



Red Oak Community School District

604 S Broadway

Red Oak, Iowa 51566

712.623.6600

www.redoakschooldistrict.com

Regular Board of Directors Meeting

Meeting Location: Red Oak Jr./Sr. Virtual Learning Center OR
VIA Internet and phone -visit website for information

Monday, September 12, 2022 – 5:30 pm

- Agenda -

- 1.0 Call to Order – Board of Directors President Bret Blackman
- 2.0 Roll Call – Board of Directors Secretary Deb Drey
- 3.0 Approval of the Agenda – President Bret Blackman
- 4.0 Communications
 - 4.1 Good News from Red Oak Schools
 - 4.2 Visitors and Presentations
- 5.0 Consent Agenda
 - 5.1 Review and Approval of Minutes from August 22, 2022 *pg 3-4*
 - 5.2 Review and Approval of Monthly Business Reports *pg 5-18*
 - 5.3 Open Enrollment Requests Consideration
 - 5.3.1 Open Enrollment for Kindergartner Dalton Aherns from Villisca Community School District to Red Oak Community School District for the 2022-2023 school year
 - 5.3.2 Open Enrollment for Kindergartner Collins Reynolds and Ava Payne from Griswold Community School District to Red Oak Community School District for the 2022-2023 school year
 - 5.3.3 Open Enrollment for Kindergartner Taryn Berglund from Stanton Community School District to Red Oak Community School District for the 2022-2023 school year
 - 5.4 Approval of Updated Extended Learning Opportunities/Gifted & Talented Plan *pg 19-37*
 - 5.5 Approval of SIAC Members for the 2022-2023 school year *pg 38*
 - 5.6 Personnel Considerations
 - 5.6.1 Hiring of Coleman Mullenix as Weight Training Sponsor at the Jr/Sr High School for the 2022-2023 school year
 - 5.6.2 Hiring of Brittney Clemons as Para Educator at the Jr./Sr. High for the 2022-2023 school year
 - 5.6.3 Hiring of Meshell Billings as School Beyond School Sponsor for the 2022-2023 school year
 - 5.6.4 Resignation of Shannon Rubes as Para-Professional at Inman Elementary effective September 16th 2022

6.0 General Business for the Board of Directors

6.1 Old Business-None

6.2 New Business

- 6.2.1 Discussion/Approval of the 1st reading of Board Policies 500-504 *pg 39-105*
- 6.2.2 Discussion/Approval of 1st Reading of Board Policy 606.2--Insufficient Classroom Space *pg 106-*
- 6.2.3 Discussion/Approval of 1st Reading of Board Policy 710.3--Meal Charges and Negative Balances *pg 107 ~ 108*
- 6.2.4 Discussion/Approval of authorizing Superintendent approve all open enrollment applications
- 6.2.5 Discussion/Approval of contracting with Strategos International LLC to conduct physical security/vulnerability assessments and assess and consolidate emergency operations plans (\$16,188)

7.0 Reports

7.1 Administrative

7.2 Future Conferences, Workshops, Seminars

7.3 Other Announcements

7.4 Board Member Requested Item(s) for next meeting agenda

8.0 Next Board of Directors Meeting:

Monday, September 26, 2022 – 5:30 pm
Red Oak Virtual Learning Center
Red Oak Jr./Sr. High

9.0 Adjournment

Red Oak Community School District
Meeting of the Board of Directors
Meeting Location: Virtual Classroom/ Phone/Internet
Red Oak Junior Senior High School Campus
August 22, 2022

The regular meeting of the Board of Directors of the Red Oak Community School District was called to order by President Bret Blackman at 4:30 p.m. at the Red Oak Junior Senior High School Virtual Classroom.

Present

Directors: Bret Blackman, Roger Carlson, Jackie DeVries, Bryce Johnson, Kathy Walker
Superintendent Ron Lorenz, Business Manager Deb Drey

Approval of Agenda

Motion by Director Walker, second by Director Johnson to approve the agenda with the order of agenda items at the discretion of the meeting chair. Motion carried unanimously.

Good News from Red Oak Schools

Several students exhibited livestock and static projects and were recognized at the Iowa State Fair.

Enrollment in Junior/Senior High School courses that were added to diversify course offerings and enhance rigor has been good. Several students are taking advantage of these offerings.

Presentation

Daric O'Neal from Alley Poyner Macchietto Architecture presented information regarding the long-range planning process. Mr. O'Neal updated the board on the assessment thus far and the upcoming schedule.

Consent Agenda

Motion by Director Johnson, second by Director DeVries to approve the revised consent agenda as presented including meeting minutes, monthly business reports, open enrollment requests, handbooks, and personnel considerations. Motion carried unanimously.

Board Policy Series 805

Motion by Director DeVries, second by Director Carlson to approve the third reading of Board Policies Series 805 and 805.R1. Motion carried unanimously.

Equipment Disposal

Motion by Director Carlson, second by Director DeVries to approve the sale of old lockers and blocking sled through Purple Wave or scrapped if not purchased. Motion carried unanimously.

2023 Legislative Priorities

Motion by Director Walker, second by Director Johnson to approve 2023 Legislative Priorities of Teacher Recruitment, Open Enrollment Clarification, Adequate School Funding Policy, and Mental Health Supports. Motion carried unanimously.

Level 1 Investigator

Motion by Director DeVries, second by Director Walker to approve appointing Jamie Sherley as the District Level 1 Investigator and Tony Jones as the alternate Level 1 Investigator. Motion carried unanimously.

Continuation of August 22, 2022 Meeting Minutes-Page 2

Boiler Replacement Bid

Motion by Director Walker, second by Director Carlson to approve the STEAM Center boiler replacement bid from Ray Martin in the amount of \$163,000. Motion carried unanimously.

Adjournment

Motion by Director Carlson, second by Director Walker to adjourn the meeting at 5:15 p.m. Motion carried unanimously.

Board Work Session

President Bret Blackman opened the work session at 5:19 p.m.

I. Health Insurance

Mark Becker of Archer J Gallagher & Company presented information regarding insurance funding. Mr. Becker explained the concepts of fully-insured, partially self-funded, and fully self-funded and answered board members questions.

II. Negative Lunch Account Balances

Superintendent Lorenz explained that the district will now be charging students who do not qualify for free or reduced lunches. The district needs to create a policy regarding the procedure for students with negative lunch account balances. Mr. Lorenz cited policy examples from several schools in the area. The board suggested that Mr. Lorenz meet with a couple of the board members to create a policy to bring to the board.

III. Proposed Walking Trail at Inman Elementary

Discussion on this item was postponed to a later work session.

President Blackman closed the work session at 7:05 p.m.

Next Board of Directors Meeting

Monday, September 12, 2022 – 5:30 p.m.
Virtual Classroom/Phone/Internet
Red Oak Junior Senior High School Campus

Bret Blackman, President

Deb Drey, Board Secretary

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Checking Account ID 1	Fund Number 10	OPERATING FUND
ACTIVITY FUND	82322GF	130.00
10 9010 1999 000 0000	Wrong Account Deposit to GF	130.00
Vendor Name ACTIVITY FUND		<u>130.00</u>
AHLERS & COONEY	829657	100.00
10 9010 2310 000 0000 342	Legal Fees - 8/2022	100.00
Vendor Name AHLERS & COONEY		<u>100.00</u>
ALBIREO ENERGY LLC	PIN0031065	915.00
10 0109 2620 000 0000 432	HS HVAC Repair	915.00
Vendor Name ALBIREO ENERGY LLC		<u>915.00</u>
AMERICAN FIRE PROTECTION	15795	2,221.00
10 9010 2670 000 0000 490	Annual Fire Extinguisher Inspection	2,221.00
Vendor Name AMERICAN FIRE PROTECTION		<u>2,221.00</u>
APPLES FOR GOLD CENTER FOR LEARNING	8391	6,200.00
10 9010 2213 132 3376 320	Wilson Reading System Prof Development	6,200.00
Vendor Name APPLES FOR GOLD CENTER FOR LEARNING		<u>6,200.00</u>
BARR TIRE & SERVICE CENTER	272417	615.23
10 9010 2700 000 0000 434	#17 Wheel Bearing, Hub, and Hub Bolt	615.23
Vendor Name BARR TIRE & SERVICE CENTER		<u>615.23</u>
BATTEN SANITATION SERVICE	83122BS	6,448.09
10 9010 2630 000 0000 421	Admin/BB/FBF Sanitation - 8/2022	508.09
10 0109 2630 000 0000 421	HS Sanitation - 8/2022	1,980.00
10 0418 2630 000 0000 421	IES Sanitation - 8/2022	1,980.00
10 0445 2630 000 0000 421	ROECC Sanitation - 8/2022	1,980.00
Vendor Name BATTEN SANITATION SERVICE		<u>6,448.09</u>
BUSINESS SOLVER.COM INC	82522BS	7,181.00
10 9010 1000 100 8018 270	Retiree Insurance Prem 10/22	7,181.00
Vendor Name BUSINESS SOLVER.COM INC		<u>7,181.00</u>
BYRDSEED LLC	1761	119.00
10 0418 1000 470 1118 612	Online Subscription Instructional	119.00
Vendor Name BYRDSEED LLC		<u>119.00</u>
CAPITAL SANITARY SUPPLY CO.	59333	2,605.40
10 9010 2620 000 0000 618	Black Trash Bags	885.20
10 0109 2620 000 0000 618	Paper Towels	1,123.00
10 0109 2620 000 0000 618	Natural Towels	597.20
CAPITAL SANITARY SUPPLY CO.	59333a	800.75
10 9010 2620 000 0000 618	Natural Trash Bags	800.75
Vendor Name CAPITAL SANITARY SUPPLY CO.		<u>3,406.15</u>
CENTURY LINK	090122CL	176.00

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 9010 2490 000 0000 530	Two Way Transmitter - 9/2022	176.00
CENTURY LINK	82522CL	640.22
10 9010 2490 000 0000 530	District Long Distance 8/2022	640.22
CENTURY LINK	83022CL	176.00
10 9010 2490 000 0000 530	Two-Way Transmitter	176.00
Vendor Name CENTURY LINK		<u>992.22</u>
CHAT MOBILITY	83022CM	108.30
10 9010 2510 000 0000 532	Admin Mifi's 7/2022	108.30
Vendor Name CHAT MOBILITY		<u>108.30</u>
CHEMSEARCH	7924627	478.76
10 0418 2640 000 0000 433	IES Boiler Water Treatment	478.76
CHEMSEARCH	7928468	492.23
10 0109 2640 000 0000 433	HS Boiler Water Treatment	492.23
Vendor Name CHEMSEARCH		<u>970.99</u>
CITY OF RED OAK	83022CORO	2,127.04
10 9010 2620 000 0000 411	Admin/BB/FBF Water - 8/2022	1,053.31
10 0109 2620 000 0000 411	HS Water - 8/2022	407.29
10 0418 2620 000 0000 411	IES Water - 8/2022	417.81
10 0445 2620 000 0000 411	ROECC Water - 8/2022	248.63
Vendor Name CITY OF RED OAK		<u>2,127.04</u>
COCA-COLA BTLG OF OMAHA	10844430	135.00
10 0418 3200 000 8901 618	IES Coca Cola Order	135.00
COCA-COLA BTLG OF OMAHA	10859089	287.42
10 0418 3200 000 8901 618	IES Coca Cola Order	287.42
Vendor Name COCA-COLA BTLG OF OMAHA		<u>422.42</u>
FAREWAY FOOD STORES	25623	77.31
10 9010 2321 000 0000 618	Supplies for Ambassadors Luncheon	77.31
Vendor Name FAREWAY FOOD STORES		<u>77.31</u>
FASTENAL COMPANY	88495/88505/ 88482	288.87
10 0109 2620 000 0000 618	Mounting Hardware	84.76
10 0109 2620 000 0000 618	Mounting Hardware	110.86
10 0109 2620 000 0000 618	Mounting Hardware	93.25
FASTENAL COMPANY	88532	18.89
10 0109 2620 000 0000 618	Loctite	18.89
Vendor Name FASTENAL COMPANY		<u>307.76</u>
FES	13345	405.00
10 9010 2236 000 0000 536	9/2022 - Web Hosting	405.00
Vendor Name FES		<u>405.00</u>
FLAGHOUSE	25714400012	98.60
10 0418 1000 100 8001 612	PTO PE - Foam Activity Pins Set	98.60
FLAGHOUSE	25719600012	98.60
10 0418 1000 100 8001 612	PTO PE - Foam Activity Pins Set	98.60

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	FLAGHOUSE	197.20
GLENWOOD COMMUNITY SCHOOLS	90122GCSD	1,057.20
10 9010 1200 217 3303 320	Apex Level III x 1 - 8/2022	1,057.20
Vendor Name	GLENWOOD COMMUNITY SCHOOLS	1,057.20
GREEN HILLS AEA FIDUCIARY FUND	3750	300.00
10 9010 2321 000 0000 810	GHAEA Superintendent's Assoc Renewal	300.00
Vendor Name	GREEN HILLS AEA FIDUCIARY FUND	300.00
HALEY'S ELECTRIC	10024	1,223.34
10 0109 2620 000 0000 432	HS Gym Electrical Repair	1,223.34
HALEY'S ELECTRIC	10025	555.90
10 0109 2620 000 0000 432	HS Gym Electrical Repair	555.90
HALEY'S ELECTRIC	10027	1,021.50
10 0109 2620 000 0000 432	HS Electrical Repair	1,021.50
Vendor Name	HALEY'S ELECTRIC	2,800.74
HEARTLAND AEA #1	130062	155.68
10 0418 1000 100 8001 612	General PTO - 6th Grade Planners	155.68
Vendor Name	HEARTLAND AEA #1	155.68
INFINITE CAMPUS	029537	1,579.00
10 9010 2235 000 0000 739	Point of Sale System IES	1,579.00
Vendor Name	INFINITE CAMPUS	1,579.00
IOWA TALENTED AND GIFTED ASSOC	20228397589- 7807738	310.00
10 9010 2213 132 3376 320	ITAG Registration, Texts for ELO	310.00
Vendor Name	IOWA TALENTED AND GIFTED ASSOC	310.00
JOHNSON AUTO PARTS	452413	9.35
10 0445 2620 000 0000 618	Magnet for Bus	9.35
JOHNSON AUTO PARTS	453203	18.85
10 9010 2700 000 0000 618	Circuit Tester	18.85
Vendor Name	JOHNSON AUTO PARTS	28.20
JOHNSTONE SUPPLY	4301185	4,714.38
10 0418 2630 000 0000 618	R-22 30 lbs - Refrigerent	4,714.38
Vendor Name	JOHNSTONE SUPPLY	4,714.38
LAKESHORE LEARNING CO.	150911083022	59.99
10 0445 1000 100 8002 618	PTO Order for ROECC	59.99
Vendor Name	LAKESHORE LEARNING CO.	59.99
LARSON ENGINEERING INC	0001041	1,000.00
10 0109 2620 000 0000 432	Engineering Costs for Track	1,000.00
Vendor Name	LARSON ENGINEERING INC	1,000.00
Learning Techniques, Ltd.	27261	10,500.00

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
10 9010 2213 132 3376 320	Wilson Foundations Lvl K - 2 Training	10,500.00
Vendor Name	Learning Techniques, Ltd.	<u>10,500.00</u>
MATHESON TRI-GAS	26142764	104.88
10 0109 1300 370 0000 612	Saw Blade	74.76
10 0109 1300 370 0000 612	Welding Jacket	30.12
MATHESON TRI-GAS	26159979/762 1/1039	406.86
10 0109 1300 370 0000 612	Replacement Welding Helmet Lenses	74.76
10 0109 1300 370 0000 612	Aluminum Filler Rod	107.81
10 0109 1300 370 0000 612	Saw Blades	224.29
Vendor Name	MATHESON TRI-GAS	<u>511.74</u>
MEDIACOM	82122MC	236.90
10 9010 2236 000 0000 536	FBF PRI Lines 8/2022	236.90
MEDIACOM	82122MCINT	1,550.00
10 9010 2236 000 0000 536	District Internet 8/2022	1,550.00
MEDIACOM	82122MCPRI	839.73
10 9010 2236 000 0000 536	District PRI Lines - 8/2022	839.73
Vendor Name	MEDIACOM	<u>2,626.63</u>
MIDAMERICAN ENERGY	529079860	1,558.65
10 0109 2620 000 0000 622	Fieldhouse Electricity 8/2022	1,558.65
MIDAMERICAN ENERGY	81822MAE	34,527.80
10 0109 2620 000 0000 622	HS Electricity - 8/2022	19,733.96
10 0418 2620 000 0000 622	IES Electricity - 8/2022	8,883.42
10 0445 2620 000 0000 622	ROECC Electricity - 8/2022	5,071.73
10 9010 2620 000 0000 622	Admin Electricity - 8/2022	144.67
10 9010 2620 000 0000 622	Bancroft Electricity - 8/2022	59.09
10 9010 2620 000 0000 622	Bus Barn Electricity - 8/2022	610.40
10 9010 2620 000 0000 622	FBF Electricity - 8/2022	24.53
Vendor Name	MIDAMERICAN ENERGY	<u>36,086.45</u>
MIDWEST TECH PRODUCTS	2130953-01	495.95
10 0109 1300 370 0000 612	22-23 Shop Supplies	495.95
Vendor Name	MIDWEST TECH PRODUCTS	<u>495.95</u>
MONTGOMERY CO. MEMORIAL HOSP.	700000687	230.00
10 9010 2700 000 0000 346	DOT Required Physicals	230.00
Vendor Name	MONTGOMERY CO. MEMORIAL HOSP.	<u>230.00</u>
MONTGOMERY COUNTY SHOOTING SPORTS	2	3,135.00
10 9010 1999 000 0000	Montgomery Cty Shooting Grant	3,135.00
Vendor Name	MONTGOMERY COUNTY SHOOTING SPORTS	<u>3,135.00</u>
NEBRASKA AIR FILTER, INC.	0404052-IN	844.88
10 9010 2620 000 0000 618	District Air Filters	844.88
NEBRASKA AIR FILTER, INC.	0404525-IN	476.83
10 9010 2620 000 0000 618	District Air Filters	476.83

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
Vendor Name	NEBRASKA AIR FILTER, INC.	1,321.71
ONESOURCE THE BACKGROUND CHECK COMPANY	20220831	75.00
10 9010 2310 000 0000 320	Background Checks 8/2022	75.00
Vendor Name	ONESOURCE THE BACKGROUND CHECK COMPANY	75.00
OREILLY AUTO PARTS	187073	69.99
10 9010 2700 000 0000 618	Creeper for Bus Barn	69.99
OREILLY AUTO PARTS	189905	70.52
10 9010 2700 000 0000 618	Booster Cable/ Washer Fluid	70.52
OREILLY AUTO PARTS	190406	4.60
10 9010 2700 000 0000 618	Vac Tubing Washers Bus 10	4.60
Vendor Name	OREILLY AUTO PARTS	145.11
PELZER, ELAINE	90622EP	18.75
10 0418 1000 100 0000 580	Mileage Reimbursement	18.75
Vendor Name	PELZER, ELAINE	18.75
PIONEER PAINT	852672	1,136.40
10 9010 2630 000 0000 618	Field Paint for Activities	1,136.40
Vendor Name	PIONEER PAINT	1,136.40
PRO LAWNS & LANDSCAPING, LLC	5580	470.00
10 9010 2630 000 0000 618	Skid Loader for IES Grading	470.00
Vendor Name	PRO LAWNS & LANDSCAPING, LLC	470.00
PYRAMID EDUCATIONAL CONSULTANTS, INC	151433	275.00
10 0445 1200 217 3303 612	PECS Communication Books/Straps	150.00
10 0445 1200 214 3302 612	PECS Communication Books/Straps	125.00
Vendor Name	PYRAMID EDUCATIONAL CONSULTANTS, INC	275.00
QUADIENNT	83122Quad	1,000.00
10 9010 2310 000 0000 531	District Postage Refill	1,000.00
QUADIENNT	N9535052	521.76
10 9010 2310 000 0000 531	District Postage Lease	521.76
Vendor Name	QUADIENNT	1,521.76
RED OAK DO IT CENTER	103611	74.96
10 0109 2630 000 0000 618	HS Guidance Office Remodel	74.96
RED OAK DO IT CENTER	103737	53.37
10 9010 2620 000 0000 618	Paint for Football Bathrooms	50.99
10 9010 2620 000 0000 618	Trays for Painting	2.38
RED OAK DO IT CENTER	103743	50.99
10 9010 2620 000 0000 618	Paint for football Field Bathrooms	50.99
RED OAK DO IT CENTER	103843	121.81
10 0418 2620 000 0000 618	Material for IES Lockers	121.81
Vendor Name	RED OAK DO IT CENTER	301.13
RED OAK FABRICATION INC.	331041	15.82
10 9010 2700 000 0000 618	Sheet of Steel - Bus Flap	15.82

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Vendor Name	Invoice Number	Amount	
Account Number	Detail Description		Amount
Vendor Name	RED OAK FABRICATION INC.		15.82
RED OAK PUBLISHING LLC	83022ROE	44.99	
10 9010 2572 000 0000 540	Admin Express Subscription		44.99
RED OAK PUBLISHING LLC	83122ROE	234.63	
10 9010 2572 000 0000 540	8/2022 Board Claims		234.63
Vendor Name	RED OAK PUBLISHING LLC		279.62
RIVERSIDE TECHNOLOGIES, INC	0359837	1,400.00	
10 9010 2235 000 0000 359	9/2022 Managed Svcs		1,400.00
Vendor Name	RIVERSIDE TECHNOLOGIES, INC		1,400.00
SCHOOL ADMINISTRATORS OF IOWA	80122SAI	584.00	
10 0109 2410 000 0000 810	HS Asst Principal - SAI Dues		584.00
Vendor Name	SCHOOL ADMINISTRATORS OF IOWA		584.00
SCHOOL BUS SALES	01P28598	256.37	
10 9010 2700 000 0000 618	Stop Arm Diaphragm, Weldon Flasher		256.37
Vendor Name	SCHOOL BUS SALES		256.37
SCHOOL SPECIALTY LATTA DIV.	1020292328	5.84	
10 0445 1000 460 4045 612	Heart Smiles Stickers		5.84
SCHOOL SPECIALTY LATTA DIV.	208130653752	44.96	
10 0418 2410 000 0000 611	White Construction Paper		44.96
SCHOOL SPECIALTY LATTA DIV.	208130653837	15.59	
10 0445 1000 460 4045 612	Expo Dry Erase, Chisel Tip, Set of 12		15.59
SCHOOL SPECIALTY LATTA DIV.	208130653840	232.16	
10 0418 1000 100 0000 618	22-23 5th Classroom Supplies		232.16
SCHOOL SPECIALTY LATTA DIV.	208130653862	8.28	
10 0418 1000 100 0000 618	22-23 2nd Classroom Supplies		8.28
SCHOOL SPECIALTY LATTA DIV.	208130683814	111.76	
10 0418 1000 100 0000 618	22-23 5th Classroom Supplies		111.76
SCHOOL SPECIALTY LATTA DIV.	208130704602	166.88	
10 0418 2410 000 0000 611	Yellow Card Stock - IES		166.88
SCHOOL SPECIALTY LATTA DIV.	208130749660	18.96	
10 0418 1000 100 0000 618	22-23 2nd Classroom Supplies		18.96
SCHOOL SPECIALTY LATTA DIV.	308104061930	51.54	
10 0418 2410 000 0000 611	Office Supplies/Hanging Folders		51.54
SCHOOL SPECIALTY LATTA DIV.	308104063882	182.33	
10 0109 1000 100 0000 612	Drawing Paper 90 lbs 24x36		86.64
10 0109 1000 100 0000 612	Acrylic Medium 1 Gal		58.84
10 0109 1000 100 0000 612	Non Toxic Soft Dust		36.85
Vendor Name	SCHOOL SPECIALTY LATTA DIV.		838.30
SELLERS PEST CONTROL-ART SELLERS	30797	175.00	
10 9010 2620 000 0000 425	District Pest Control - 8/2022		175.00
SELLERS PEST CONTROL-ART SELLERS	30820	40.00	
10 9010 2620 000 0000 425	IES Wasp Treatment		40.00
Vendor Name	SELLERS PEST CONTROL-ART SELLERS		215.00

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
SOUTHSIDE SALES & SERVICE	3663	33.00
10 0418 2620 000 0000 618	Cement Mixer for IES Portable	33.00
Vendor Name	SOUTHSIDE SALES & SERVICE	<u>33.00</u>
STANDARD INSURANCE COMPANY, THE	083122SD	303.70
10 9010 1000 100 8018 270	Retiree Dental Premium 9/2022	303.70
Vendor Name	STANDARD INSURANCE COMPANY, THE	<u>303.70</u>
UNITY POINT CLINIC	131643	42.00
10 9010 2700 000 0000 346	Mandatory Drug Testing	42.00
Vendor Name	UNITY POINT CLINIC	<u>42.00</u>
US CELLULAR	525959221	662.83
10 9010 2510 000 0000 532	SBO Cell Phone	46.36
10 9010 2510 000 0000 532	FBF/BBF Mifi	60.15
10 0418 2410 000 0000 532	IES Principal Cell Phone	46.36
10 0109 2410 000 0000 532	HS Principal Cell Phones (2)	92.72
10 9010 2490 000 0000 530	Bus Barn Cell Phones (2)	92.72
10 9010 2490 000 0000 530	Nurse Cell Phone	46.36
10 9010 2490 000 0000 532	Maintenance Cell Phones (4)	185.44
10 9010 2490 000 0000 532	Technology Cell Phones (2)	92.72
Vendor Name	US CELLULAR	<u>662.83</u>
VISUAL EDGE IT dba COUNSEL	21AR1065145	1,906.35
10 0445 1000 100 0000 359	ROECC Copier Clicks - 8/2022	118.62
10 0109 1000 100 0000 359	HS Copier Clicks - 8/2022	719.72
10 0418 1000 100 0000 359	IES Copier Clicks - 8/2022	981.11
10 9010 2520 000 0000 618	Steady Serve - 8/2022	12.99
10 9010 2520 000 0000 618	Admin Office Copier Clicks 8/2022	73.91
Vendor Name	VISUAL EDGE IT dba COUNSEL	<u>1,906.35</u>
Wells Fargo Financial Leasing, Inc.	5021589199	1,215.50
10 9010 2520 000 0000 618	Admin Copier Lease 9/2022	110.50
10 0418 1000 100 0000 359	IES Copier Lease 9/2022	331.50
10 0109 1000 100 0000 359	HS Copier Lease 9/2022	552.50
10 0445 1000 100 0000 359	ROECC Copier Lease 9/2022	221.00
Vendor Name	Wells Fargo Financial Leasing, Inc.	<u>1,215.50</u>
WESTLAKE ACE HARDWARE	83122ACE	687.07
10 0418 2620 000 0000 618	IES Maintenance Supplies 8/2022	346.59
10 0109 2620 000 0000 618	HS Maintenance Supplies 8/2022	72.31
10 0445 2620 000 0000 618	ROECC Maintenance Supplies 8/2022	11.58
10 9010 2620 000 0000 618	District Maintenance Supplies 8/2022	256.59
WESTLAKE ACE HARDWARE	83122ACE-1	2.56
10 9010 2700 000 0000 618	Trailer Fasteners	2.56
WESTLAKE ACE HARDWARE	83122ACE-2	64.95
10 9010 2700 000 0000 618	Spray Paint, Soap, Cleaner	64.95
Vendor Name	WESTLAKE ACE HARDWARE	<u>754.58</u>

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
WORLD OF WONDER	22004393	140.31
10 0418 1000 100 8001 612	PTO - World of Wonder (receipt)	140.31
Vendor Name	WORLD OF WONDER	<u>140.31</u>
YOUNG AUTO PARTS INC.	243748	77.85
10 9010 2700 000 0000 618	Oil and Filters	77.85
YOUNG AUTO PARTS INC.	243978	153.45
10 9010 2700 000 0000 618	Ford- Oil and Filters	153.45
YOUNG AUTO PARTS INC.	244414	19.50
10 9010 2700 000 0000 618	Washer Hose Bus 10	19.50
Vendor Name	YOUNG AUTO PARTS INC.	<u>250.80</u>
Fund Number	10	<u>112,697.71</u>
Checking Account ID	1	Fund Number 22
SPECIALTY UNDERWRITERS LLC	22 9010 2310 000 0000 520	MANAGEMENT FUND
22 9010 2310 000 0000 520	Quarterly Insurance Premium	24,105.75
Vendor Name	SPECIALTY UNDERWRITERS LLC	<u>24,105.75</u>
Fund Number	22	<u>24,105.75</u>
Checking Account ID	1	Fund Number 36
MIDWEST TENNIS AND TRACK CO	36 9010 4700 000 0000 450	PHYSICAL PLANT & EQUIPMENT
36 9010 4700 000 0000 450	Track Resurfacing	69,825.00
MIDWEST TENNIS AND TRACK CO	83122MTT	4,100.00
36 9010 4700 000 0000 450	Track Resurfacing	4,100.00
MIDWEST TENNIS AND TRACK CO	83122MTT2	8,075.00
36 9010 4700 000 0000 450	Track Resurfacing	8,075.00
Vendor Name	MIDWEST TENNIS AND TRACK CO	<u>82,000.00</u>
WILLIAMS SCOTSMAN INC	9014797823	57.14
36 9010 2620 000 0000 441	Portable Rental	57.14
Vendor Name	WILLIAMS SCOTSMAN INC	<u>57.14</u>
Fund Number	36	<u>82,057.14</u>
Checking Account ID	1	<u>218,860.60</u>
Checking Account ID	2	Fund Number 61
OPAA! FOOD MANAGEMENT INC	61 9010 3110 000 0000 570	SCHOOL NUTRITION FUND
61 9010 3110 000 0000 570	8/2022 Food/Food Services	18,274.07
Vendor Name	OPAA! FOOD MANAGEMENT INC	<u>18,274.07</u>
Fund Number	61	<u>18,274.07</u>
Checking Account ID	2	<u>18,274.07</u>
Checking Account ID	3	Fund Number 21
AMERICAN CHORAL DIRECTORS	21 0109 1400 910 6210 810	STUDENT ACTIVITY FUND
21 0109 1400 910 6210 810	ACDA Membership 22-23	125.00
Vendor Name	AMERICAN CHORAL DIRECTORS	<u>125.00</u>
BONDURANT-FARRAR HIGH SCHOOL	82222BFHS	125.00
21 0109 1400 920 6815 810	Volleyball Tournament Fee	125.00
Vendor Name	BONDURANT-FARRAR HIGH SCHOOL	<u>125.00</u>
Brian, Wedemeyer	83022BW	120.00

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
21 0109 1400 920 6815 340	9/JV/V VB Official	120.00
Vendor Name Brian, Wedemeyer		<u>120.00</u>
CLARINDA COMMUNITY SCHOOLS	90622CCSD	170.00
21 0109 1400 920 6645 810	XC Meet Entry Fees	170.00
Vendor Name CLARINDA COMMUNITY SCHOOLS		<u>170.00</u>
DRAMATIC PUBLISHING COMPANY	48947	685.54
21 0109 1400 910 6110 618	Fall Play Scripts	685.54
Vendor Name DRAMATIC PUBLISHING COMPANY		<u>685.54</u>
FAREWAY FOOD STORES	25720	99.56
21 0109 1400 950 7407 618	FFA Kickoff Supplies	99.56
Vendor Name FAREWAY FOOD STORES		<u>99.56</u>
GLENWOOD BAND PARENTS ASSOC	83122GBPA	200.00
21 0109 1400 910 6220 618	Loess Hills FieldFest Entry	200.00
Vendor Name GLENWOOD BAND PARENTS ASSOC		<u>200.00</u>
GLENWOOD COMMUNITY SCHOOLS	082222GCS	130.00
21 0109 1400 920 6645 810	Cross Country Meet Fee	130.00
GLENWOOD COMMUNITY SCHOOLS	90622GCSD	125.00
21 0109 1400 920 6815 810	Volleyball Tournament Fee	125.00
Vendor Name GLENWOOD COMMUNITY SCHOOLS		<u>255.00</u>
HAYES, BRYAN	90622BH	90.00
21 0109 1400 920 6815 340	JH VB Official	90.00
Vendor Name HAYES, BRYAN		<u>90.00</u>
IHSMTA - DES MOINES PERFORMING ARTS	1486255	95.00
21 0109 1400 910 6210 810	22-23 IHSMTA Application Fee	95.00
Vendor Name IHSMTA - DES MOINES PERFORMING ARTS		<u>95.00</u>
IOWA BASKETBALL COACHES ASSOC	me090722b	140.00
21 9010 1400 920 6600 810	Membership - BBB and GBB Coaches	140.00
Vendor Name IOWA BASKETBALL COACHES ASSOC		<u>140.00</u>
IOWA HIGH SCHOOL MUSIC ASSOC	322	160.00
21 0109 1400 910 6220 618	Glenwood Marching Band Registration	160.00
IOWA HIGH SCHOOL MUSIC ASSOC	483	459.00
21 0109 1400 910 6210 810	All-State Vocal Registrations	459.00
IOWA HIGH SCHOOL MUSIC ASSOC	615	54.00
21 0109 1400 910 6220 810	All-State Instrumental Registration	54.00
Vendor Name IOWA HIGH SCHOOL MUSIC ASSOC		<u>673.00</u>
JOSTENS	1311208	3,962.53
21 0109 1400 950 7426 618	Yearbooks	3,962.53
Vendor Name JOSTENS		<u>3,962.53</u>

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Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
LASTINE, STEVE	82922SL	140.00
21 0109 1400 920 6720 340	V Football Official	140.00
Vendor Name LASTINE, STEVE		<u>140.00</u>
MACE, ROBBIE	90122RM	140.00
21 0109 1400 920 6720 340	V Football Official	140.00
Vendor Name MACE, ROBBIE		<u>140.00</u>
OLSON, TOM	082622TO	140.00
21 0109 1400 920 6720 340	V Football Official	140.00
Vendor Name OLSON, TOM		<u>140.00</u>
PEPPER & SON, INC.	364458657	62.94
21 0109 1400 910 6210 618	Course Book and CDs	62.94
PEPPER & SON, INC.	364463818	262.40
21 0109 1400 910 6210 618	Essentials Music - Complete Book/Musi	262.40
Vendor Name PEPPER & SON, INC.		<u>325.34</u>
PULLIAM, GREG	082922GP	140.00
21 0109 1400 920 6720 340	V Football Official	140.00
Vendor Name PULLIAM, GREG		<u>140.00</u>
REGAN, ANDY	82922AR	140.00
21 0109 1400 920 6720 340	V Football Official	140.00
Vendor Name REGAN, ANDY		<u>140.00</u>
RIEMAN MUSIC, INC.	3429900	15.00
21 0109 1400 910 6220 348	Instrument Repair	15.00
Vendor Name RIEMAN MUSIC, INC.		<u>15.00</u>
SCHOOL SPECIALTY LATTA DIV.	308104063882	546.61
21 0109 1400 950 7490 618	Washable Markers	53.75
21 0109 1400 950 7490 618	Construction Paper 18x2	34.56
21 0109 1400 950 7490 618	Oil Pastels	41.40
21 0109 1400 950 7490 618	Assorted Permanent Markers	27.62
21 0109 1400 950 7490 618	Pencil Sharpener	12.72
21 0109 1400 950 7490 618	Single Pointed Large	15.04
21 0109 1400 950 7490 618	Fredrix Stapled Cotton	61.39
21 0109 1400 950 7490 618	Chalk Pastels Asst.	39.64
21 0109 1400 950 7490 618	Watercolor Paper 18x24 140lb	66.75
21 0109 1400 950 7490 618	Drawing Paper 9x12 60lbs	7.90
21 0109 1400 950 7490 618	Assorted Colored Pencils	26.81
21 0109 1400 950 7490 618	Prang Semi-Moist Watercolors	98.79
21 0109 1400 950 7490 618	Premium Heavy Bodied Acrylic	34.25
21 0109 1400 950 7490 618	Sketch Trace Paper 25lbs 9x12	25.99
Vendor Name SCHOOL SPECIALTY LATTA DIV.		<u>546.61</u>
SHENANDOAH COMMUNITY SCHOOLS	082222SCS	100.00
21 0109 1400 920 6645 810	Cross Country Meet Fee	100.00
Vendor Name SHENANDOAH COMMUNITY SCHOOLS		<u>100.00</u>
VARSIY SPIRIT FASHION	14718200/410	1,755.95

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RED OAK BOARD REPORT

Vendor Name	Invoice Number	Amount
Account Number	Detail Description	Amount
	58300	
21 0109 1400 950 7459 618	Cheer Poms and Shoes	742.55
21 0109 1400 950 7476 618	Cheer Poms and Shoes	207.70
21 0109 1400 920 6600 618	Cheer Poms and Shoes	805.70
Vendor Name	VARSIITY SPIRIT FASHION	<u>1,755.95</u>
Fund Number	21	<u>10,183.53</u>
Checking Account ID	3	<u>10,183.53</u>

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RED OAK COMMUNITY SCHOOLS 2022 AUGUST RECONCILIATION REPORT

	GENERAL FUND	MANAGEMENT	PHYSICAL PLANT	AND DEBT SERVICE	SAVE TAXES/REV BONDS	BEFORE/AFTER SCHOOL
Beg. Balance 8-01-2022	\$ 4,342,323.70	\$ 1,113,978.83	\$ 2,969,454.58	\$ 264,059.29	\$ 2,275,361.05	\$ 8,049.79
Revenue	\$ 23,474.14	\$ 188.04	\$ 501.25	\$ 73,656.24	\$ 100,230.38	
Expenditure	\$ 259,106.78		\$ 114,566.42		\$ 73,611.67	
Balance 8-31-2022	\$ 4,106,691.06	\$ 1,114,166.87	\$ 2,855,389.41	\$ 337,715.53	\$ 2,301,979.76	\$ 8,049.79
Balance 8-31-2021	\$ 2,924,256.81	\$ 1,359,645.06	\$ 2,545,971.07	\$ 313,570.24	\$ 1,928,743.44	\$ 8,049.79
Checking Account .20%	Checking Account \$ 10,840,470.77					
	ISJIT					
	Petty Cash \$ 100.00					
	Outstanding Checks \$ 116,578.35					
		\$ 10,723,992.42				
	ACTIVITY FUND		NUTRITION FUND			
Beg. Balance 8-01-2022	\$ 122,711.59		\$ 498,160.71			
Revenue	\$ 7,635.56		\$ 37,114.08			
Expenditure	\$ 2,559.54		\$ 3,818.17			
Balance 8-31-2022	\$ 127,787.61		\$ 531,456.62			
Balance 8-31-2021	\$ 146,940.76		\$ 229,771.07			
	Checking Account .20%		Checking Account .20%			
	Petty Cash Boxes \$ 1,200.00		Petty Cash Boxes \$ -			
	Outstanding cks \$ 694.00		Outstanding cks \$ 256.75			
		\$ 127,787.61		\$ 531,456.62		

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PHYSICAL PLANT AND EQUIPMENT LEVY



	2020-2021	2021-2022	2022-2023
Beginning Balance (July 1)	\$2,329,854.73	\$ 2,726,998.24	\$ 3,193,485.61

Add: Revenue Property Taxes \$137,149.56 Voted PPEL \$420,570.90 Voted PPEL Surtax \$493,222.30 Utility Replacement Tax \$3,864.00 Utility Replacement Tax (SAVE) \$13,925.08 Mobile Home Tax \$61.01 Voted PPEL Mobile Home \$188.87 Military Credit \$41.22 Military Credit (SAVE) \$115.82 Commercial Industrial tax \$2,160.74 Commercial Ind. Voted PPEL \$7,786.86 Interest \$5,392.12 Prior Year Expenditure ERATE Reimbursement	Add: Revenue Property Taxes \$ 130,392.46 Voted PPEL \$ 446,494.67 Voted PPEL Surtax \$ 174,559.79 Utility Replacement Tax \$ 3,566.87 Utility Replacement Tax (SAVE) \$ 16,751.07 Mobile Home Tax \$ 45.81 Voted PPEL Mobile Home \$ 269.31 Military Credit \$ 31.27 Military Credit (SAVE) \$ 0.56 Commercial Industrial tax \$ 2,101.92 Commercial Ind. Voted PPEL \$ 3,814.88 Interest \$ 5,991.65 Sale of Vacant Lot \$ 2,000.00	Add: Revenue Property Taxes \$ 5,516.06 Voted PPEL Voted PPEL Surtax Utility Replacement Tax Utility Replacement Tax (SAVE) Mobile Home Tax Voted PPEL Mobile Home Military Credit Military Credit (SAVE) Commercial Industrial tax Commercial Ind. Voted PPEL Interest	\$ 6,540.06 \$ 3,200,025.67 \$ 1,024.00
Subtotal	\$1,084,478.48	\$ 786,020.26	\$ 6,540.06
TOTAL AVAILABLE	\$3,414,333.21	\$ 3,513,018.50	\$ 3,200,025.67

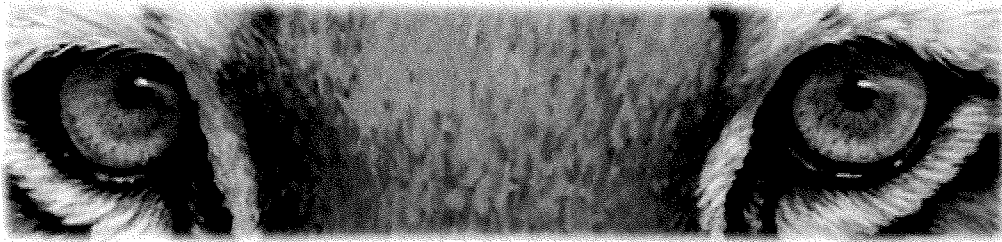
LESS: Expenditures Chrome Book Lease \$84,589.28 Frontline Software \$16,264.13 Forecasts \$22,158.00 School Bus Lease \$61,602.40 RO Chrysler-Ford Transport Van \$33,987.85 Chrome Book Lease \$308.00 Rent Council Bluffs Sp Ed \$728.08 Rent Council Bluffs Sp Ed \$732.80 Rent Council Bluffs Sp Ed \$759.74 Rent Council Bluffs Sp Ed \$791.55 Rent Council Bluffs Sp Ed \$1,346.07 Infinite Campus Software Renewal \$23,233.00 Rent Council Bluffs Sp Ed \$803.32 Rent Council Bluffs Sp Ed \$805.35 Rent Council Bluffs Sp Ed \$803.80	LESS: Expenditures Frontline License Renewals \$ 17,052.94 US Bank-Chrombook Lease Payment \$ 84,897.28 Forecasts \$ 14,426.00 Software Unlimited \$ 8,195.00 Heartland Insealators \$ 5,120.00 Bus Lease \$ 61,602.40 Rent Council Bluffs Sp Ed \$ 259.08 Rent Council Bluffs Sp Ed \$ 2,202.60 Track Resurfacing \$ 4,000.00	LESS: Expenditures Chrome Book Lease (Double Payment) \$ 169,794.56 Frontline Silicene Renewals \$ 41,560.28 FY22 Expenses Paid in FY23 \$ 18,715.00 Boiler Construction Documents \$ 7,000.00 Portable Rental \$ 34,356.02 Bus Lease \$ 61,602.40 Garage Doors-Bus Barn \$ 11,608.00	\$ 1,024.00 \$ 11,608.00
Subtotal	\$2,48,913.37	\$ 197,755.30	\$ 344,636.26
Cash Balance	\$3,165,419.84	\$ 3,315,263.20	\$ 2,855,389.41

Capital Projects Fund

	2020-2021		2021-2022		2022-2023
Beg Balance (July 1)	\$1,888,719	Beg Balance (July 1)	\$1,830,921	Beg Balance (July 1)	\$2,264,484
Add: Revenue		Add: Revenue		Add: Revenue	
1¢ Sales Tax	\$950,493	1¢ Sales Tax	\$1,247,814	1¢ Sales Tax	\$187,479
Interest	\$3,688	Interest	\$4,218	Interest	\$740
Subtotal	\$2,842,900	Subtotal	\$3,082,954	Subtotal	\$2,452,703
LESS: Expenditures		LESS: Expenditures		LESS: Expenditures	
Chrome Book Lease	\$10,097	Chromebook Lease	\$10,097	Revenue Bond Payment	\$73,612
ROECC Construction Exp	\$7,768	Record FB/BB Fields Deed	\$22	FY22 Expense Paid in FY23	\$3,500
Admin Office Const Exp	\$7,696	Revenue Bond Payment	\$73,807	Revenue Bond Payment	\$73,612
District Signage	\$28,312	Revenue Bond Payment	\$73,807		
Trans Office Const Exp	\$1,998	Revenue Bond Payment	\$73,801		
Trans Office Const Exp	\$5,600	Revenue Bond Payment	\$73,807		
Rev Bond Pymt Transfer	\$221,920	District Signage	\$9,895		
Jerry's Basement Waterproof	\$821	Revenue Bond Payment	\$73,807		
Trans Office Const Exp	\$984	Revenue Bond Payment	\$73,807		
Rev Bond Pymt Transfer	\$73,973	Revenue Bond Payment	\$73,807		
Trans Office Const Exp	\$1,521	Revenue Bond Payment	\$73,807		
ROECC Abstract	\$345	Revenue Bond Payment	\$73,807		
ROECC Construction Exp	\$5,785	Revenue Bond Payment	\$73,807		
Chrome Book Lease	\$30,620	Revenue Bond Payment	\$73,807		
Rev Bond Pymt Transfer	\$147,946	Track Incorrectly Coded	-\$3,500		
Boyd Jones-Admin Center	\$6,755				
Rev Bond Pymt Transfer	\$73,973				
ROECC Lighting	\$822				
Consession Stand Breaker	\$852				
Rev Bond Pymt Transfer	\$73,973				
Rev Bond Pymt Transfer	\$73,973				
Rev Bond Pymt Transfer	\$73,973				
ASI Signage	\$1,236				
Rev Bond Pymt Transfer	\$73,973				
ASI Signage	\$13,090				
Rev Bond Pymt Transfer	\$73,973				
Subtotal	\$0	Subtotal	\$828,387	Subtotal	\$150,723
Fund Balance	\$2,842,900	Fund Balance	\$2,254,567	Fund Balance	\$2,301,980

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RED OAK COMMUNITY SCHOOLS



"Excellence for All... Whatever it Takes!"

ELO **Extended Learning Opportunities/ Gifted & Talented Plan**

Red Oak Community Schools Gifted/Talented Programming

Parent-Student Handbook

2022-2023
(Updated 2022)

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Gifted and Talented Educational Staff

Mr. Ron Lorenz, Superintendent & ELO Supervisor, Phone: 712-623-6600, Email: lorenzr@redoakschools.org

Mrs. Leanne Fluckey, Curriculum Coordinator, Phone: 712-623-6610, Email: fluckeyl@redoakschools.org

Ms. Beth Burgess K-12 ELO Instructor, Phone: 712-623-6635, Email: burgessb@redoakschools.org

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ELO PROGRAM MISSION, RATIONALE & BELIEFS

Mission

Red Oak Community Schools is committed to an educational program that recognizes the unique value, needs and talents of each individual student. Red Oak's Extended Learning Opportunities (ELO) program for gifted and talented students strives to create a positive environment in which each student has the opportunity to develop higher level critical and creative thinking skills, participate in differentiated activities and/or accelerated programs based on individual needs and interests and meets the cognitive and affective needs of gifted students. Our program strives to enhance a healthy self-concept in order to become a self-directed learner who fully appreciates and utilizes personal potential.

Rationale & Beliefs

Red Oak Community Schools believes the educational needs of the vast majority of students can be met through the core curriculum. However, specific small populations of students require supplemental curricular experiences to facilitate learning. All students deserve the opportunity to develop to their full potential; talented and gifted students deserve no less. Students whose estimated potentials differ significantly from the average have educational needs that are unlikely to be served by the regular curriculum. Investing in appropriate education for the gifted will yield returns in the long term. Ignoring the need of these students would be to condone under achievement and waste a valuable resource in our nation. It is because of these reasons the Red Oak Community School chooses to identify and provide a differentiated and/or accelerated program for students who display talented and gifted behavior.

- We believe that every gifted learner has a right to be challenged every day.
- We believe that gifted learners need opportunities to explore their passions and interests.
- We believe that gifted learners have unique social/emotional needs.
- We believe that gifted learners learn best in the company of their intellectual peers.
- We believe that there must be time in the school day for creativity.
- We believe that gifted learners require qualitatively differentiated curriculum and instruction that includes, but is not limited to, increased rigor and appropriate pace.

GOALS AND PERFORMANCE MEASURES

Program Objectives

- To provide opportunities to develop the knowledge, skills, and attitudes needed to live effectively in a world characterized by ethnic diversity, cultural pluralism, and increasing interdependence.
- To develop skills necessary to become independent, self-directed life-long learners.
- To provide activities based on higher level critical and creative thinking skills.
- To provide opportunities for the expansion, enrichment and/or acceleration of the regular classroom.
- To provide opportunities to participate in activities to develop and enhance a positive self concept.
- To provide opportunities for personal development and career goal development with respect to the characteristics of the gifted

Performance Measures

Multiple assessment tools will be used to determine a student's growth in the ELO program.

These include, but are not limited to, the following:

1. Daily assignments, tests, and student projects
2. Teacher observations
3. CogAT Testing, ACT, SAT, and PSAT (grades 9-12)
4. Standardized testing administered during the school year

On-going evaluation procedures throughout the school year will include formal and informal conferences between the ELO teacher and classroom teachers, parents, and students. This information will be utilized to make necessary changes for the next school year.

DIFFERENTIATED PROGRAM OVERVIEWS

K-2 Enrichment Overview

To identify and foster gifted potential, teachers in the K-2 classrooms will use the Kingore Observation Inventory (KOI) as an instrument to assist them in identifying and serving students with gifted potentials. These KOI assessment portfolios are critical to use when designing appropriate differentiated learning experiences for young learners.

Students K-2 may also have the opportunity to participate in large group enrichment lessons co-taught by the grade level teacher and the ELO teacher.

3-6 Program Overview

Red Oak Community School offers an academic pull-out program for gifted students. Students participate in activities that challenge higher level thinking skills, problem solving, and creativity. Students participate in enrichment activities that are not normally studied in the classroom or activities to extend topics learned in the classroom. Differentiation within the classroom is also a component of the program.

Junior High Program Overview

Students in junior high are provided a differentiated curriculum in a variety of ways. Students have their academic needs met through independent studies, differentiation within the classroom and compacting (ie. alternate assignments), and participation in academic and intellectual enrichment activities. The ELO instructor can advise classroom instructors regarding differentiated strategies for the regular curriculum.

High School Program Overview

Students in high school are provided a differentiated curriculum in a variety of ways. Working with the high school counselor, each student maps out a four-year plan of study during their eighth-grade year. Student academic needs are met through independent studies, flexible scheduling, and college courses. High school students may enroll in post-secondary/college classes where students receive both high school and college credit. Students may "test out" of courses as arranged on an individualized basis. The ELO instructor can advise classroom instructors regarding differentiate strategies for the regular curriculum.

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Program Evaluation

Beginning in 2017-18, each year an evaluation of the services offered to gifted/talented students will be done via parent surveys. This information is collected and studied by appropriate staff to determine if revisions need to be made in current programming. In addition, students are surveyed as well at the conclusion of a unit of study or end of year.

Information is also gathered from classroom teachers. Collaboratively, the ELO teacher along with classroom teachers, assesses the services offered to determine if students' needs are being met.

Staffing Provisions

Currently, one ELO teacher is employed full time to coordinate identification of students, coordinate, develop, and teach 3-6 pull-out enrichment classes, coordinate academic competitions, coordinate secondary independent studies classes, push-in support for extended learning opportunities K-2, and other opportunities. The program is supervised by the Superintendent of the district.

RED OAK COMMUNITY SCHOOLS ELO STUDENT LEARNING OUTCOMES

Goal 1: The student will comprehend his/her own abilities in relationship to self and society.

1. The student will reflect on self-expectations and those of others.
2. The student will explore his/her interests and talents through independent projects.
3. The student will set and evaluate goals based on abilities, performance, interests and personality.

Goal 2: The student will develop more positive self-concepts and self-esteem.

1. The student will learn to recognize perfectionism and learn to take risks even when outcomes are uncertain.
2. The student will learn to recognize stress and explore coping techniques.
3. The student will develop time management strategies.

Goal 3: The student will develop skills appropriate to interact effectively with peers, siblings, parents and other adults.

1. The student will learn strategies to develop friendships.
2. The student will develop empathy and sensitivity for others.
3. The student will develop appropriate ways to interact with authority.

Goal 4: The student will participate in activities that facilitate the cognitive, social and emotional development of the individual.

1. The student will increase knowledge in a variety of areas through specialized units, projects and competitions.
2. The student will gain social skills by working in teams.
3. The student will grow in confidence through varied presentations.

Goal 5: The student will develop critical thinking and problem-solving skills.

1. The student will learn higher order thinking skills.
2. The student will learn to reason logically using deductive methods.
3. The student will learn to infer and draw reasonable conclusions.

Goal 6: The student will develop creative and divergent thinking.

1. The student will develop flexibility in thinking and in behavior in order to adapt to different circumstances.
2. The student will learn elaboration skills in thinking and communication.
3. The student will learn to think independently and create original products.

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Goal 7: The student will use his/her abilities to help others and implement changes in the community.

1. The student will participate in service projects.
2. The student will use his/her talents to plan and implement service-learning projects.
3. The student will use critical thinking and presentational skills to research, design and present a community based project.

ROCSD BOARD OF EDUCATION POLICY

Code No. 604.3 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.

TALENTED AND GIFTED DEFINITION

Red Oak Community Schools has adopted the Iowa Code 257.44 definition of gifted and talented children. "Gifted and talented" children are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and education services commensurate with their abilities and needs beyond those provided by the regular school program.

Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual capability
2. Creative thinking
3. Leadership ability
4. Visual and performing arts ability
5. Specific academic aptitude

IDENTIFICATION

The Red Oak Community School District's gifted and talented program, Extended Learning Opportunities, will identify and serve students in the areas of general intellectual ability and specific academic aptitude (i.e., mathematics, reading) striving to enhance creativity and build leadership capacity in all identified students.

Teachers, parents, and peers can refer students in all grades at any time for Extended Learning Opportunity (ELO) services in the areas of general intellectual ability or specific ability aptitude. Students can also refer themselves for ELO services. Additionally, whole grade reviews of student learning data occur in third and seventh grades.

1. Students are screened for ELO services at the different grade levels using the following data:

3-8 Screening tools

- FAST reading and math screener
- Unit tests
- ISASP results, score of 94th percentile or above
- Teacher referral
- Parent, peer, and self nominations

9-12 Screening tools

- ISASP results, score of 94th percentile or above
- Unit tests
- Teacher referral
- Parent, peer, and self nominations

2. To be included in the screening pool a student must meet two of the above criteria.

3. Once a screening pool is developed, a letter is sent home to the parents asking permission for further diagnostic data collection.

4. When necessary, the ELO teacher will collect and organize additional student data to ensure a confident decision regarding student needs.

Additional data sources may include, but are not limited to:

Grades 3-8

- CogAT – 126 or above on Verbal or Quantitative sub-scores OR the average between the Quantitative and Non-Verbal
- Analytical reading inventory to instructional level
- *Teacher Inventory for Finding Potential
- *Parent Inventory for Finding Potential
- Individual student performance
- End of Year benchmark assessments
- Student interview
- Purdue Academic Rating Scales (Grades 7/8)
- ACT (Grades 7/8)
- SAT (Grades 7/8)

*By Karen Rodgers, Reforming Gifted Education

Grades 9-12

- Individual student performance
- End of Year course assessments
- Student interview
- Purdue Academic Rating Scales (Grades 7/8)
- ACT
- PSAT
- SAT

5. The identification team including the ELO teacher, an administrator, guidance counselor, and teacher will analyze student data from the referral and screening process to determine the need for ELO services for individual students.

6. Phone calls are made by the ELO teacher to each of the students' parents in the screening pool concerning placement decisions.

Students identified for ELO services in grades 3-12 will be those who, at a minimum, are determined to be strong in the area of general intellectual ability. Students who are identified in the area of general intellectual ability are those who demonstrate an advanced level of proficiency in both reading and mathematics. Characteristics of a student who demonstrates general intellectual ability are the following:

- Formulates abstractions
- Processes information in complex ways
- Observant
- Excited about new ideas
- Enjoys hypothesizing
- Learns rapidly
- Uses a large vocabulary
- Inquisitive
- Self-starter
- Complex problem solving

Students identified for ELO services for specific academic abilities in grades 3-12 will be those who show a definite strength in one specific academic. Students who are identified in the area of specific intellectual ability are those who demonstrate an advanced level of proficiency in either reading or mathematics. Characteristics of a student who demonstrates specific intellectual ability are the following:

- Good memorization ability
- Advanced comprehension
- Acquires basic skill knowledge quickly
- Widely read in special interest area
- High academic success in special interest area
- Pursues special interest with enthusiasm and vigor

Students who transfer into the Red Oak Community School District (ROCS) from other districts in which they were previously identified as talented and gifted will maintain their status and receive ELO services. These students will be evaluated and/or monitored to determine the appropriateness of services. (There might be real differences between another district and ROCS in terms of the level of rigor in the curriculum and students' prior academic performance).

English Language Learner Identification Process

Identification of gifted and talented English Language Learners Grades K-12 is based on the proposition that broadening the scope of the methods used to identify English Language Learners (ELLs) for Extended Learning Opportunities will improve their opportunities to achieve academically (*Identifying Gifted and Talented English Language Learners, 2008, Iowa Department of Education*).

It is important that the educators of GT English Language Learners are aware that they display their potential within the cultural context of learning a second language.

Characteristics of ELL Gifted Students: Most gifted children share certain characteristics. ELL populations may demonstrate these characteristics in ways different from the dominant culture and sometimes these characteristics may be perceived as negative.

Characteristic	Dominant Culture	Different Cultures
Curiosity	Raises hand to ask question. Stays on task. Expresses self well. Expects shared experiences and common understandings. Curious about how things work more than about people.	May think questioning is rude. May be frustrated by not having the language necessary to ask questions. Does not have a foundation of shared experiences. Curious about different experiences. May experience lack of understanding by teachers, peers and others. May enjoy questions with "shock value." More curious about people than things.
Task Commitment	Sticks with a task. Confident in ability.	Stubborn. May have their own priorities. May not see relevance in school work.
Sense of Humor	Begins with shared experiences and understandings. Uses dominant language with others. Uses subtleties with language.	May have difficulty showing humor in dominant culture's language. May be "smart alecky." May use language destructively, use put-downs. May be a class clown. May demonstrate humor, tell jokes, in one language and not the other.
Keen Interests	Good at many things. Enjoys learning new things. Enjoys collections. Enjoys a book series.	Unable to make decisions. Makes decisions without regard for consequences. Appears random. Has trouble finding closure.
Use of Language	Expresses self well in formal register. Can elaborate well on others' ideas. Fairly even language profile.	Very expressive in casual register. Has trouble listening and staying attentive to others. Uneven in ability to speak, listen, read, write. Makes clever, silly or inappropriate responses. Opinionated, good talker but unable to support ideas or provide substance to ideas. Tells stories, enjoys listening to stories in own language, culture. Acquires new language quickly.
Self Efficacy	Feels safe. Feels in control.	Feels unsafe, insecure. Feels like a victim.
Problem Solving	Good at solving teacher generated problems. Applies learned rules to problem solving.	Good at solving "street" problems. Creative in finding for self. May not be interested in following rules.
Asynchronous Maturity	Taken care of by adults. Often protected from adult concerns.	May be responsible for younger siblings. May act as translator and interpreter for adults. May be needed, used in adult situations.

*Information acquired from Blue Valley School District <http://bvsvd.org/policies/Policies/IGBB-R.pdf>

Characteristics of a gifted English Language Learner include, but are not limited to:

- Acquires a second language rapidly
- Shows high ability in mathematics

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- Displays a mature sense of diverse cultures and languages
- Code switches easily (think in both languages)
- Demonstrates an advanced awareness of American expressions
- Translates at an advanced level (oral)
- Navigates appropriate behaviors successfully within both cultures

*Information acquired from Identifying Gifted and Talented English Language Learners, 2008, Iowa Department of Education.

Potential Barriers to Identification: English Language Learners are traditionally underrepresented in gifted education. Potential barriers may include:

- Reliance on the nomination process only (no grade level screening).
- Teachers may be less likely to recognize gifted characteristics in EL's than in children of their own culture or language.
- EL parents may be less likely to advocate for ELO identification than parents of the dominant culture.
- Characteristics of giftedness may manifest themselves differently, even negatively, in EL's.
- Teachers may think student deficits or English acquisition should be addressed before ELO identification.
- Assessment criteria may be biased against EL's.
- EL's may have less experience with abstract reasoning tasks.

When evaluating an ELL student for ELO services, the committee will look at the whole child: the cognitive, the affective, and psycho-motor/behavioral domains in relationship to their English language proficiency.

1. Screener—Any student who indicates on the home language survey that their home language is a language other than English. The student is then given the TELPA assessment to determine English language proficiency.

3-8 Screening tools

- I-ELDA- rate of 2 or more levels in the span of one year
- HOPE Nomination Scale
- FAST reading and math scores
- Unit assessments
- ISASP
- CogAT
- Teacher referral
- Parent, peer, and self nominations

9-12 Screening tools

- I-ELDA-rate of 2 or more levels in the span of one year
- HOPE Nomination Scale
- Unit assessments
- ISASP
- Teacher referral
- Parent, peer, and self nominations

An English Language Learner's score on the Iowa Assessment and CogAT should be considered in light of the student's I-ELDA score and will not be used in comparison with other ELO candidates who are native speakers.

Longitudinal data will begin to be collected for ESL screening and nonverbal assessments in order to create a screening pool for comparison purposes.

1. To be included in the screening pool, an ELL student must demonstrate above level ability on two or more of the screening tools as compared to other ELL peers and their I-ELDA level. The ELL population at ROCSD will be their own comparison group.
2. Once a screening pool is developed, the ELL and ELO teacher will communicate the results with the parents and seek permission for further diagnostic data collection. An interpreter or literature will be provided to the parents of the ELL student in their native language to provide information concerning ELO placement and decisions.
3. When necessary, the ELO teacher and the ELL teacher will collect and organize additional student data to ensure a confident decision regarding student needs.

Additional data sources include, but are not limited to:

Grades 3-5

- Analytical reading inventory to instructional level
- Teacher Inventory for Finding Potential
- Parent Inventory for Finding Potential
- Individual student performance
- End of Year benchmark assessments

Grades 6-8

- Purdue Academic Rating Scales
- Teacher Inventory for Finding Potential
- Parent Inventory for Finding Potential
- Individual student performance
- End of Year Course assessments
- Student Interview
- ACT
- SAT

Grades 9-12

- Teacher Inventory for Finding Potential
- Parent Inventory for Finding Potential
- Individual student performance
- End of Year Course assessments
- Student Interview
- PSAT

- ACT
 - SAT
4. The identification team including ELO teachers, ESL teacher, elementary or secondary teachers and counselors, as well as district administrators will analyze student data from the referral and screening process to determine the need for ELO services for individual students.
 5. An interpreter or literature will be provided to the parents of the ELL student in their native language to provide information concerning ELO placement and decisions.

ROLE OF THE ELO TEACHER

The primary roles of the ELO teacher to support ELO students. These include:

1. Pullout enrichment with students to maximize their learning and facilitate the students' strengths and interests and meet their affective needs.
2. Consultation with educators to facilitate teacher understanding of the unique needs of gifted and talented students.
3. Collaboration with educators to assure differentiated instruction is provided in the general classroom learning environment.
4. To seek out, coordinate and/or assist with providing academic competitions for ELO students.

Individualized Instruction

- Develop and monitor Personalized Education Plans for student who are identified for ELO.
- Based on the PEP, coordinate individualized enrichment to meet the unique learning needs of the ELO student.
- Facilitate acceleration based on student performance and identified needs.
- Provide flexible scheduling/groupings for advance interests outside the curriculum.

Consultation/Collaboration with Teachers

- Help classroom teachers' work confidently with high ability students.
- Provide training in the use of differentiated instruction and learning strategies to meet the needs of the individual student.
- Help teachers incorporate problem solving, critical thinking, leadership, and creativity opportunities into unit planning.
- Collaborate with the classroom teachers to plan and implement extensions to the curriculum and differentiated learning opportunities.
- Provide support for classroom teachers in the form of ideas and materials for students needing differentiation in the regular classroom.

PERSONAL EDUCATION PLAN (PEP)

The purpose of the Personalized Education Plan (PEP) is to provide a plan designed to meet the educational and social/emotional needs for identified gifted students. PEPs are co-created with the Talented and Gifted teacher, classroom teacher, parent/guardian(s), and student to set goals and articulate services and expectations for each school year. The written PEP is reviewed annually by the student, teacher(s), and parents. The PEP is a living document, revised as necessary, serving as a

communication tool between students, teachers and parents. The following items will be included in a student's personalized education plan including review of:

- Area of identification
- Relevant data including current assessments
- Current academic performance
- Nature and extent of the gifted and talented services provided including:
 - individualized services
 - consultative services
 - modifications to curriculum and acceleration of the student's curriculum
 - other supportive services
- Accommodations in support of the students gifts and talents
- Anticipated or planned academic adjustments and accelerations
- Beginning at the 8th grade level, a high school plan for enrollment in academic courses guiding acceleration and college preparation
- Personnel responsible for the services provided

CURRICULUM COMPACTING

Curriculum compacting is a differentiation technique that allows a teacher to remove instructional materials and objectives from a course when a student has already demonstrated mastery of the material to be learned. The material is replaced with new content, enrichment opportunities, or other options. It is important to remember that students may master part of a standard but require instruction in order to master another part. Decisions regarding compacting of specific subjects are based on assessment data and other performance measures, such as a strong academic record of achievement in the subject which is vital to student success. The following data sources may be used to determine eligibility:

- Iowa Statewide Assessment of Student Progress
- FAST screening in reading and math
- Individual student performance
- End of Year Course assessments
- Student Interview
- Purdue Academic Rating Scales
- Iowa Algebra Aptitude Test

ACCELERATION PROCEDURES

Acceleration is an educational intervention designed to provide students who have specific areas of talent with the appropriate level of academic challenge and may occur in rare and unique circumstances. The decision regarding whole-grade acceleration must take into account several factors including academic preparedness, social-emotional maturity, and the student's motivation. Resources from the Belin-Blank Center, including the Integrated Acceleration System and the Iowa Acceleration Scale manual, may be referenced by school staff for research and best practice guidance during the decision-making process. Decisions regarding whole-grade acceleration are also based on review of academic progress, parental input, and teacher recommendation. Typically, a meeting of parents, teachers, ELO staff, and administration from the current grade level and the grade level into which advancement is being considered is held to review and discuss all factors prior to making a decision.

Once a consensus is agreed upon to advance the student, the teachers, administrators, and parents will develop a new PEP plan to address the transitional process and goals to be achieved.

Academic program acceleration is based on individual student needs determined by assessment performance, academic progress, student motivation, and parental support. Often a process for course acceleration includes a rating scale taking into account a variety of factors. To determine if it is the best interest of a student to modify regular grade placement and/or coursework, important considerations include three necessary components: 1) whether the choices made for a student are consistent with the Red Oak Community Schools District Mission Statement; 2) review of the ROCSD Extended Learning Opportunities program philosophy; and 3) completion of a consistent process for making acceleration decisions.

The decision-making process will include the following:

1. Referral from teachers or parents
2. Review of academic history
3. Meeting specific assessment criteria
4. Meeting with parents and teachers
5. Completion of the updated PEP plan reflecting the goals of acceleration

As an example, the ROCSD uses the following scale for math acceleration.

- Iowa Math Total – 94%ile or above (+10)
- For 9-12 other national tests (PSAT, ACT, SAT) – 94%ile or above (+10)
- Composite score of 124 or higher on the Cognitive Abilities Test (quantitative) or other testing generating IQ. (+10)
- Teacher recommendation (+5)

Student's total should score 90% of total points to recommend acceleration.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN PROGRAM STANDARDS

<http://www.nagc.org/resourcespublications/resources/definitionsgiftedness>

Standard 1: Learning and Development:

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Understanding the characteristics and needs of gifted students is vital to planning curriculum, instruction, assessment, programs, and services. The characteristics of gifted students provide the rationale for differentiation in programs. This includes grouping and services for gifted students and are translated into appropriate differentiation choices made at curricular and program levels. Such instruction should meet the cognitive and affective needs of gifted students.

Standard 2: Assessment:

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Educators will establish a challenging environment and collect multiple types of assessment information so all students are able to demonstrate their gifts and talents. Differentiated instruction includes using pre and post, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

Standard 3: Curriculum Planning and Instruction:

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators use the ROCSD curriculum, Iowa Core, and Common Core Curriculum then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum emphasizes advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators possess a knowledge of evidence-based instructional strategies in delivering the curriculum to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources engage a variety of learners using culturally responsive practices.

Standard 4: Learning Environments:

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Educators of students with gifts and talents create safe learning environments that foster emotional wellbeing, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that

encourage independence, motivation, and self-efficacy. Teachers use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences.

Standard 5: Programming:

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

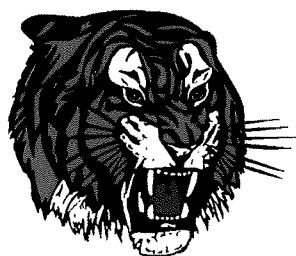
Educators will develop policies and procedures to provide comprehensive and aligned services for gifted students, and use a variety of programming include individualized, consultative and collaborative services to enhance students' performance in cognitive and affective areas. This includes such examples as access to a variety of learning resources such as technology-infused learning, community internships, acceleration through SWICC, and/or individual projects based on student interests and areas of giftedness.

Standard 6: Professional Development:

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGCCEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

The Red Oak Community School District professional development plan is intended to provide teachers and administrators with the knowledge, skills, and strategies that will help them provide talented and gifted students with the academic and affective support they need to experience an appropriate level of challenge and learning each day. Professional development is provided in multiple ways. Some professional development is provided during traditional professional development time to all teaching staff in a building or across the district. Some professional development is provided via e-mails and newsletters. Talented and Gifted staff and other teachers across the district are provided opportunities to attend workshops geared toward the teaching of the talented and gifted student.

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ELO Program: Individual Student Personal Education Plan (PEP)

Student:	Grade/Year:
Parent/Guardian:	
Identified Area:	
Teacher/Program:	

Most Recent (3 Year) Assessments

Year/ Grade	Assessment	Reading	Math	Science	Other

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Student Strengths:

Student Needs:

Academic Interests:

Date	Accommodation Plan	Person(s) Responsible

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Additional Comments/Notes:

The following agree to and support the above accommodation plan for the _____ school year.

ELO Teacher:	Date:
Coordinating Teacher:	Date:
Student:	Date:
Parent/Guardian(s)	Date:

SIAC Members 2022-2023

Staff

Jane Chaillie
Nate Perrien
Jamie Sherley
Tony Jones
Jewell Moore
Janelle Erickson
Tracy Vannausdle
Leanne Fluckey
Kevin Herrick
Debbie Graber
Kelsey Mangold
Barb Sims
Sharon Allison
SueAnn Crouse
Josh Kippley
Martha Pfeiffer
Kay Soden

Students

Jonah Wemhoff
James Gass
Tessa Rolenc
Josie Rengstorf

Community

Edward Grass
Mabel Rico
Ryan Beesen
Amy Rydberg
William Butz
Corrine Jenkins
Richard Fisher
Jennie Westover
Kevin Bruning
Lisa Schmid
Dave Jenkins
Tianna Fisher
Sam Beesen
Jen Lydon
David Rydberg
Christie Butz
Aaron Schmid
Kim Bond
Mark Kells
Stacy Querry
Mallory Sampson
Jessie Bruning
Jed Westover
Joe Lydon

500 - Objectives for Equal Educational Opportunities for Students
(no changes)

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student will have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, sex, marital status, national origin, sexual orientation, creed, gender identity, religion, disability or socioeconomic status. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, the selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the education program, students will treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with the guidance counselor or other employees.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual will mean the legal parents, the legal guardian or custodian of a student, and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Red Oak Community School District, Red Oak, Iowa 51566, or by telephoning (712) 623-6600.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be

directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education 8930 Ward Parkway, Suite 2037, Kansas City, MO. 64114 (816) 268-0550 <http://www.state.ia.us/government/crc/index.html> or Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA. (515) 281-5294. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Approved: August 27, 2018

Reviewed: ~~August 27, 2018~~ **September 12, 2022**

Revised: August 27, 2018

501—Student Attendance (no changes)

501.1 - Resident Students

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

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

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

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

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501.2 - Nonresident Students

(no changes—NOTE: This policy reflects current Iowa law. Iowa's open enrollment law has not eliminated the need for this policy. This policy affects nonresident students who do not qualify for open enrollment.)

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

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

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

Nonresident students who are eligible to attend an Iowa public school and who have evidence they will become legal residents of the school district prior to October 1 may be allowed to attend without the payment of tuition.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

501.2R1 - Foreign Students

(no changes)

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:

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- 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.
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501.2R2 - Foreign Exchange Students (no changes)

Introduction

Youth exchanges provide foreign exchange students with an American experience, giving them a more balanced understanding of our country. They encourage new perspectives that open the minds of the students of the school to the entire world. More importantly, these “connections” help students on both sides of the exchanges grow and gain maturity. These cross-cultural experiences offer unique opportunities for American schools to help their students and communities:

- Learn first-hand about other cultures and customs;
- Create life-long friendships across cultures;
- Gain new perspectives on our country and the world;
- Begin to understand how tightly connected the peoples and countries of the world are to each other;
- Open young minds to the importance of understanding other languages and other cultures, particularly with respect to career and personal opportunities.

At the same time, schools have a right to expect that international exchange students and student exchange programs adhere to guidelines that will minimize problems and make success more likely. The critical element is the ongoing relationship between the exchange program and the school, as well as the responsiveness of the exchange program.

The local school district will control the number of foreign exchange students enrolled in the school system and will limit enrollment to the high school only. District finances, appropriate host family support, and appropriate course offerings for the student are among the factors that will be considered when reviewing the admission of foreign exchange students.

Timing of the Placement Process

The Red Oak Community School District requires that organizations contact the school each year to indicate an interest in placing exchange students. Exchange organizations are to provide the school with advance notice of their intent to place students. The school is to be

notified as soon as the student and host family match-ups are confirmed. Recognizing the timing of school staffing and resourcing, exchange organizations should submit student and host family applications as early as possible, or up to two weeks prior to the start of the school year. Acknowledging the difficulty of securing host family commitments, the school will try to accept applications until school starts.

Selecting Student Exchange Programs

The Red Oak Community School District reserves the right to work with exchange organizations that have proven their commitment and responsiveness. The school also will be open to new organizations that demonstrate a serious commitment to the school and community.

School Expectations of Student Exchange Program

The Red Oak Community School District reserves the right of final approval on all student placements. Additionally, the district requires that each individual foreign exchange program must:

- Be listed in the most current Council on Standards for International Educational Travel (CSIET) Advisory List;
- Maintain a network of qualified and trained local representatives living in or near the community, with responsibility for each student; the representatives will provide orientation and ongoing support for both the host family and the student;
- Provide continuing hands-on monitoring and responsiveness, from local representative to national headquarters, including student selection and preparation, selection and screening of host families, ongoing contact with the host family and the student, and communication with the school and responsiveness to school needs;
- Receive school enrollment authorization for placements each year prior to contracting potential host families and follow school policy on timing and requirements;
- Screen and prepare exchange students while monitoring their progress during the school year, responding to issues or problems as they develop;
- Arrange host family placements before exchange students leave their home country, with the expectation that exchange students are to be in their host family and school placements by the first day of classes;
- Personally interview and screen all potential host families, matching student and family interests and personalities;
- Not knowingly place exchange students based on their athletic abilities;
- In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it;
- Provide the school with a complete student application that includes the following:
- Personal letter from the student;
 - Detailed information on the student and the student's natural family;
 - Proof that the student has sufficient language ability to function in an American classroom;

- Original transcript of the student's high school grades, with English translation (and this must meet school requirements);
- Necessary medical history, including proof of immunization as required by the State of Iowa, any medical/physical restrictions, and a recent physical exam.

School Expectations for Students on J-1 Visa Sponsorships

The Red Oak Community School District has the following expectations of foreign exchange students:

- Each exchange student must be qualified to participate in regular classes and maintain a typical schedule. This means an acceptable level of proficiency in the English language, a commitment to treat coursework as important, and the social skills to enjoy participation in social and extracurricular activities.
- Foreign exchange students must be aware that participating in interscholastic athletic teams means they must comply with district and state athletic eligibility regulations.
- The school appreciates the difficulty of a student's move into a different language, culture, and institution, but exchange students are expected to attain passing grades by the end of their first semester.
- The enrollment eligibility of exchange students will be for one year only, and exchange students and their host families are expected to know and must follow all school policies and rules.
- Exchange students must have medical and accident insurance that meets or exceeds U. S. Department of State guidelines.
- Exchange students must understand that they are not guaranteed the ability to graduate or to be granted a diploma.

School Responsibilities

In accepting foreign exchange students, the Red Oak Community School District assumes the following responsibilities:

- Students on U. S. Department-sponsored programs (j-1 Visas) generally pay no tuition, but they are expected to pay all normal expenses, such as meals.
 - Foreign exchange students have all rights and privileges accorded to all enrolled students, along with the accompanying responsibilities, except the right to a diploma.
 - The school will make every effort to integrate foreign exchange students into the social fabric of the school. In turn, the school encourages foreign exchange students to participate in school activities, to make friends, to make a personal contribution to the school, and to help spread the word about their country and themselves, informally and by making presentations in classes and to community groups and by talking with the media when requested to do so.
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501.3 - Compulsory Attendance
(minimal changes—clarifications)

Parents within the school district who have children over age four (4) and enrolled in the statewide preschool program, over age five (5) and enrolled in the district's kindergarten program, or over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, shall have the children attend the district at the attendance center designated by the board.

Students of compulsory attendance age (**i.e., over age six and under age sixteen by September 15, in proper physical and mental condition to attend school**) will attend school the number of days school is in session in accordance with the school calendar. Students not attending the minimum days must be exempted by this policy as listed below or, referred to the county attorney. Students over age four (4) on September 15 and enrolled in the statewide preschool program and students over age five (5) on September 15 and enrolled in the district's kindergarten program, may not attend the minimum days only if the student's parent notifies the district in writing of the parent's intent to remove the child from the preschool program and/or from enrollment in the district.

Exceptions to this policy include children who:

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

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

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

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

Approved August 27, 2018
Reviewed August 27, 2018
Revised August 27, 2018

501.4 - Entrance – Admissions
(no changes)

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

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

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

Approved August 27, 2018
Reviewed August 27, 2018 **September 12, 2022**
Revised August 27, 2018

501.5 - Attendance Center Assignment
(addition of placement verbiage-- the requirement for the school principals to honor valid placement requests in paragraph two is a new legal requirement effective July 1, 2019.)

The board will have complete discretion to determine the boundaries for each attendance center, to assign students to the attendance centers, and to assign students to the classrooms within the attendance center.

Parents or guardians of siblings in the same grade level academically in grades kindergarten through grade five may request the siblings be placed in the same or different classrooms. In order to be valid, the request must be made in writing and submitted to the school principal at the time of registration for classes, or within fourteen days after the children’s first day of attendance during the school year. If a valid request is received by the school principal, the

request must be honored. While a parent or guardian may make a placement request that siblings be placed together or apart, the district administration retains complete discretion to select the classroom teacher(s) to which siblings are assigned. If after the initial grading period following the placement of siblings in the same or different classrooms the school principal determines the placement is disruptive to the class; the principal may assign one or more of the siblings to different classrooms.

It is the responsibility of the superintendent to make a recommendation to the board annually regarding the assigned attendance center for each student. In making the recommendation, the superintendent will consider the geographical layout of the school district, the condition and location of the school district facilities, the location of student population, possible transportation difficulties, financial condition of the school district and other factors deemed relevant by the superintendent or the board.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

501.6 - Student Transfers In
(no changes)

A student's parents or the student may transfer the student to the school district. Students who transfer into the school district must meet the immunization and age requirements set out for students who initially enroll in the school district.

The school district will request the student's cumulative records from the previous school district. If the student cannot offer proof of grade level, the superintendent will make the grade level determination. The superintendent may require testing or other information to determine the grade level. Students expelled or suspended from their previous school district will only be enrolled after approval of the board.

The superintendent, or the superintendent's designee will determine the amount of credits to be transferred. If the student has not previously attended an accredited school, it is within the superintendent's discretion to accept or reject credits or grades.

The board may deny admission if the student is not willing to provide the board with the necessary information.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

501.6R1 - Student Transfers in From Non-Accredited Settings
(no changes)

Students who have been taught in a nonaccredited setting are welcome to attend the Red Oak Community Schools upon meeting legal admissions requirements. The district retains the right to determine grade level placement and whether or not to accept credits the student earned in a nonaccredited setting. In determining the grade placement of a student or the credits to be accepted for a student, the following considerations will be made:

Grades K-8

If the student has been receiving instruction in a nonaccredited setting through a licensed practitioner or under the instructional supervision of a licensed practitioner, the grade placement will be based on the recommendation of that licensed practitioner, as long as the recommendation is age-appropriate for the student. For grade placement other than that which is age-appropriate, documentation must be presented to the superintendent to justify the recommended placement. Such documentation may include, but not be limited to, portfolios, a transcript from an organization which provides the curriculum for the competent private instruction program, and/or standardized test scores. If necessary, the superintendent may require that the student take a standardized test to determine whether the student can demonstrate the necessary skills to justify the placement.

Grades 9-12

A student who is entering grade 9 for the first time at the start of the school year will be subject to the same considerations as those given to students entering grades K-8.

A student who is enrolling at any level in grades 9-12 after having receiving instruction in a nonaccredited setting during those grade levels will be required to provide documentation of work accomplished in each subject area considered to be at the high school level. Such documentation may include, but not be limited to, portfolios, actual completed assignments, information from a licensed practitioner who is providing instruction or instructional supervision, or a transcript from an organization which provides the curriculum for the instructional program in the nonaccredited setting. If concerns exist about the documentation provided to the school, the superintendent may require the student to pass the semester test for a given subject with at least a "C—" grade before approving credit. Credits approved from instruction in a nonaccredited setting will be recorded as a "P" on the student's transcript and will not be included in computing grade point average, class ranking, or any academic awards.

Unless there are extenuating circumstances, a student who has received instruction in a nonaccredited setting must attend Red Oak High School for his/her full senior year to be eligible for a diploma from Red Oak High School. Students transferring in from nonaccredited settings will only be eligible for honors and awards for the actual period of time they have been enrolled as regular students in the school district. Students transferring into the high school from a nonaccredited setting will not be eligible for class ranking unless he/she has been enrolled for

four (4) or more semesters. Such students must meet the graduation requirements of the school district in order to be eligible for a diploma. The combination of credits approved from instruction in the nonaccredited setting and those earned at Red Oak High School must total fifty-two (52) credits. Any requests for exceptions to this policy and regulation must be presented to the board for action.

501.7 - Student Transfers Out or Withdrawals (no changes)

If the student's parents wish to withdraw or transfer the student from school prior to completing and graduating from the education program, they should notify the superintendent in writing as soon as possible of the decision to withdraw or transfer the student from the education program. The notice should state the student's final day of attendance. The student or parent should present this written notice at the office and receive instructions regarding the return of textbooks, library books, locker equipment, hot lunch tickets, etc.

If the student is not enrolling in another school district, the school district will maintain the student's records in the same manner as the records of students who have graduated from the school district.

If the parents wish to have the student's cumulative record sent to the new school district, the parents must notify the superintendent in writing. This notice will include the name of the school district and the person at the new school district to whom the student's cumulative records should be sent. If the new school district requests the student's cumulative records, the school district will forward the cumulative records and notify the parents the records have been sent. The notice will inform the parents of their right to review the records sent.

If the student is of compulsory education age and not transferring to another public school district or an accredited nonpublic school, the parents will notify the superintendent that the student is receiving competent private instruction and file the necessary competent private instruction reports.

Approved August 27, 2018
Reviewed August 27, 2018
Revised August 27, 2018

501.8 - Student Attendance Records (no changes)

As part of the school district's records, the daily attendance of each student is recorded electronically with the district's registrar.

Approved August 27, 2018
Reviewed August 27, 2018
Revised August 27, 2018

501.9 - Student Absences – Excused
(minor change to be consistent with handbook)

Regular attendance by students is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students will attend school unless excused by the principal of their attendance center.

Student absences approved by the principal are excused absences. All schools will accept parentally excused absences for up to five (5) days during a semester. Excused absences will count as days in attendance for purposes of the truancy law. These absences include, but are not limited to, personal illness, medical or legal appointments, attendance at a funeral, religious observations or instruction, family emergencies, appointments that cannot be scheduled outside the school day, and school-sponsored or approved activities.

The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students. However, there may be rare and unusual circumstances created by public emergencies declared by state or local officials which temporarily prevent students from attending traditional, in-person school. In these circumstances, the district may provide parents and students the option to attend school through remote learning opportunities within the available resources of the district and as permitted by law. The superintendent or designee will also have discretion to make reasonable accommodations for students, on a case-by-case basis. During approved remote learning, attendance will be taken, assessments may be administered, and grades will count towards students' cumulative grade point average as if they were attending in person. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans will be determined by each respective IEP or Section 504 team.

Students whose absences are approved shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher. An exception is that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period. A student shall be allowed one make-up day for each day of absence. It is the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed.

If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.

Students participating in school activities must be present for each class of the school day, **unless permission has been given by the principal for the student to be absent.** Students participating in school-sponsored activities (e.g., field trips, athletic events, school arranged college visits, job shadowing, activity events) will not be recorded as an absence on the student's attendance record.

It is the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school on that day. The principal may request evidence or written verification of the student's reason for absence.

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

Approved 9-28-2020

Reviewed **September 12, 2022**

Revised

501.9R1 - Student Absences-Excused Regulation
(no changes)

The Importance of Regular School Attendance

EVERY DAY MATTERS - Research supports the theory that students with good class attendance will score better on standardized tests, get higher grades and be less likely to drop out. Although some students may be able to demonstrate sufficient content knowledge, our district's responsibility to educate our students and excel on standardized testing requires that we promote positive school attendance.

Students are expected to be in class and to make attendance a top priority. Only through attendance and class participation do students achieve the benefits of the education program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate class objectives. Learning lost due to an absence can never be replaced. Regular attendance and being well prepared for class help students in school as well as preparing students for adulthood.

Parents are expected to telephone the school office to report the student absence in advance of the start of school, if possible, and in all cases by 8:30 A.M. of the day the absence occurs to avoid a call from the automated dialer.

Legal Obligation Regarding Attendance

The school believes the responsibility for attendance rests with the parents and the students. We encourage those responsible to make good sound educational decisions about school attendance, keeping in mind that attendance at school results in greater success. If that responsibility is not assumed by the student and parents, the school will enforce the state of Iowa mandatory attendance laws, and the excessive absence regulation.

Additional rules pertaining to excused absences may be found in the Student Handbooks that are provided to students and parents annually.

501.10 - Student Absences-Truancy/Unexcused Absences (minor changes)

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students will attend school unless excused by the principal of their attendance center.

Truancy is defined as **being absent without a reasonable excuse** or any absence that occurs without notification from the student's parent/guardian ~~will be classified as truant~~. Schools must be notified on or before the day of the absence in order for the absence not to be classified as truancy.

Verified Unexcused Absence is defined as any absence that is verified by the parent or guardian, but is not listed in the "Excused" category above ~~would be considered a "Verified Unexcused Absence"~~. Verified unexcused absences can occur because of personal reasons and may include, but are not limited to:

1. short notice family trips
2. birthday parties
3. non-school related competitions
4. prom dress shopping
5. graduations
6. trips to the airport
7. car problems
8. planned family vacations in excess of 3 missed school days

Penalties & Procedures for Verified Unexcused Absences/Truancy

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Truancy or Verified Unexcused Absences –

- 1st offense - 30 minute detention to be served within 24 hours
- 2nd offense – 1 day ISS.
- Please note our newly fashioned ISS program will be committed to educational and community service purposes. Half of the day our students will focus on academics, by completing missing or late work. The second half of the day will be community service based, by way of working with our custodial and maintenance staff on the upkeep of our facilities.
- If a student refuses to accept responsibility for their actions and is not present for the assigned consequence, appropriate administrative action will take place.
- 5th offense – One day of ISS. Student will remain in ISS until parents meet with Guidance Counselor, Administrator, or Student Support Coordinator.
- 10th offenses – Subsequent violations - Please see loss of credit section.

Students receiving special education services will be assigned appropriate consequences so that the goals and objectives of the student’s Individualized Education Program are capable of being met.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

501.11 - Student Release During School Hours

(no changes)

Students will be allowed to leave the school district facilities during school hours only with prior authorization from their parents, unless the parent appears personally at the student’s attendance center to arrange for the release of the student during school hours, or with the permission of the principal.

Approved reasons for release of a student during the school day will include, but not be limited to, illness, family emergencies, medical appointments, religious instruction, classes outside the student’s attendance center, employment or any MOC and other reasons determined appropriate by the principal.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

501.12 - Open Enrollment Transfers-Procedures as a Sending District
(Approved August 8, 2022)

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

Parents requesting open enrollment out of the school district for their student will notify both the sending and receiving school district in accordance with district practice. The notice is made on forms provided by the Iowa Department of Education. The forms are available at the central administration office.

Parents of children who will begin kindergarten in the school district will file in the same manner set forth above may also request open enrollment to a neighboring, either before the year starts or during the kindergarten year.

The receiving district will approve open enrollment requests according to their local board policy regarding capacity limitations. The parents may withdraw the open enrollment request any time and return to the resident school district by notifying both the receiving and resident district. The receiving district's superintendent will notify both the parents and sending school district by mail within five days of the school district's action to approve or deny the open enrollment request.

The board may approve a student's request to allow the receiving district to enter the school district for the purposes of transportation. Conditions for such transportation will be determined annually. Transportation assistance is available to students in families with income below 200% of the Federal Poverty Level, with the mode of transportation assistance decided by the resident district.

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

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

Approved August 27, 2018
Reviewed ~~July 11, 2022~~ **September 12, 2022**
Revised August 8, 2022

501.13 Open Enrollment Transfers-Procedures as a Receiving District
(Approved August 8, 2022)

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

The superintendent will approve incoming kindergarten applications; good cause application for high school varsity athletic participation; or continuation of an educational program application filed by the third Thursday of the following September. All other applications will be acted upon by the board.

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

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

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

Students in grades nine through twelve open enrolling into the school district will not be eligible for participation in interscholastic athletics, at the varsity level, during the first ninety days of open enrollment into the school district, unless the student meets one of the good cause exceptions identified in Policy 505.7 or both the sending and receiving district school boards agree to allow varsity athletic participation.

Parents of students whose open enrollment requests are approved by the board or superintendent are responsible for providing transportation to and from the receiving school

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district without reimbursement, unless the family's income is below 200% of the Federal Poverty Level at which point, the sending school district determines which method of transportation assistance is appropriate. The board will not approve transportation into the sending district without approval from the board of the sending district.

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

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

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

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Revised August 8, 2022

501.14 - Homeless Children and Youth
(Addition of mandatory Homeless Liaison language)

The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in district policies or practices. The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the superintendent of schools, with the designee as an alternate.

"Homeless child or youth" is defined as a child or youth from the age of 5 years through 21 years who lacks a fixed, regular, and adequate night-time residence and includes the following:

- A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an

emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;

- A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
- A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs "1" through "3" above.

School Records: For students transferring out of the district, records may be provided directly to the student or the student's parents. In addition, students transferring into the school district may provide cumulative records directly to the district. The school district will not require that such records be forwarded from another school district before that student may enroll. The school will then request the official records from the previous school.

Immunization Requirements: Homeless students will not be denied enrollment for lack of immunization records if:

1. They have a statement signed by a physician stating that immunization would be injurious to the student;
2. They provide an affidavit stating such immunization would conflict with their religious beliefs;
3. They are in the process of being immunized; or
4. They are a transfer student from another school.

The school district will make a reasonable effort to locate immunization records from the information provided or will arrange for the student to receive immunizations.

Waiver of Fees and Charges: Fees and charges which may present a barrier to the enrollment or transfer of a homeless child or youth may be waived in the discretion of the superintendent.

Enrollment Requirements/Placement: Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived at the discretion of the Superintendent. If the district is unable to determine the grade level of the student because of missing or incomplete records, the district shall administer appropriate tests to determine the appropriate grade level for the child.

Residency: For purpose of a homeless child or youth, residence for the purpose of attending school shall be where the child actually resides or the child's district of origin. A child's district of origin is the district where the child was last enrolled. The deciding factor shall be the welfare of the child.

Transportation: Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the Superintendent.

Special Services: All services which are available to resident students shall be made available to homeless children or youths enrolled in the district. Services include special education, talented and gifted programs, vocational education, English as a second language programs, health services, and food and nutrition programs.

The contents of this policy shall supersede any and all conflicting provisions in district policies dealing with the seven policy areas discussed above.

To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:

- **Designate the School Counselor as the local homeless children and youth liaison;**
- **Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth;**
- **Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth;**
- **Ensure collaboration and coordination with other service providers;**
- **Ensure transportation is provided in accordance with legal requirements;**
- **Provide school stability in school assignment according to the child's best interests;**
- **Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth's living situation;**
- **Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law; and**
- **Prohibit the segregation of a homeless child or youth from other students enrolled in the district.**

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Revised August 27, 2018

501.15 - Competent Private Instruction
(no changes)

In the event a child of compulsory attendance age, over six and under age sixteen, does not attend public school or an accredited nonpublic school the child must receive competent private instruction.

A parent choosing competent private instruction for a student by or under the supervision of a licensed practitioner, competent private instruction for a student by a non-licensed individual or independent private instruction must meet the requirements outlined under Iowa law.

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

A parent choosing competent private instruction for a student by a non-licensed individual may notify the district prior to the first day of school on forms provided by the district. The forms are available in the central administration office. One copy of the completed forms will be kept by the district and another copy will be forwarded to the appropriate Area Education Agency.

A parent choosing independent private instruction for a student may be asked to provide a report identifying the primary instructor, location, name of the authority responsible for the independent instruction, and the names of the students enrolled to the district.

The Superintendent or Superintendent's designee will determine whether the completed form is in compliance with the law. The district shall report noncompliance with the reporting, immunization, attendance, instructor qualifications, and assessment requirements of the compulsory attendance law to the county attorney of the county of residence of the student's parent, guardian or custodian.

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

Students receiving competent private instruction by or under the supervision of a licensed practitioner must make adequate progress. Students receiving competent private instruction by or under the supervision of a licensed practitioner shall be monitored for progress by the supervising teacher. Students receiving competent private instruction by or under the supervision of a licensed practitioner may be assessed annually. The district will provide any optional assessments at no cost.

Students receiving competent private instruction by a non-licensed individual must make adequate progress. Students receiving competent private instruction by a non-licensed individual shall be evaluated annually by the parent, guardian or legal custodian to ensure adequate progress is being made. Students receiving competent private instruction from a non-licensed individual may be assessed annually. The district will provide any optional assessments at no cost.

Students receiving competent private instruction by or under the supervision of a licensed practitioner and students receiving competent private instruction from a non-licensed individual may dual enroll with the district. Students receiving individual private instruction may not dual enroll with the district.

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

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Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

501.16 - Dual Enrollment (no changes)

The parent, guardian, or custodian of a student receiving competent private instruction by or under the supervision of a licensed practitioner or by a non-licensed individual may also enroll the student in the district. The student shall be considered under dual enrollment. The parent, guardian or custodian requesting dual enrollment for the student should notify the Superintendent prior to October 1st each year on forms provided by the Iowa Department of Education. On the form, the parent, guardian or custodian shall 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 district's extracurricular and academic activities in the same manner as other students enrolled in the district. The policies and administrative rules of the district shall apply to the dual enrollment students in the same manner as the other students enrolled in the district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of the fees required for participation.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

502 - Student Rights and Responsibilities

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502.1 - Student Appearance
(no changes)

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

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Revised August 27, 2018

502.2 - Care of School Property/Vandalism
(no changes)

Students will treat school district property with the care and the respect they would treat their own property. Students found to have destroyed or otherwise harmed school district property may be required to reimburse the school district. They may be subject to discipline under board policy and the school district rules and regulations. They may also be referred to local law enforcement authorities.

Approved August 27, 2018
Reviewed ~~August 27, 2018~~ **September 12, 2022**
Revised August 27, 2018

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502.3 - Freedom of Expression
(no changes)

Student expression, other than student expression in student-produced official school publications, made on the school district premises or under the jurisdiction of the school district or as part of a school-sponsored activity may be attributed to the school district; therefore, student expression must be responsible. Student expression must be appropriate to assure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression will not, in the judgment of the administration, encourage the breaking of laws, defame others, be obscene or indecent, or cause a material and substantial disruption to the educational program. The administration, when making this judgment, will consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an educational purpose. Further, the expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Students who violate this policy may be subject to disciplinary measures. Employees are responsible for insuring students' expression is in keeping with this policy.

Approved August 27, 2018
Reviewed ~~August 27, 2018~~ **September 12, 2022**
Revised August 27, 2018

502.4 - Student Complaints and Grievances
(no changes)

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within 3 (three) days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within 5 (five) days after speaking with the principal.

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If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

502.5 - Student Lockers

(no changes)

Student lockers are the property of the school district. Students will use the lockers assigned to them by the school district for storing their school materials and personal belongings necessary for attendance at school. It is the responsibility of students to keep their assigned lockers clean and undamaged.

To ensure students are properly maintaining their assigned lockers, the principal of the building may periodically inspect all or a random selection of lockers. Either students or another individual will be present during the inspection of lockers. Student lockers may also be searched, at any time and without advance notice, in compliance with board policy regulating search and seizure.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

502.6 - Possession or Use of Weapons

(no changes)

The board believes weapons, other dangerous objects and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

School district facilities are not an appropriate place for weapons, dangerous objects and look-a-likes. Weapons and other dangerous objects and look-a-likes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

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Parents of students found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons or dangerous objects will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Weapons, including firearms, are not allowed on school property or at school activities, including hunting rifles or shotguns, even if they are unloaded and locked in vehicles. Students bringing firearms to school or knowingly possessing firearms at school will be expelled for not less than one year. Students bringing to school or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. The superintendent has the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Any student bringing a weapon, look-a-like, other dangerous object, or any instrument used as a weapon onto district property or onto property within the jurisdiction of the district may be suspended or expelled from school.

For purposes of this policy, the term "dangerous object" includes any instrument or device designed primarily for use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed. The term "dangerous object" also includes any instrument or device or any sort whatsoever which is actually used in such a manner as to indicate that the individual intends to inflict death or injury upon the other, and which, when so used, is capable of inflicting death upon a human being. In addition, dangerous objects or any instrument used as a weapon in the school includes any object used to intimidate, coerce, scare or threaten a student, school district employee or visitor. Dangerous objects therefore include, but are not limited to, clubs, nunchakus, brass knuckles, knives regardless of blade length, stun guns, BB and pellet guns, toy guns used or displayed as real guns, and unloaded guns.

Weapons under the control of law enforcement officials are exempt from this policy. The principal may allow authorized persons to display weapons, other dangerous objects or look-a-likes for educational purposes. Such a display will also be exempt from this policy. It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Approved August 27, 2018
Reviewed ~~August 27, 2018~~ **September 12, 2022**
Revised August 27, 2018

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502.7 - Smoking-Drinking-Drugs
(no changes)

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or “look alike” substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program will include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;
- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and re-entry programs available to students;

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- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~

September 12, 2022

Revised August 27, 2018

502.7R1 - Use of Alcohol or Drugs when Attending School Activities (no changes)

The Board prohibits the use of alcohol and drugs by students attending school-sponsored activities or activities held on any school premises. The following guidelines will apply to all school-sponsored activities or activities held on any school premises:

- In order to determine whether or not reasonable suspicion exists, appropriate school personnel, designated as “school function safety employees,” may be trained in the identification of individuals who may be under the influence of alcohol or drugs. Whether or not an employee has received training is not indicative of whether or not reasonable suspicion exists in any given situation.
 - If reasonable suspicion of alcohol use exists, a breathalyzer test may be given to the student by a school function safety employee. If the test is positive for alcohol, law enforcement will be called to handle the situation. School disciplinary measures also will be in effect.
 - If reasonable suspicion of drug use exists, parents will be contacted and given the option of taking the student for a drug test at the hospital at district expense. If the student tests positive, school disciplinary measures will be in effect. If the test option is refused, school disciplinary measures still may be in effect.
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502.8 - Search and Seizure (no changes)

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and articulable suspicion that a school district policy, rule, regulation or law has been violated. The search is in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. School officials may also conduct

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periodic inspections of all, or a randomly selected number of, school lockers, desks, and other facilities or spaces owned by the district and provided as a courtesy to a student.

The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, will not create a protected student area and will not give rise to an expectation of privacy with respect the locker, desk, or other facility.

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

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

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 22, 2022**

Revised August 27, 2018

502.8R1 - Search and Seizure Regulation
(no changes)

I. Searches, in general.

- A. Reasonable and Articulate Suspicion: A search of a student will be justified when there are reasonable grounds for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules, or regulations affecting school order.

Reasonable suspicion may be formed by considering factors such as the following:

- (1) eyewitness observations by employees;
- (2) information received from reliable sources;
- (3) suspicious behavior by the student; or,
- (4) the student's past history and school record although this factor alone is not sufficient to provide the basis for reasonable suspicion.

B. Reasonable Scope: A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

- (1) the age of the student;
- (2) the sex of the student;
- (3) the nature of the infraction; and
- (4) the emergency requiring the search without delay.

II. Types of Searches

A. Personal Searches

1. A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations or the law affecting school order.
2. Personally intrusive searches will require more compelling circumstances to be considered reasonable.
 - (a) Pat-Down Search: If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student and with another adult witness of the same sex present, when feasible.
 - (b) A more intrusive search, short of a strip search, of the student's person, handbags, book bags, etc., is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with an adult of the same sex present unless the health

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or safety of students will be endangered by the delay which may be caused by following these procedures.

B. Locker and Desk Inspections

Although school lockers and desks are temporarily assigned to individual students, they remain the property of the school district at all times. The school district has a reasonable and valid interest in insuring the lockers and desks are properly maintained. For this reason, lockers and desks are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker or desk. Periodic inspections of all or a random selection of lockers or desks may be conducted by school officials in the presence of the student or another individual. Any contraband discovered during such searches will be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker or desk (coat, backpack, purse, etc.) may be searched when a school official has reasonable and articulable suspicion that the contents contains illegal or contraband items or evidence of a violation of law or school policy or rule. Such searches should be conducted in the presence of another adult witness when feasible.

C. Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on the school premises may be searched if the school official has reasonable and articulable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

502.8E1 - Search and Seizure Checklist
(no changes)

I. What factors caused you to have a reasonable and articulable suspicion that the search of this student or the student's effects or automobile would turn up evidence that the student has violated or is violating the law, school policy, rules or regulations affecting school order?

A. Eyewitness account.

By whom:

Date/Time:

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Place:

What was seen:

B. Information from a reliable source.

From whom:

Time received:

How information was received:

Who received the information:

Describe information:

C. Suspicious behavior? Explain.

D. Student's past history? Explain.

E. Time of search:

F. Location of search:

G. Student told purpose of search:

H. Consent of student requested:

II. Was the search you conducted reasonable in terms of scope and intrusiveness:

A. What were you searching for?

B. Where did you search?

C. Sex of the student:

D. Age of the student:

E. Exigency of the situation:

F. What type of search was being conducted:

G. Who conducted the search:

Position:

Sex:

H. Witness(s):

III. Explanation of Search

Describe the time and location of the search:

A. _____

Describe exactly what was searched:

B. _____

What did the search yield:

C. _____

What was seized:

D. _____

Were any materials turned over to law enforcement officials?

E. _____

Were parents notified of the search including the reason for it and the scope:

F. _____

502.9 - Interviews of Students

(no changes)

A student may not be interviewed in school unless the building principal gives specific permission. Generally, individuals other than parents and school district officials and employees may not interview students during the school day. No interview shall be permitted unless the principal deems it essential to the welfare of the pupil as set forth in regulations, or he is directed to do so by court order.

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students are made through the principal's office. Upon receiving a request, it is the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal will attempt to contact the parents to inform them of the request and to ask them to be present.

If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

Students will not be taken from school without the consent of the principal and without proper warrant.

Approved August 27, 2018

Reviewed August 27, 2018

September 12, 2022

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502.9R1 - Interviews of Students Regulation
(no changes)

I. Investigation Conducted in the Educational Environment

A. Interviews Initiated by School Administrators

1. Conducted by Administrators
 - a. Principals shall have the authority to conduct investigations and to question students pertaining to infractions of school rules, whether or not the alleged conduct is a violation of criminal law.
2. Conducted by Law Enforcement Officers
 - a. The principal/designee shall determine when the necessity exists that law enforcement officers be contacted to conduct an investigation of alleged criminal behavior.
 - b. The principal/designee may request that law enforcement officers conduct an investigation of alleged criminal behavior during school hours. A reasonable attempt shall be made to contact the student's parents, guardian or representative prior to questioning of students by law enforcement officers. Such contacts or attempted contacts with parents, guardian or representative shall be documented by the administrator involved. In the absence of a student's parents, guardian or representative during any questioning of such students, the principal or other designated certificated school staff person shall be present.
 - c. If the investigation has centered on any particular student suspected of such alleged criminal activity, the procedure of taking students into custody by the police set forth in Section II shall be followed to the extent that they do not interfere with reasonable law enforcement procedures.

B. Interviews Initiated by Law Enforcement Officers

1. Although cooperation with law enforcement officers will be maintained, it should not normally be necessary for law enforcement officers to initiate and conduct any investigation and questioning on the school premises during school hours pertaining to criminal activities unrelated to the operation of the school. Only in demonstrated emergency situations, when law enforcement officers find it absolutely necessary, will they be voluntarily permitted to conduct such an investigation during school hours. These circumstances should ordinarily be limited to those in which delay might result in danger to any person, or flight from the jurisdiction of a person reasonably suspected of a crime or destruction of evidence.

2. In such cases, the officers shall be requested to obtain prior approval of the principal/designee before beginning such an investigation on school premises. The administrator shall document the circumstances of such investigations as soon as practicable. Alleged criminal behavior related to the school environment brought to the principal's attention by law enforcement officers shall be dealt with under Iowa law.

C. Questioning of Students During Investigation

1. Violations of School Rules

- a. In instances where school rules have allegedly been violated, the principal/designee may contact the suspected rule violator or potential witness to the infraction.
- b. The suspected student shall be advised orally or in writing of the nature of the alleged offense and of the evidence, if any, against the student.
- c. In questioning a potential student witness to an alleged disciplinary infraction, care should be taken by the administrator to insure that there is a reasonable likelihood that the student was indeed a witness.

2. Violations of Criminal Law

- a. During an investigation of violation of school rules, it may come to the attention of the administrator that the investigated activity may also be a violation of criminal law. In proceeding with the investigation, the principal/designee can attempt to ascertain whether there is sufficient justification to believe that a criminal offense was committed that warrants contacting law enforcement officials.
- b. Where a suspected violation of criminal law has occurred on the school grounds, involving the operation of the school or during a school-sponsored activity, law enforcement officials may be notified and their presence requested for the questioning of suspected students. Unless circumstances dictate otherwise, questioning of the student shall not begin or continue until the law enforcement officers arrive. Reasonable attempts shall be made to contact a student's parents, guardian or representative who, unless an emergency exists, shall be given the opportunity to confer with the student and to be present with the student during such questioning. The administrator shall document the contact or attempted contact with the student's parents, guardian or representative. The law enforcement officers may wish to advise the student of his/her legal rights.

II. Taking a Student into Custody

- A. Students may not be released to law enforcement authorities voluntarily by school officials unless the student has been placed under arrest or unless the parent, guardian or representative and the student agrees to the release. Administrators shall make reasonable objections to law enforcement authorities who attempt to

remove students from school without placing them under arrest or without the acquiescence of the parent, guardian or representative and the student. When students are removed from school for any reason by law enforcement authorities, reasonable efforts will be made to contact the student's parents, guardian or representative immediately. Such effort shall be documented. The superintendent's office shall be notified immediately of any removal of a student from school by law enforcement officers under any circumstances.

- B. Where it is necessary to take a student into custody on school premises, and the time permits, the law enforcement officer shall be requested to contact the school principal/designee and relate the circumstances necessitating such action. When possible, the principal/designee shall have the student summoned to the principal's office where the student may be taken into custody.
- C. When an emergency exists, the school principal/designee may summon law enforcement officials to the school to take a student into custody.
- D. When a student has been taken into custody or arrested on school premises without prior notification to the principal/designee, the school staff present shall encourage the law enforcement officers to notify the principal/designee of the circumstances as quickly as possible. In the event that the officers decline to notify the principal/designee, the school staff members present shall immediately notify the principal/designee.
- E. If possible, parents, guardian or representative of the student shall be notified by the principal or other school administrator before the student is taken into custody by law enforcement officers or as quickly thereafter as can be accomplished. The administrator shall document such notification or attempted notification.

III. Disturbance of School Environment

- A. Law enforcement officers may be requested to assist in controlling disturbances of the school environment which the principal or other school administrator has found to be unmanageable by school personnel or has the potential of causing harm to students and other persons or to property. Such potential of possible harm includes members of the general public who have exhibited inappropriate or illegal conduct on school premises or at a school event held on school property and who have been requested to leave by an administrator, but have refused or failed to do so.

IV. Disseminating and Reviewing Policies

- A. This policy shall regularly be disseminated to staff members. School staff members shall be apprised of the contents of these provisions as they are updated, and at least annually.

 - B. School administrators are encouraged to meet at least annually with local law enforcement officials to discuss the district's policy and rules regarding law enforcement contacts with the district. Law enforcement officials will be asked to instruct their staffs as to the terms of the school's policy and rules.
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502.10 - Use of Motor Vehicles
(no changes)

The board recognizes the convenience to families and students of having students drive to and park at their school attendance center. Driving a motor vehicle to and parking it at the student's attendance center is a privilege.

Students who drive to and park at their school attendance center shall only drive to and park at their designated attendance center. Students may not loiter around or be in their vehicle during the school day without permission from the principal. Students shall leave their attendance center when there is no longer a legitimate reason for them to be at their attendance center. Students who drive shall enter and leave the parking lot by the routes designated by the principal.

Students who live within one mile of school, and would not otherwise be eligible for a student driving permit, may be eligible for a student driving permit, for driving to and from school and school activities and practices, if the student has a medically verified physical hardship.

Students who wish to drive to and park at their school attendance center shall comply with the rules and regulations established by the building principal. Failure to comply with this policy or the school district rules shall be reason for revocation of school driving and parking privileges as well as other disciplinary action including suspension and expulsion.

Approved August 27, 2018
Reviewed ~~August 27, 2018~~ **September 12, 2022**
Revised August 27, 2018

502.11 - Corporal Punishment, Mechanical Restraint and Prone Restraint
(no changes)

The use of corporal punishment, mechanical restraint and/or prone restraint is prohibited in all schools.

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

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

Mechanical restraint means the use of a device as a means of restricting a student's freedom of movement. Mechanical restraint does not mean a device used by a trained individual for specific approved therapeutic or safety purposes for which the device was designed and, if applicable, prescribed, including restraints for medical immobilization, adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without use of such devices or mechanical supports; and vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Prone restraint means any restraint in which the student is held face down on the floor.

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

1. The size and physical, mental, and psychological condition of the student;
2. The nature of the student's behavior or misconduct provoking the use of physical force;
3. The instrumentality used in applying the physical force;

4. The extent and nature of resulting injury to the student, if any; including mental and psychological injury;
5. The motivation of the school employee using physical force.

Upon request, the student's parents are given an explanation of the reasons for physical force.

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

Approved August 27, 2018

Reviewed ~~January 11, 2021~~ **September 12, 2022**

Revised January 11, 2021

502.12 - Physical Restraint and Seclusion of Students (no changes)

It is the goal of the district that all students can learn and grow in a safe and peaceful environment that nurtures the student and models respect for oneself and others. On occasion, trained district employees and others may have to use behavior management interventions, physical restraint and/or seclusion of students. The goal of these interventions is to promote the dignity, care, safety, welfare and security of each child and the school community. With this objective in mind, the district will prioritize the use of the least restrictive behavioral interventions appropriate for the situation.

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, body, or head freely. Physical restraint does not mean a technique used by trained school personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which the technique was designed and, if applicable, prescribed. Physical restraint does not include instructional strategies, such as physically guiding a student during an educational task, hand-shaking, hugging, or other non-disciplinary physical contact.

Seclusion means the involuntary confinement of a child in a seclusion room or area from which the child is prevented or prohibited from leaving; however, preventing a child from leaving a classroom or school building are not considered seclusion. Seclusion does not include instances when a school employee is present within the room and providing services to the child, such as crisis intervention or instruction.

Physical restraint or seclusion is reasonable or necessary only:

- To prevent or terminate an imminent threat of bodily injury to the student or others; or

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- To prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; or
- When the student’s actions seriously disrupt the learning environment or when physical restraint or seclusion is necessary to ensure the safety of the student or others; and
- When less restrictive alternatives to seclusion or physical restraint would not be effective, would not be feasible under the circumstances, or have failed in preventing or terminating the imminent threat or behavior; and
- When the physical restraint or seclusion complies with all applicable laws.

Prior to using physical restraint or seclusion, employees must receive training in accordance with the law. Any individual who is not employed by the district but whose duties could require the individual to use or be present during the use of physical restraint or seclusion on a student will be invited to participate in the same training offered to employees on this topic.

When required by law, the superintendent or the superintendent’s designee will ensure a post-occurrence debriefing meeting is held, maintain documentation and fulfill all reporting requirements for each occurrence of physical restraint or seclusion as required by law.

Approved January 11, 2021

Reviewed ~~January 11, 2021~~ **September 12, 2022**

Revised January 11, 2021

502.12E1 – Use of Physical Restraint and/or Seclusion Documentation Form
(no changes)

Student name:	Date of occurrence:
Start time of occurrence:	End time of occurrence:
Start time of use of physical restraint or seclusion:	End time of use of physical restraint or seclusion:
Employee names and titles who observed, were involved with or implemented physical restraint and/or seclusion during occurrence (including administrators who approved extended time if applicable):	Employee’s date of last training on use of physical restraint and seclusion:
Describe student actions before, during and after occurrence:	

Describe employee actions before, during and after occurrence, including the reason for any of the following, if applicable: use of non-approved restraint, use of non-designated seclusion rooms, any restraint or seclusion that lasted longer than necessary:

Describe any less restrictive means attempted as an alternative to physical restraint and seclusion or why those means would not be effective or feasible, or have failed:

Approval from administrator to continue physical restraint or seclusion past 15 minutes:	Approval obtained from administrator to continue physical restraint or seclusion more than 30 minutes past last approval time:
Administrator approving:	Administrator approving:
Time approved:	Time approved:
Reasons for length of incident:	Reasons for length of incident:

If Administrator approval was not obtained at 15 minutes or every 30 minutes thereafter, or a student was not provided with breaks for bodily needs in incidents lasting longer than 15 minutes, explain why:

Parent/Guardian notification: Parents/Guardians will be notified as soon as practicable once the occurrence is under control, but no more than one hour after, or the end of the school day, whichever occurs first. Space below for documenting multiple attempts to notify guardians is listed in case the guardian cannot be reached in the first attempt.

Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
If Parent/Guardian notification requirements were not complied with, explain why:			
Describe injuries sustained or property damaged by students or employees:			

Describe future approaches to address student behavior including any consequences or disciplinary actions that may be imposed on the student:

This form has been reviewed and completed by the undersigned employee. A written copy of this form has been sent to the student's parent or guardian within three school days of the occurrence. Unless the parent or guardian agrees to receive the report by email, fax, or hand delivery, the report must be sent by mail and postmarked by the third day following the occurrence. Enclosed with a copy of this form is an invitation for the parents or guardians to participate in the debriefing meeting scheduled in accordance with the law.

Employee

Date of form delivered to Parent/Guardian

Method of Transmittal

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502.12E2 – Debriefing Letter to Guardian of Student Involved in an Occurrence Where Physical Restraint and/or Seclusion Was Used
(no changes)

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

Dear [Guardian],

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

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

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

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

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

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

[Administrator name], title

Date

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Enclosure: Report related to student occurrence

502.12E3 – Debriefing Meeting Document
(no changes)

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

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

Possible alternative responses, if any, to the incident/less restrictive means, if any:

Additional resources, if any, that could facilitate those alternative responses in the future:

Plans for additional follow up actions, if any:

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

Employee

Date of delivered to Parent/Guardian

Method of Transmittal

502.12R1– Use of Physical Restraint and Seclusion with Students

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

- Physical restraint and seclusion will be used only by employees who have been trained in accordance with applicable law unless a trained employee is not immediately available due to the unforeseeable nature of the occurrence.
- As soon as practical after the situation is under control, but within one hour after either the occurrence or the end of the school day, whichever occurs first, the school will attempt to contact the student's parent or guardian using the school's emergency contact system.
- The seclusion or physical restraint is used only for as long as necessary based on research and evidence to allow the student to regain control of their behavior to the point that the threat or behavior necessitating the use of the seclusion or physical restraint has ended, or when a medical condition occurs that puts the student at risk of

harm. Unless otherwise provided for in the student's written approved IEP, BIP, IHP or safety plan, if the seclusion or physical restraint continues for more than 15 minutes:

- The student will be provided with any necessary breaks to attend to personal and bodily needs, unless doing so would endanger the child or others.
- An employee will obtain approval from an administrator or administrator's designee to continue seclusion or physical restraint beyond 15 minutes. After the initial approval, an employee must obtain additional approval every 30 minutes thereafter for the continuation of the seclusion or physical restraint.
- The student's parent or guardian and the school may agree to more frequent notifications than is required by law.
- Schools and district employees must document and explain in writing the reasons why it was not possible for the employees to obtain approval, notify parents, or take action within prescribed time limits.
- Schools and district employees who begin and then end use of nonapproved restraints will document and explain in writing the reasons why they had no other option but to use this type of behavioral intervention.
 - The area of seclusion will be a designated seclusion room that complies with the seclusion room requirements in accordance with law, unless the nature of the occurrence makes the use of the designated seclusion room impossible, clearly impractical, or clearly contrary to the safety of the student, others, or both; in that event, the school must document and explain in writing the reasons why a designated seclusion room was not used.
 - An employee must continually visually monitor the student for the duration of the seclusion or physical restraint.
 - If an employee restrains a student who uses sign language or an augmentive mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of physical restraint, unless doing so is not feasible in view of the threat posed.
 - Seclusion or physical restraint shall not be used: as punishment or discipline; to force compliance or to retaliate; as a substitute for appropriate educational or behavioral support; to prevent property damage except as provided in law; as a routine school safety measure; or as a convenience to staff.
 - The Superintendent or the Superintendent's designee will investigate any complaint or allegation that one or more employees violated any provisions of 281 Iowa Administrative Code Ch. 103. If the District determines a violation has occurred, corrective action will be taken up to and including termination of the employees involved. If the allegation or complaint involves a specific student the District will notify the parents or guardian of the involved student about the results of the investigation. If any allegation or complaint is also defined as abuse in 281 Iowa Administrative Code 102.2, the procedures listed in chapter 102 will apply.
 - The District must comply with and implement Chapter 103 whether or not a parent consents to the use of physical restraint or seclusion.

Approved January 11, 2021
Reviewed January 11, 2021
Revised January 11, 2021

503 - Student Discipline

503.1 - Student Conduct

(minor change—explicit acknowledgment that district will follow state and federal law in disciplining students entitled to special education)

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

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

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

Discipline will be administered depending on the severity and frequency of the acts of misconduct. The imposition of discipline will be within the discretion of the individual responsible for imposing the discipline. In instances where there has been a violation of the law, as well as school rules, appropriate law enforcement officials will be contacted and may become involved in the district's administration of discipline. The school reserves the right to seek restitution from the parents/guardians of a student or the student for damage caused by the student.

Students may be disciplined for conduct that violates commonly held notions of unacceptable, immoral or inappropriate behavior that includes, but is not limited to, the following:

1. Open and/or persistent defiance of authority, school rules, and regulations (including extracurricular rules);
2. Assault or threatened assault on another person;
3. Extortion, intimidation or coercion;
4. Inciting others to violate the law or school rules;
5. Vandalism;
6. Gambling;
7. Theft or possession of stolen goods/property;
8. Sale, manufacture or distribution of illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia;
9. Possession, use or being under the influence of illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia.
10. Possession, use or threatening to use any instrument that is generally considered a weapon, an instrument that is normally not considered a weapon as a weapon, an imitation weapon or an explosive;
11. Possession, use or being under the influence of alcoholic beverages;
12. Use, possession, and/or transmission of tobacco or imitation substances;
13. Profanity;
14. Possession of pornographic/obscene literature, items or materials;
15. Student dress which is suggestive, condones illegal activity or in some way disrupts the educational process;
16. Failure to abide by corrective measures for previous acts of misconduct;
17. Harassment in any form of another person;
18. Conduct which discriminates against others based upon an individual's sex, race, national origin, religion or disability;
19. Destruction, damage, unauthorized use, inappropriate use, and/or manipulation of hardware, software or any aspect or component of the school's electronic information system including the internet; or
20. Inappropriate sexual conduct including harassment, indecent exposure, and visible display of affection.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered vehicles; while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension to determine whether to impose further sanctions against the student which may include expulsion. Assault for purposes of this section of this policy is defined as:

- an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or

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

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

The school district may impose a range of disciplinary measures for acts of misconduct. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion. Discipline will be administered depending on the severity and frequency of the acts of misconduct. The imposition of discipline will be within the discretion of the individual responsible for imposing the discipline. In instances where there has been a violation of the law, as well as school rules, appropriate law enforcement officials will be contacted and may become involved in the school district's administration of discipline. The school reserves the right to seek restitution from the parents/guardians of a student or the student for damage caused by the student. The school district shall insure due process for the students and parents.

A restriction from school activities means a student will attend school, classes, and practice, but will not participate in other school activities.

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

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

Suspension means; either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

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Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

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

Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws. Following the suspension of a special education student, an informal evaluation of the student's placement will take place. The Individual Education Program (IEP) is evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension.

If a special education student's suspensions, either in or out of school, equal ten days on a cumulative basis, a staffing team will meet to determine whether the IEP is appropriate.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

503.2 - Student Suspension
(no changes)

Administrative Action

A. Probation

1. Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal for infractions of school rules which do not warrant the necessity of removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposition of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parents.

B. In-School Suspension

1. In-school suspension is the temporary isolation of a student from one or more classes while under administrative supervision. In-school suspensions may be imposed by the principal for infractions of school rules which are serious but which do not warrant the necessity of removal from school.

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2. The principal will conduct an investigation of the allegations against the student prior to imposition of an in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days. Written notice and reasons for the in-school suspension will be sent to the student's parents.

C. Out-of-School Suspension

1. Out-of-school suspension is the removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.
2. A student may be suspended out of school for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges against the student, giving the student:
 - a. Oral or written notice of the allegations against the student and
 - b. The opportunity to respond to those charges.

At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.

3. Notice of the out-of-school suspension will be mailed no later than the end of the school day following the suspension to the student's parents and the superintendent. A reasonable effort is made to personally notify the student's parents and such effort is documented by the person making or attempting to make the contact. Written notice to the parents will include the circumstances which led to the suspension and a copy of the board policy and rules pertaining to the suspension

D. Suspensions and Special Education Students

Students who have been identified as special education students may be referred for a review of the student's Individual Education Program (IEP). The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.

Students who have not been identified as special education students may be referred for evaluation after the student's suspension to determine whether the student has a disability and is in need of special education.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

503.3 - Student Expulsion
(no changes)

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

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

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

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

1. Notice of the reasons for the proposed expulsion written with sufficient specificity to enable the student to prepare a defense;
2. Notice of the date, time, and place of the expulsion hearing sufficiently in advance of the hearing to enable the student to obtain the assistance of counsel and to prepare a defense;
3. Notice that the student is entitled to a closed hearing unless an open hearing is specifically requested;
4. The names of the witnesses¹ and an oral or written report on the facts to which each witness testifies unless the witnesses are students whose names may be released at the discretion of the Superintendent;
5. An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student's behalf;
6. The right to be represented by counsel; and,
7. The results and finding of the board in writing open to the student's inspection

At the hearing, the student will have all of the rights given in the notice and may give an opening and closing statement in addition to calling witnesses and cross-examining adverse witnesses. The Board hearing the expulsion matter must be impartial (i.e. have no prior

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involvement in the situation, have no stake in the outcome, and have no personal bias or prejudice).

After the Board has heard the expulsion matter, it shall go into deliberations. No one who advocated a position at the hearing of the matter should be present during the Board's deliberations unless the other party or parties are also permitted to attend deliberations. The student has a right to a decision based solely on the evidence presented at hearing. There must be an adequate factual basis for the Board's decision. A preponderance of the evidence standard is sufficient to find the student violated the rule or policy at issue. Following the Board's deliberations, the Board shall reconvene in open session and render its decision on the superintendent's recommendation for expulsion. The student is entitled to a written decision setting out the Board's findings and conclusions as to the charges and the penalty.

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

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

[1] In some cases, information concerning a student's violation of the Code of Conduct will be gained from students who the district may want to remain anonymous. The district believes that it is critically important, in certain circumstances, to protect the anonymity of students who report serious violations of the Code of Conduct to insure that violations are reported and those who report them will not be subjected to ostracism and physical reprisals. If an expulsion is based upon evidence obtained from a student who the district believes needs to remain anonymous because they may be subjected to ostracism or physical reprisals, the administration shall undertake reasonable efforts to determine the veracity of the student's report and the student's credibility.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

503.4 - Good Conduct Rule
(no changes)

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

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

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

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

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

503.5 - Anti-Bullying/Harassment Policy
(no changes)

Harassment and bullying of students are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

This policy is in effect while students are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored

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activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation, a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived protected trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances which create an objectively hostile school environment:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing substantial injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an objectively intimidating, offensive, or hostile learning environment.

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building counselor, or designee will be responsible for handling all complaints by students alleging bullying or harassment. The board secretary or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible

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for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies.

The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment. The superintendent shall report to the board on the progress of reducing bullying and harassment.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,
- Publication in the district newspaper, and
- A copy shall be made to any person at the Red Oak Community School District Central Office, 604 S Broadway, Red Oak, IA 51566.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

503.5R1 - Anti-Bullying/Harassment Investigation Procedures
(no changes)

I. General Procedures

Students who feel that they have been bullied or harassed should:

1. Communicate to the harasser that the student expects the behavior to stop, if the student is comfortable doing so. If the student wants assistance communicating with the harasser, the student should ask a teacher, counselor, principal or another appropriate school employee to help.
2. If the harassment does not stop, or the student does not feel comfortable confronting the harasser, the student should:

tell a teacher, counselor, principal or another appropriate school employee; and write down exactly what happened, keep a copy and give another copy to the teacher, counselor, principal or another appropriate school employee including;

- what, when and where it happened;
- who was involved;

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- exactly what was said or what the harasser did;
- witnesses to the harassment;
- what the student said or did, either at the time or later;
- how the student felt; and
- how the harasser responded.

II. Complaint Procedure

A student who believes that the individual has been harassed or bullied will notify the appropriate building principal or designee, who will be the designated Level 1 Investigator. The alternate investigator shall be a building principal from another building within the district. The investigator may request that the student complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator has the authority to initiate an investigation in the absence of a written complaint.

III. Investigation Procedure

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the superintendent. The investigator will provide a copy of the findings of the investigation to the superintendent.

Remember the following points:

- Evidence uncovered in the investigation is confidential;
- Complaints must be taken seriously and investigated;
- No retaliation will be taken against individuals involved in the investigation process; and
- Retaliators will be disciplined up to and including suspension and expulsion.

IV. Conflicts with Investigation

If the Level 1 Investigator is a witness to the incident, the alternate investigator shall investigate.

V. Resolution of the Complaint

Following receipt of the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The superintendent will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

ANTI-BULLYING/HARASSMENT HANDBOOK PROVISION

I. Initiations, Hazing, Bullying or Harassment

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;

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- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

Harassment and bullying includes any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging or similar technologies.

II. Procedures

Students who feel that they have been harassed or bullied should:

1. Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor, principal or another appropriate school employee to help.
2. If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor, principal or another appropriate school employee; and

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- write down exactly what happened, keep a copy and give another copy to the teacher, counselor, principal or another appropriate school employee including:
- what, when and where it happened;
- who was involved;
- exactly what was said or what the harasser did;
- witnesses to the harassment;
- what the student said or did, either at the time or later;
- how the student felt; and
- how the harasser responded.

503.5E1 - Anti-Bullying/Harassment Complaint Form
(no changes)

Name of Complainant:

Position of complainant:

Date of complaint:

Name of alleged harasser or bully:

Date and place of incident or incidents:

Description of incident or incidents:

Name of witnesses (if any):

Evidence of harassment or bullying, i.e. letters, photos, etc (attach evidence if possible):

Any other information:

I agree all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

503.5E2 - Anti-Bullying/Harassment Witness Form

Name of witness:

Position of witness:

Date of testimony, interview:

Description of incident witnessed:

Any other information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

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504 - Student Fines, Fees, and Charges

504.1 - Student Fines, Fees, and Charges (no changes)

The board believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for the materials needed in a course, for overdue school materials, for participating in activities, or for misuse of school property. The superintendent will inform the board of the dollar amount to be charged to students or others for fines, charges, or fees annually.

Students at elementary or secondary level shall be required to pay a book rental fee which shall be established annually by the board. No fixed activities fee may be required of all students, nor may class dues be exacted.

Students may be asked to pay a charge for materials or service related to optional activities and projects that are part of the regular school program. Such charges shall be kept to a minimum and shall be approved annually by the building principal.

Certain items required by students, such as locks for lockers, will be purchased by the district and rented to the student. When these items are no longer needed, they may be returned to the school, with refund of the rental fee dependent upon their condition.

Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Approved August 27, 2018

Reviewed ~~August 27, 2018~~ **September 12, 2022**

Revised August 27, 2018

504.1R1 - Student Fee Waiver and Reduction Procedures (no changes)

The board recognizes that while certain fees charged students are appropriate and authorized, certain students and their families are not financially able to pay the fees. The school district

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will grant either full waivers, partial waivers or temporary waivers depending upon the circumstances and the student or student's parents' ability to meet the financial criteria.

A. Waivers -

1. Full Waivers - a student will be granted a full waiver of fees charged by the school district if the student or student's parents meet the financial eligibility criteria for free meals under the Child Nutrition program, Family Investment Program, or transportation assistance under open enrollment. Students in foster care are also eligible for full waivers.
2. Partial Waivers - a student will be granted a partial waiver of fees charged by the school district if the student or the student's parents meet the financial eligibility criteria for reduced price meals offered under the Child Nutrition program. The reduction percentage will be 50 percent.
3. Temporary Waivers - a student may be eligible for a temporary waiver of fees charged by the district in the event the student's parents are facing financial difficulty. Temporary waivers may be applied for at any time throughout the school year and will not extend beyond the end of the school year. Temporary waivers will not be applied to fees retroactively.

- B. Application - Parents or students eligible for a fee waiver will make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually.
- C. Confidentiality - The school district will treat the application and application process as any other student record and student confidentiality and access provisions will be followed.
- D. Appeals - Denials of a waiver may be appealed to the superintendent of schools.
- E. Fines or charges assessed for damage or loss to school property are not fees and will not be waived.
- F. Notice - the school district will annually notify parents and students of the waiver. The following information will be included in registration materials.

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), or transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary

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financial hardship should contact the district central office for a waiver form. This waiver does not carry over from year to year and must be completed annually.

504.1E1 - Standard Fee Waiver Application
(no changes)

Date _____

School year _____

All information provided in connection with this application will be kept confidential

Name of student: _____ Grade in school _____

Name of student: _____ Grade in school _____

Name of student: _____ Grade in school _____

Attendance Center/School: _____

Name of parent, guardian or legal or actual
custodian _____

Please check type of waiver desired:

Full waiver _____ Partial waiver _____ Temporary Waiver _____

Please check if the student or the student's family meets the financial eligibility criteria or is involved in one of the following programs:

Full waiver

_____ Free meals offered under the Children Nutrition Program(CNP)

_____ The Family Investment Program (FIP)

_____ Transportation assistance under open enrollment

_____ Foster Care

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Partial waiver

_____ Reduced priced meals offered under the Children Nutrition Program

Temporary waiver

If none of the above apply, but you wish to apply for a temporary waiver of school fees because of serious finance problems, please state the reason for the request:

Signature of parent, guardian, or legal of actual
custodian _____

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606.2 - Insufficient Classroom Space

It is the goal of the district to create learning environments that encourage the growth and development of each student. Providing classrooms with an appropriate student-teacher ratio is central to achieving this goal. Insufficient classroom space exists when conditions in the district adversely affect the implementation of the district's educational goals, objectives and program.

Insufficient classroom space is determined on a case-by-case basis. *(paragraph break added)*

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.

The Board may seek to reserve space to allow for additional resident students. Open enrollment students shall receive consideration aligned with the policy on open enrollment transfers. The Board shall not be compelled to hire additional staff or add space to accommodate open enrolled students.

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.

Approved October 29, 2013

Reviewed October 8, 2018

Revised October 8, 2018

Proposed Policy 710.3 – Meal Charges and Negative Balances

MEAL CHARGES

In accordance with state and federal law, The Red Oak Community School District adopts the following policy to ensure school district employees, families and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, prevent the overt identification of students with insufficient funds to pay for school meals, and maintain the financial integrity of the nonprofit school nutrition program.

Payment of Meals

- I. Grades K-6th
 - Students will be allowed to charge reimbursable meals.
 - Ala carte items are not part of the USDA program and are not allowed to be charged if a student has a negative balance.

- II. Grades 7th-12th
 - Students will be allowed to charge reimbursable meals up to \$5.00 [alternate amount]
 - Ala carte items are not part of the USDA program and are not allowed to be charged if a student has a negative balance.

- III. Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases.

- IV. District Employees shall not be allowed to charge meals or carry a negative balance. All meal purchases must be prepaid before meal service begins. [charge up to specified amount]

Negative Account Balances

The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Families will be notified by an automated calling system and e-mail notification.

Negative balances of more than \$50 not paid prior to the end of the month will be turned over to the Superintendent or Superintendent's designee for collection. Negative balances of more than \$15 not paid prior to the end of the school year will be turned over to the Superintendent or Superintendent's designee for collection. Options for collection may include: collection agencies, small claims court, or any other legal method permitted by law.

Free/Reduced Priced Meals

Free and reduced priced meals are available to those families who qualify.

Information regarding free or reduced priced meals will be provided at least twice annually to the parents or guardians of all enrolled students.

Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. Students with outstanding meal charge debt shall be allowed to purchase a meal if the student pays for the meal when it is received.

If a student owes money for five or more meals, school personnel may contact the student's parent or guardian to provide information regarding the application for free or reduced priced meals or to provide information on other options or assistance available.

Unpaid Student Meals Account

The district will establish an unpaid student meals account in a school nutrition fund. Funds from private sources and funds from the district flexibility account may be deposited into the unpaid school meals account in accordance with law. Funds deposited into this account shall be used only to pay individual student meal debt.

Communication of the Policy

The policy and supporting information regarding meal charges shall be provided to:

- All households at or before the start of each school year;
- Students and families who transfer into the district, at time of transfer; and
- All staff responsible for enforcing any aspect of the policy.

Records of how and when the policy and supporting information was communicated to households and staff will be retained.

The Superintendent may develop an administrative process to implement this policy.