, May 8, 2000, February 23, 2009, June 26, 2017

Revised: November 11, 2013, June 27, 2016

FOREIGN STUDENTS

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

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

NOTE: The only legal requirement for foreign students is stated in the second bullet. However, the other requirements are strongly recommended.

Legal Reference: Iowa Code § 279.8 (2013).

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

Adopted: March 12, 2007

Reviewed: February 23, 2009, June 26, 2017

Revised: November 11, 2013

HOME SCHOOL ASSISTANCE PROGRAM

The board, recognizing alternatives to education outside the formal public school system, authorizes the establishment of a home school assistance program. This program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent, guardian or legal custodian in the education of the student.

The parent, guardian or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment.

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

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

Cross Reference: 504 Student Activities
507 Student Health and Well-Being
604.1 Competent Private Instruction
604.8 Dual Enrollment

Adopted: November 11, 2013

Reviewed: June 26, 2017

ONLINE COURSES

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

High school students may earn a maximum of eight (8) credits to be applied toward graduation requirements by completing online courses offered through the district or through agencies approved by the board and the Iowa Department of Education. Credit from an online course may be earned only in the following circumstances:

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

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

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

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

Legal Reference: Iowa Code § 256.9(55); 279.8.
281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use
501.6 Student Transfers In

Adopted: June 26, 2017

Revised: June 24, 2019, June 14, 2021

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 604.11

APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

It is important to embrace technology that can foster a creative, interactive learning environment for students, and facilitate employee professional development and collaboration. The use of online platforms to host remote interaction between students and employees and to facilitate learning is encouraged in the district.

While student and employee instruction and communication using virtual and online platforms provides a wide array of learning opportunities, it is imperative that employees and students recognize that the use of such platforms is a privilege. Training related to the use of online learning platforms will be provided to employees and students.

The district shall carefully safeguard the right of students and employees to learn and teach in a respectful environment regardless of the method. All instruction and communication through online learning platforms should be appropriate to the age and ability of the participants. Students and employees should be aware that online platforms may be monitored by the district. Verbal and written communication occurring on these platforms may be recorded and stored by the district in accordance with applicable laws.

Any verbal or written communication on these platforms deemed to be inappropriate will subject the student and/or employee to the same disciplinary measures that would exist if the interaction took place through traditional in-person learning. Students and employees who have concerns about the proper use of these platforms are encouraged to speak with their teachers or building principal. The superintendent will make administrative regulations necessary to enforce this policy.

Legal Reference: 20 U.S.C. §1232g; 34 C.F.R. Part 99
 47 U.S.C. §254
 20 U.S.C. §6777
 Iowa Code §§ 715C

Cross Reference: 104 Anti-Bullying/Anti-Harassment
 401.13 Staff Technology Use/Social Networking
 506.1 Student Records
 605.4 Technology in the Classroom
 605.6 Internet Appropriate Use
 501.6 Student Transfers In

Approved: June 14, 2021

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 605.6E1

Consent to Student Internet & Technology Use

I am the parent or guardian of the student named below and I hereby certify that I have received, read, and understand the Charles City Community School District's Internet & Technology Acceptable Use Regulation.

I recognize that although the Charles City Community School District has taken measures to restrict access to controversial materials, it cannot guarantee that students will be protected from accessing any controversial materials during the student's use of the District's computers, network, and the Internet.

I accept full responsibility for my student's use of the District's computers, network, and the Internet through the District in accordance with the terms, conditions, and guidelines as stated by the District in its policies and regulations and as set out in federal and state law. I relieve the Charles City Community School District and its officers and employees, from any and all financial responsibility that may be incurred by my student's use of the District's computers, network, and the Internet.

STUDENT'S NAME: _____

GRADE: _____ My child may have access to Internet: **Yes** **No**

I hereby give the District permission to publish my child's work, picture, and/or first name on the Internet through the District's web site. **Yes** **No**

Parent or Guardian Name:

Parent/Guardian Signature

Date

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 605.6E2

Student Acceptable Use Agreement

I have read the Charles City Community School District's Internet & Technology Acceptable Use Regulation and agree to abide by its provisions. I understand that violation of these provisions will result in restriction and/or termination of my ability to use the District's computers, network, and Internet access and may result in further discipline up to and including expulsion and/or other legal action. I agree to be responsible for payment of costs incurred by accessing any Internet services that have a cost involved.

Student Signature

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 605.6

INTERNET & TECHNOLOGY– ACCEPTABLE USE

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

The District's implementation of Internet filtering software does not guarantee that students will be prevented from accessing materials that may be considered inappropriate and/or harmful. However, it is a meaningful effort on the part of the District to prevent students from accessing inappropriate and/or harmful materials on the Internet. Individual student accounts and e-mail addresses may be issued to students.

Employees and students will be instructed on age appropriate training for use of the Internet. The District will also monitor the online activities of students including provisions regarding training students about appropriate online behavior, including interaction on social networking sites and chat rooms, and cyberbullying awareness and response. Parents will be required to sign or electronically acknowledge a form to allow their students to access the Internet. Students will sign or electronically acknowledge a form stating they have read and understand the Acceptable Use policy and regulations, that they will comply with the policy and regulations and understand the consequences for violation of the policy or regulations.

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

Approved:

Reviewed: February 23, 2009, November 11, 2013, June 26, 2017

Revised: June 8, 2009, June 25, 2012, June 27, 2016, June 14, 2021

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 605.6R1

INTERNET & TECHNOLOGY ACCEPTABLE USE REGULATION

The Board of Directors of the Charles City Community School District is committed to making available to students and staff members access to a wide range of electronic information resources, equipment, and software, including computers, a wide area network, local area networks, and the Internet. The goal in providing this technology and access is to support the educational objectives and mission of the Charles City Community School District and to promote resource sharing, innovation, problem solving, and communication. The District's computers, network, and/or Internet connection is not a public access service or a public forum. The District has the right to place reasonable restrictions on the material accessed and/or posted through the use of its computers, network, and/or Internet connection.

Access to the District's computers, network, and the Internet shall be available to all students and staff within the District. However, access is a privilege, not a right. Each student and staff member must have an acceptable use agreement on file prior to having access to using the District's computers, network, and the Internet. The amount of time and type of access available for each student and staff member may be limited by the District's technology and the demands for the use of the District's technology. Even if students have not been given access to and/or use of the District's computers, network, and the Internet, they may still be exposed to information from the District's computers, network, and/or the Internet in guided curricular activities at the discretion of their teachers.

Every computer in the District having Internet access shall not be operated unless Internet access from the computer is subject to a technology protection measure (i.e. filtering software). The technology protection measure employed by the District shall be designed and operated with the intent to ensure that students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or otherwise harmful to minors. The technology protection measure only may be disabled for an adult's use if such use is for bona fide research or other lawful purposes.

The use of the District's computers, network, and Internet access shall be for educational purposes only. Students and staff members only may engage in appropriate, ethical, and legal utilization of the District's computers, network, and Internet access. Students' and staff members' use of the District's computers, network, and Internet access shall comply with all District policies and regulations.

Inappropriate use and/or access will result in the restriction and/or termination of this privilege and may result in further discipline for students up to and including expulsion and/or other legal action and may result in further discipline for staff members up to and including termination of employment and/or other legal action. The District's

administration will determine what constitutes inappropriate use and their decision will be final. Students and staff members are required to provide full cooperation to District administration and staff, or other agencies, associated with any investigation concerning or relating to misuse of the District's technology resources.

The technology coordinator may close a user account at any time as required and administrators, faculty, and staff may request the technology coordinator to deny, revoke or suspend user accounts. Any user identified as a security risk or having a history of problems with computer systems may be denied access to the District's computers, the District's network, and the Internet. The District reserves the right to charge a student or staff member for damages incurred from purposeful introduction of viruses or other programs that have the intent of damaging or altering computer programs or files. Fees, fines, or other charges also may be imposed as a result of misuse or damage to these technology resources by a student or staff member. Students and staff members will be instructed by the District's technology coordinator or other appropriate personnel on the appropriate use of the District's computers, network, and the Internet.

Acceptable Use

The following are rules for acceptable use by the District's students and staff of the District's computers, network, and the Internet:

- Do not make or disseminate offensive or harassing statements or use offensive or harassing language including disparagement of others based on their race, national origin, sex, sexual orientation, socio-economic status, gender identity, age, disability, religious or political beliefs. Do not swear, use vulgarities, or any other inappropriate language. Be polite and follow the same privacy, ethical, educational, and other considerations observed regarding other forms of communication.
- Do not access, create, or disseminate any material that is obscene, libelous, indecent, vulgar, profane, or lewd; any material regarding products or services that are inappropriate for minors including products or services that the possession and/or use of by minors is prohibited by law; any material that constitutes insulting or fighting words, the very expression of which injures or harasses others; and/or any material that presents a clear and present likelihood that, either because of its content or the manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or will cause the violation of lawful school regulations.
- Do not disseminate or solicit sexually oriented messages or images.
- Do not transmit your credit card information or other personal identification information, including your home address or telephone number from any District computer. Do not publish personal or private information about yourself or others on the Internet without prior written permission. Do not repaste a message that

was sent to you privately without permission of the person who sent the message. If any information is to be provided regarding students, it should be limited to the student's first name and the initial of the student's last name only. Do not arrange or agree to meet with someone met online.

- Do not use the District's computers and/or network to participate in illegal activities. Illegal activities include, but are not limited to, gambling, fraud, and pornography.
- Do not access social networking sites (i.e. Facebook) or other similar services without prior permission from the technology coordinator or other appropriate personnel.
- Do not use, possess, or attempt to make or distribute illegal/unauthorized copies of software or other digital media. Illegal/unauthorized software or other digital media means any software or other digital media that has been downloaded or copied or is otherwise in the user's possession or being used without the appropriate registration and/or license for the software or in violation of any applicable trademarks and/or copyrights, including the payment of any fees to the owner of the software or other digital media.
- Do not alter, modify, corrupt, or harm in any way the computer software stored on the District's computers or network. Do not install any software on the hard drive of any District computer or on the District's local area network or run any personal software from either CD-ROM, DVD or other storage media or alter or modify any data files stored on the District's computers or local area network without prior permission and supervision from the technology coordinator or other appropriate personnel.
- Do not download any programs or files from the Internet without prior permission from the District's technology coordinator or other appropriate personnel. Any programs or files downloaded from the Internet shall be strictly limited only to those that you have received permission from the technology coordinator or other appropriate personnel to download.
- Do not use any encryption software from any access point within the District.
- Do not access the Internet by using a non-District Internet service provider within the District's locations.
- Do not share a personal user account with anyone. Do not share any personal user account passwords with anyone or leave your account open or unattended.
- Do not access the District's computers or network or use the District's Internet connection from a non-District computer or device without prior authorization from the technology coordinator or other appropriate personnel.

- Do not use an instant messenger service or program, Internet relay chat or other forms of direct electronic communication or enter a chat room unless it has been approved as an educational service or program while using the District's computers, network, and/or the District's Internet connection.
- Do not disable or circumvent or attempt to disable or circumvent filtering software.
- Do not play any games or run any programs that are not related to the District's educational program without prior authorization from administration, faculty or the technology coordinator.
- Do not vandalize the District's computers, or its network. Vandalism is defined as any attempt to harm, modify, deface or destroy physical computer equipment or the computer network and any attempt to harm or destroy data stored on the District's computer equipment or the computer network or the data of another user. All users are expected to immediately report any problems or vandalism of computer equipment to the administration, the technology coordinator or the instructor responsible for the equipment.
- Do not commit or attempt to commit any act that disrupts the operation of the District's computers or network or any network connected to the Internet, including the use or attempted use or possession of computer viruses or worms or participation in hacking or other unlawful/inappropriate activities on-line. Users must report any security breaches or system misuse to the administration or technology coordinator. Do not demonstrate any security or other network problems to other users; give your password to another user for any reason; and/or use another individual's account. Do not attempt to log on to any device as a system administrator.
- Do not use the network in such a way that you would disrupt the use of the network by other users or would waste system resources (e.g. consuming Internet bandwidth for personal use).
- Do not use the District's computers and/or network for any commercial or for-profit purposes, personal or private business, product advertisement, or political lobbying.
- Do not use the District's computers, network, and/or the Internet to access, download, transmit, and/or disseminate any of the following: material which is in violation of any federal or state law, copyrighted material, obscene material, hate literature, material protected by trade secret, computer viruses and/or worms, offensive material, spam e-mails, any threatening or harassing materials, and/or any material that will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities. If a user

encounters potentially inappropriate information, the user immediately shall terminate contact with such information and notify the technology coordinator or other appropriate personnel of the contact with inappropriate information.

- Do not plagiarize information accessed through the District's computer, network, and/or the Internet. Students and staff shall obtain permission from appropriate parties prior to using copyrighted material that is accessed through the District's computer, network, and/or the Internet.

Although reasonable efforts will be made to make sure students will be under supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students may encounter information that may not be of educational value and/or may be inappropriate. If a student encounters such information, the student should terminate access to the information immediately and notify supervisory personnel or other appropriate personnel of what occurred.

Students will be able to access the District's computers and network, including use of the Internet, through their teachers and/or appropriate supervisors. Individual electronic email addresses may be issued to students. E-mail usage must follow the same privacy, ethical, educational, and other considerations observed regarding other forms of communication.

Parents will be required to either sign or electronically acknowledge a permission form to allow their students to access the District's computers, network, and the Internet. Students and staff members will acknowledge they have read and understand the District's policies and regulations regarding appropriate use of the District's computers and network, that they will comply with the policies and regulations, and understand the consequences for violation of the policy or regulations. Prior to publishing any student work and/or pictures on the Internet, the District will obtain permission from the student's parents to do so.

The District has the right, but not the duty, to monitor any and all aspects of its computers, network, and Internet access including, but not limited to, monitoring sites students and staff visit on the Internet, examining and copying computer files, and reviewing and copying e-mail. The administration and the technology coordinator shall have both the authority and right to examine all computer and Internet activity including any logs, data, e-mail, storage disk or device and/or other computer related records of any user of the system. To the extent that any computer or telecommunications activities are regulated by state or federal law, the District will observe all regulations imposed upon it. If the District conducts an examination or inspection under the terms of this policy, there will be at least two individuals present at the time of the examination or inspection.

The use of e-mail is limited to District and educational purposes only. Students and staff waive any right to privacy in anything they create, store, send, disseminate or receive on the District's computers and network, including the Internet.

No warranties, expressed or implied, are made by the District for the computer technology and Internet access being provided. The District, including its officers and employees, will not be responsible for any damages including, but not limited to, the loss of data, delays, non-deliveries, misdeliveries or service interruptions caused by negligence or omission. Individual users are solely responsible for making backup copies of their data. The District also is not responsible for the accuracy of information user's access on the Internet. Any risk and/or damages resulting from information obtained from the District's computers, network, and/or Internet access is assumed by and is the responsibility of the user.

Students, parents, and staff members may be asked from time to time to sign a new consent and/or acceptable use agreement to reflect changes and/or developments in the law or technology. When students, parents, and staff members are presented with new consent and/or acceptable use agreements to sign, these agreements must be signed for students and/or staff to continue to have access to and use of the District's computers, network, and the Internet.

The interpretation, application, and modification of this policy are within the sole discretion of the Charles City Community School District. Any questions or issues regarding this policy should be directed to the Superintendent, any building principal or the technology coordinator. The Board of Directors will review and update this policy as necessary.

Date of Adoption: September 23, 1996

Reviewed: December 13, 1999, December 8, 2008, June 25, 2012, June 26, 2017

Revised: June 8, 2009, July 21, 2014, June 27, 2016

USE OF INFORMATION RESOURCES REGULATION

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

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

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

Authorized Reproduction and Use of Copyrighted Material Reminders:

- Materials on the Internet should be used with caution since they may, and likely are, copyrighted.
- Proper attribution (author, title, publisher, place and date of publication) always should be given.
- Notice should be taken of any alterations to copyrighted works, and such alterations should only be made for specific instructional objectives.
- Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.

In preparing for instruction, a teacher may make or have made a single copy of:

- A chapter from a book;
- An article from a newspaper or periodical;
- A short story, short essay or short poem; or,
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil, for classroom use or discussion, if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

- Brevity
 - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
 - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;

USE OF INFORMATION RESOURCES REGULATION

- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.
- Spontaneity – Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
- Cumulative Effect – Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Copying Limitations

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

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
 - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
 - Copy or use more than nine instances of multiple copying of protected material in any one term;
 - Copy or use more than one short work or two excerpts from works of the same author in any one term;
 - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
 - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.
 - Require other employees or students to violate the copyright law or fair use guidelines.

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

USE OF INFORMATION RESOURCES REGULATION

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

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

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

Performances of nondramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

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

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

Recording of Copyrighted Programs

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

USE OF INFORMATION RESOURCES REGULATION

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

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

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

Authorized Reproduction and Use of Copyrighted Computer Software

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

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

Fair Use Guidelines for Educational Multimedia

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

USE OF INFORMATION RESOURCES REGULATION

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

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

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

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

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

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

The teacher-librarian is responsible for ensuring that appropriate warning devices are posted. The warnings are to educate and warn individuals using school district equipment of the copyright law. Warning notices must be posted:

- On or near copiers;
- On video recorders; and,
- At the library and other places where interlibrary loan orders for copies of materials are accepted.

NOTE: For copyright notices and more information, please go to Heartland AEA website:

<http://www.iowaonline.org/vnews/display.v/SEC/Educators%7CCopyright%3E%3EStudents>

USE OF INFORMATION RESOURCES

In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with other resources. In so doing, the board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using of media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the "fair use" doctrine. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research providing that all fair use guidelines are met.

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for school district staff to violate copyright requirements in order to perform their duties properly. The school district will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

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

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

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

Legal References: 17 U.S.C. § 101 et al. (2012)
 281 I.A.C. 12.3(12).

Formerly policy 605.11 Use of Information Resources

Cross References: 605.6 Internet Appropriate Use

Date of Adoption: February 23, 2009

Reviewed: November 11, 2013, June 26, 2017

Revised: June 27, 2016

CLASS SIZE - CLASS GROUPING

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

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

Formerly policy 501.13 Class size; groupings

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

Cross Reference: 606.6 Insufficient Classroom Space

Date of Adoption: June 12, 1989

Reviewed: August 24, 1992, December 11, 1995, December 13, 1999, December 8, 2008, June 26, 2017

Revised: December 9, 2013

SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

Approved: December 9, 2013

Reviewed: June 26, 2017

ANIMALS IN THE CLASSROOM

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

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

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

Legal Reference: Iowa Code § 279.8

Cross Reference: 105 Assistance Animals
507 Student Health and Well-Being

Approved: December 9, 2013

Reviewed: June 26, 2017, June 24, 2019

STUDENT PRODUCTION OF MATERIALS AND SERVICES

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

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

Legal Reference: Iowa Code § 279.8 (2011).

Cross Reference: 408.2 Licensed Employee Publication or Creation of Materials

Approved: December 9, 2013

Reviewed: June 26, 2017

STUDENT FIELD TRIPS AND EXCURSIONS

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the school district. The school district will provide transportation for field trips and excursions.

In authorizing field trips and excursions, the principal will consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions.

Field trips and excursions are to be arranged with the principal well in advance. A detailed schedule and budget must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher may be required to submit a written summary of the event.

For major trips, which is defined as requiring 2 nights lodging and is outside Iowa and its contiguous state, the Superintendent and Board shall approve the detailed trip schedule and budget after approval of the principal.

The superintendent is responsible for developing administrative regulations regarding implementing this policy.

Formerly policy 508.2 Extended Major Trips

Legal Reference: 390 C.F.R. Pt. 390.3(f) (2010).
 Iowa Code § 279.8 (2011).
 281 I.A.C. 43.9.

Cross Reference: 503.1 Student Conduct
 503.4 Good Conduct Rule
 504.5 Student Fund Raising
 507.10 Life Threatening Allergy Policy
 603 Instructional Curriculum
 711 Transportation

Approved: December 9, 2013

Reviewed: June 27, 2016, June 26, 2017

INSUFFICIENT CLASSROOM SPACE

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

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

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

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

Approved: December 9, 2013

Reviewed: June 26, 2017

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 607.1

STUDENT GUIDANCE AND COUNSELING PROGRAM

The board will provide a student guidance and counseling program. The guidance counselor will be certified with the Iowa Department of Education and hold the qualifications required by the board. The guidance and counseling program will serve grades pre-kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program is coordinated with the education program and involves licensed employees.

Formerly policy 605.8 Student Guidance and counseling program

Legal Reference: Iowa Code § 280.14; 622.10 (2013).
281 I.A.C. 12.3(11).

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

Date of Adoption: September 10, 2001

Reviewed: February 23, 2009, November 11, 2013, June 26, 2017, June 24, 2019

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 607.2

STUDENT HEALTH SERVICES

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

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

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

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

Note: This is a mandatory policy. If a school district will be using federal money to perform physical exams or screenings on students, the school district must annually notify parents of the exam or screening except for hearing, vision or scoliosis.

Deleted: Formerly policy 605.9 Student Health Services

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Legal Reference: 42 U.S.C. §§ 12101 *et seq.* (2012).
34 C.F.R. pt. 99, 104, 200, 300 *et seq.* (2012)
29 U.S.C. § 794(a)(2012)

28 C.F.R. 35
20 U.S.C. 1232g § 1400 6301 *et seq.* (2012).
Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 280.23
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8.
282 I.A.C. 15.3(14); 22.
641 I.A.C. 7.
655 I.A.C. 6.

Cross Reference: 501.4 Entrance - Admissions
507 Student Health and Well-Being

Date of Adoption: September 10, 2001

| Reviewed: February 23, 2009, June 26, 2017, [October 10, 2022](#)

| Revised: November 11, 2013, June 14, 2021, [September 14, 2022](#)

CHARLES CITY COMMUNITY SCHOOL DISTRICT

Code No. 607.2-R.1

STUDENT HEALTH SERVICES REGULATION

Student Health Services Administrative Regulations

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

Supports to improve student achievement include:

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

Components provided within a coordinated school health program include:

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

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

II. Student Health Services Essential Functions

- A. Identify student health needs:
1. Provide individual initial and annual health assessments
 2. Provide needed health screenings
 3. Maintain and update confidential health records
 4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws
- B. Facilitate student access to physical and mental health services:
1. Link students to community resources and monitor follow through
 2. Promote increased access and referral to primary health care financial resources such as Medicaid, HAWK-I, social security, and community health clinics
 3. Encourage appropriate use of health care

- C. Provide for student health needs related to educational achievement:
 - 1. Manage chronic and acute illnesses
 - 2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel
 - 3. Develop, implement, evaluate, and revise individual health plans (IHPs) for all students with special health needs according to mandates in the Individuals with Disabilities Act (ADA)
 - 4. Provide urgent and emergency care for individual and group illness and injury
 - 5. Prevent and control communicable disease and monitor immunizations
 - 6. Promote optimal mental health
 - 7. Promote a safe school facility and a safe school environment
 - 8. Participate in and attend team meetings as a team member and health consultant
- D. Promote student health, well-being, and safety to foster healthy living;
 - 1. Provide developmentally appropriate health education and health counseling for individuals and groups
 - 2. Encourage injury and disease prevention practices
 - 3. Promote personal and public health practices
 - 4. Provide health promotion and injury and disease prevention education
- E. Plan and develop the student health services program collaboratively with the superintendent, and school nurse:
 - 1. Gather and interpret data to evaluate needs and performance
 - 2. Develop health procedures and guidelines
 - 3. Collaborate with staff, families, and community
 - 4. Maintain and update confidential student school health records
 - 5. Coordinate program with all school health components
 - 6. Coordinate with school improvement
 - 7. Evaluate and revise the health service program to meet changing needs
 - 8. Organize scheduling and direct health services staff
 - 9. Develop student health services annual status report
 - 10. Coordinate information and program delivery within the school and between school and major constituents
 - 11. Provide health services by qualified health professionals to effectively deliver services, including multiple levels of school health expertise such as registered nurses, physicians, and advanced registered nurse practitioners
 - 12. Provide for professional development for school health services staff

III. Expanded Health Services

These additional health services address learning barriers and the lack of access to health care. Examples include school-based services in the school, school-linked services connected to the school, primary care, mental health, substance abuse, and dental health.

Date of Adoption: September 10, 2001

Reviewed: February 23, 2009, June 26, 2017

Revised: November 11, 2013