

# EDUCATION PROGRAM

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## ADVISORY COMMITTEE

### 1. Role and Responsibilities

As set out in Iowa Code §280.12, a School Improvement Advisory Committee shall function with responsibilities to the elected Mount Vernon Community School District Board of Directors.

The Board of Directors shall consider the recommendations from the school improvement advisory committee when making decisions regarding the following:

- a . Major educational needs.
- b . Student learning goals.
- c . Long-range and annual improvement goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement.
- d . Desired levels of student performance.
- e . Progress toward meeting the goals set out in paragraphs "b" through "d" .
- f . Harassment or bullying prevention goals, programs, training, and other initiatives.
- g. Consider recommendations from the school improvement advisory committee to infuse character education into the educational program.

Responsibilities shall also include other matters referred by the District Board of Directors for study and recommendations.

### 2. Membership

Seventeen to twenty-five members shall comprise the Advisory Committee. Principals of the Elementary, Middle, and High Schools shall be permanent members of the committee. The Committee shall include three faculty representatives from the Elementary, Middle and High Schools who are recommended by the Superintendent. The school's administration may also appoint two representatives from the High School Student Council.

The advisory committee shall consist of members representing students, parents, teachers, administrators, and representatives from the local community, which may include representatives of business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.

### 3. Terms of Office

Advisory Committee members shall serve three years, with eligibility for reappointment for a second term (maximum of six years). Member terms shall be staggered over three year terms. Student members shall serve one-year terms. There shall be no term limit for school administrators serving on the Advisory Committee.

### 4. Appointment

The District Board of Directors shall appoint all members of the Advisory Committee. Advisory Committee appointments shall be made annually, except that, if a vacancy should occur mid-term, appointments to complete that term may be made by the Board upon the recommendation of the Superintendent.

#### 5. Officers

The Advisory Committee shall annually elect a Chair, Vice Chair, and Recording Secretary.

#### 6. Subcommittees

The Advisory Committee, with approval of the Board of Directors, may function with temporary ad hoc committees created for study and recommendation relating to specific subjects (e.g. Preparation of Continuous Improvement Education plans for the Iowa Department of Education).

Approved 6/14/2004

Reviewed 7/8/2019

Revised 1/9/2012

## SCHOOL CALENDAR

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

The academic school year for students is for a minimum of 1080 hours in the school calendar. The academic school year for students shall begin no sooner than August 23. Employees may be required to report to work at the school district prior to this date.

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

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

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

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

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

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 11/9/2015

## SCHOOL DAY

The student school day for grades one through twelve will consist of a minimum of six hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of students' instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

The board may define the number of days kindergarten will be held and the length of each school day for the students attending kindergarten. The school day will consist of a schedule as recommended by the superintendent and approved by the board.

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, the part of the day during which school was in session will constitute a school day. The superintendent or their designee will create administrative regulations necessary to utilize any remote learning opportunities that are available and permitted by law during the period of closure. Remote learning opportunities will count toward instructional time requirements as allowed by law. During the time of remote learning, student attendance will be taken, assessments may be administered and grades will count toward students' cumulative grade point average. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans during periods of closure will be determined by each respective IEP or Section 504 team.

It is the responsibility of the superintendent to inform the board annually of the length of the school day.

Legal Reference: Iowa Code § 256.7, 279.8, .10  
281 I.A.C. 12.1(1), .1(7-10).

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 9/9/2019

## CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensure the identified learnings are rigorous, challenging, and represent the most important learning for our students.
- Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The superintendent is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends research and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;



- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

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

Legal Reference: 20 U.S.C. § 1232h (2012).  
34 C.F.R. Pt. 98 (2012).  
Iowa Code §§ 216.9; 256.7, 279.8; 280.3  
281 I.A.C. 12.5, .8.

Approved 6/12/1989  
Reviewed 7/8/2019  
Revised 1/12/2004

## CURRICULUM IMPLEMENTATION

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

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

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

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

- Study and identify the best instructional practices and materials to deliver the content;
- Describe procedures for the purchase of instructional materials and resources;
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;

- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions.

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

Legal Reference: 20 U.S.C. § 1232h (2012).  
34 C.F.R. pt. 98 (2012).  
Iowa Code §§ 216.9, 256.7, 279.8, 280.3  
281 I.A.C. 12.8.

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Revised 1/12/2004

## CURRICULUM EVALUATION

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

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

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

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

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
- Identify procedures for using assessment information to determine long-range and annual improvement goals;

- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.
- It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h (2012).  
 34 C.F.R. pt. 98 (2012).  
 Iowa Code §§ 216.9, 256.7, 279.8, 280.3  
 281 I.A.C. 12.8.

Approved 6/12/1989  
 Reviewed 7/8/2019  
 Revised 1/12/2004

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

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

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

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

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

Approved 5/13/2019  
Reviewed 7/8/2019  
Revised 5/13/2019

## BASIC INSTRUCTION PROGRAM

The basic instruction program shall include the courses required for each grade level by the board. The instructional approach will be gender fair and multicultural. The basic instruction program shall be designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, the ability to protect and increase physical well-being.

The basic instruction program of students enrolled in grades one through five shall include English-language arts, social studies, mathematics, science, health, physical education, traffic safety, music, and visual art.

The basic instruction program of students enrolled in grades six, seven and eight shall include English-language arts, social studies, mathematics, science, health, physical education, music and visual art.

The basic instruction program of students enrolled in grades nine through twelve shall include English-language arts, social studies, mathematics, science, health, physical education, fine arts, foreign language and vocational education.

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

Legal Reference: 20 U.S.C. § 1232h (2012).  
34 C.F.R. Pt. 98 (2012).  
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14  
281 I.A.C. 12.5.

Approved 5/14/1990

Reviewed 7/8/2019

Revised 8/11/2003

## SUMMER SCHOOL INSTRUCTION

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

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

The superintendent may develop administrative regulations regarding this policy.

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

Approved 5/13/2019  
Reviewed 7/8/2019  
Revised 5/13/2019



## SPECIAL EDUCATION

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

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

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

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).  
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).  
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).  
20 U.S.C. §§1400 *et seq.* (2012).  
34 C.F.R. Pt. 300 *et seq.* (2012).  
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8  
281 I.A.C. 41.109

Approved 6/12/1989  
Reviewed 7/8/2019  
Revised 7/13/2015

MULTICULTURAL/GENDER FAIR EDUCATION

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

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

Legal Reference: Iowa Code §§ 216.9; 256.11  
281 I.A.C. 12.5(8).

Approved 2/19/1979  
Reviewed 7/8/2019  
Revised 6/10/2019

## HEALTH EDUCATION

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

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

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

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

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 6/10/2019

HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_  
:

Parent/Guardian \_\_\_\_\_ Phone \_\_\_\_\_  
: #:

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

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

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

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
(Parent or Guardian) :

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
(School Administrator) :

## PHYSICAL EDUCATION

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

Students who will not participate in physical education must have a written request or statement from their parents. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent shall have the final authority to determine the alternate activity or study.

NOTE: This policy allows the school nurse to exclude students from physical education.

Students may be excused in any grade from physical education when the student is physically unable to participate due to illness or injury or when the student has been exempted because of a conflict with the student's religious beliefs. Students in grade twelve may also be excused when the student is enrolled in another education program authorized by the school district which requires the student's absence from the school building for the day or when the student is enrolled in an academic course not otherwise available.

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

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 5/14/1990

## CAREER EDUCATION

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

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

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

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 6/10/2019

## ACADEMIC FREEDOM

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

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

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

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

Approved 5/13/2019

Reviewed 7/8/2019

Revised 5/13/2019

## TEACHING CONTROVERSIAL ISSUES

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

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

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

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

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

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

In regards to this policy, the age of the students should always be considered. In some situations it may be appropriate for the teacher and the building principal to discuss the age appropriateness of the issue prior to any discussions with students.



GLOBAL EDUCATION

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

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

Approved 6/12/1989  
Reviewed 7/8/2019  
Revised 6/10/2019

## CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students will have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

Legal Reference: Iowa Code §§ 256.11  
281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 6/10/2019

PROGRAM FOR TALENTED AND GIFTED STUDENTS

The board recognizes some students require qualitative differentiated programming beyond the regular education program. The board shall identify students with special abilities and provide educational programming.

It shall be the responsibility of the superintendent to develop a talented and gifted program.

It shall also be the responsibility of the superintendent to develop administrative guidelines for identifying students, for program evaluation, and for training of school district personnel.

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

Approved 6/12/1989  
Reviewed 7/8/2019  
Revised 9/9/2019

## PROGRAM FOR AT-RISK STUDENTS

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

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

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

Approved 6/12/1989  
Reviewed 7/8/2019  
Revised 6/10/2019



## RELIGIOUS BASED EXCLUSION FROM A SCHOOL PROGRAM

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

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

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

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

Legal Reference: U.S. Const. amend. I.

Lee v. Weisman, 112 S.Ct. 2649 (1992).

Lemon v. Kurtzman, 403 U.S. 602 (1971).

Graham v. Central Community School District of Decatur County,  
608 F.Supp. 531 (S.D. Iowa 1985).

Iowa Code §§ 256.11(6); 279.8

Approved 5/14/1990

Reviewed 7/8/2019

Revised 9/9/2019

FOREIGN STUDENTS

Qualified foreign students may be enrolled and attend school without charge at the discretion of the Superintendent of Schools.

Legal Reference: Iowa Code § 279.8

Approved 2/9/1970

Reviewed 7/8/2019

Revised 2/9/1970

## APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

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

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

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

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

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

Approved   9/15/2020  
Reviewed   9/15/2020  
Revised     9/15/2020



## INSTRUCTIONAL MATERIALS SELECTION

### Selection Policy Mount Vernon Community School District

#### Part 1: Selection of Learning Resources

##### I. Statement of Policy

A. The policy of the Board of Directors of Mount Vernon Community School District is to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

##### I. Objectives of Selection

A. For the purposes of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning/performance purposes. Learning resources include textbooks, other books, supplementary reading (print and non-print), music and informational materials, agencies and organizations, charts, community resource people, dioramas, DVDs, filmstrips, flash cards, games, globes, kits, maps, models, periodicals, pictures, realia, slides, sound recordings, transparencies, and videocassettes.

B. The primary objective of learning resources is to support, enrich, and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.

C. To this end, the School Board of Mount Vernon Community Schools affirms that it is the responsibility of its professional staff:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
3. To provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives;
4. To provide materials representative of the many religious, ethnic, and cultural groups that contribute to our national heritage and the world community;
5. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

##### II. Responsibility for Selection of Learning Resources

A. The School Board, subject to its responsibility for the operation of the Mount Vernon Community School District, delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.

B. While selection of learning resources involves many people (administrators, teachers, students, or community persons) the responsibility for coordinating the

selection of school learning resources and making the recommendation for purchase rests with the principal and professional personnel.

### III. Criteria for Selection of Learning Resources

A. The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
3. Learning resources shall meet high standards of quality in: artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability and technical quality
4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
5. Learning resources shall be selected to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
6. Learning resources shall provide information on various of controversial issues so that users may develop under guidance the practice of critical analysis.

### IV. Procedures for Selection of Learning Resources

A. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. Among sources to be consulted are:

1. Bibliographies (latest edition available, including supplements):

American Historical Fiction  
American Association of Choral Directors  
Basic Book Collection for Elementary Grades  
The Best in Children's Books  
Children and Books  
Children's Catalog  
Elementary School Library Collection  
Junior High School Catalog  
Reference Books for School Libraries  
Subject Guide to Children's Books in Print

2. Current reviewing media:

Booklist  
Bulletin of the Center for Children's Books  
Horn Book  
Kirkus Reviews  
Mailbox Bookbag  
School Library Journal  
School Library Media Activities Monthly  
TeacherLibrarian

Other sources will be consulted as appropriate. Whenever possible, the actual resource will be examined.

- B. Recommendations for purchase involve administrators, teachers, students, district personnel and/or community persons, as appropriate.
- C. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
- D. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value

## Part 2: Procedures for Dealing with Challenged Materials

### I. Statement of Policy

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

### II. Request for Informal Reconsideration

A. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
3. If the questioner wishes to file a formal challenge, a copy of the district Selection of Learning Resources policy and a Request for Reconsideration Form shall be handed or mailed to the party registering the complaint by the principal.

### III. Request for Formal Reconsideration

#### A. Preliminary Procedures

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
2. The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the principal or someone so designated by the principal.
3. The superintendent shall be informed of the formal complaint received.
4. The request for reconsideration shall be referred to a reconsideration committee at the school level for reevaluation of the resource.
5. Requests for reconsideration of materials in district collections shall be referred to the school resource center consultative committee for reevaluation of the resource. This committee may involve additional personnel as appropriate.

#### B. The Reconsideration Committee

1. Upon receipt of a request for formal reconsideration of a learning resource, the principal shall:
  - a. Appoint a reconsideration committee including the following membership, as appropriate: One member of the school teaching staff chosen by the building principal; One member of the school teaching staff chosen by the building staff; Two parents chosen by school administration; Two students (when appropriate)

- b. Name a convener of the reconsideration committee.
- c. Arrange for a reconsideration committee meeting within ten (10) working days after the complaint is received.
2. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
3. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection Policy.

#### C. Resolution

1. The reconsideration committee shall: a. Examine the challenged resource; b. Determine professional acceptance by reading critical reviews of the resource; c. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context; d. Discuss the challenged resource in the context of the educational program; e. Discuss the challenged item with the individual questioner when appropriate; f. Prepare a written report.
2. The written report shall be discussed with the individual questioner if requested.
3. A copy of the written report shall be retained by the school principal, with copies forwarded to the superintendent. A minority report also may be filed.
4. The decision of the reconsideration committee is binding for the individual school.
5. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the School Board as the final review panel.

#### D. Guiding Principles

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.
2. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the School Board.
3. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.
4. Mount Vernon Community School District supports the Library Bill of Rights, adopted by the American Library Association. When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301  
281 I.A.C. 12.3(12).

Approved 6/12/1989  
Reviewed 7/8/2019  
Revised 5/11/2009

## INSTRUCTIONAL MATERIALS INSPECTION

Parents and other members of the school district community may view the instructional materials used by the students. All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

The instructional materials must be viewed on school district premises. Copies may be obtained according to board policy.

It is the responsibility of the superintendent to develop administrative regulations regarding the inspection of instructional materials.

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).  
Iowa Code §§ 279.8; 280.3, .14; 301  
281 I.A.C. 12.3(12).

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 6/10/2019

OBJECTION TO INSTRUCTIONAL MATERIALS

Members of the school district community may object to the instructional materials utilized in the school district and ask for their use to be reconsidered.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301  
281 I.A.C. 12.3(12).

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 5/14/1990

## TECHNOLOGY AND INSTRUCTIONAL MATERIALS

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate economical ways to utilize multi-media, computers, and other technologies as a part of the curriculum.

It is the responsibility of the superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually. The superintendent will report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Legal Reference: Iowa Code § 279.8  
281 I.A.C. 12.3(12), 12.5(10), .5(17)

Approved 6/10/1989  
Reviewed 7/8/2019  
Revised 6/10/2019



## MEDIA CENTERS

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate economical ways to utilize multi-media, computers, and other technologies as a part of the curriculum.

It is the responsibility of the superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually. The superintendent will report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Legal Reference: Iowa Code § 279.8  
281 I.A.C. 12.3(12), 12.5(10), .5(17)

Legal Reference: Iowa Code §§ 256.7(24); 279.8; 280.14; 301  
281 I.A.C. 12.3(11), (12).

Approved 5/14/1990  
Reviewed 7/8/2019  
Revised 6/10/2019

## INTERNET – APPROPRIATE USE

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Email - Individual student accounts and electronic mail addresses may be issued to students. If a student already has an electronic mail address, the student will be permitted to use the address to send and receive mail at school.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information which may not be of educational value. The school district will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors while on school district computers and while on school hours.

Appropriate Use Education /Training - The school district will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the school district's commitment to student safety with regard to:

- o safety on the Internet;
- o appropriate behavior while on online, on social networking web sites, and
- o in chat rooms; and
- o cyberbullying awareness and response.

Compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations, and that they understand the consequences for violation of the policy or regulations.

The following uses of Mount Vernon Community School District's internet system and network are considered unacceptable:

- **Illegal Activities.** It shall be prohibited to have unauthorized access to Mount Vernon Community School District's internet system and network or to any other computer system through the Mount Vernon Community School District's internet system and network, or go beyond the user's authorized access. This includes attempting to log in through another person's account or access another person's files. The user will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses, or by any other means. The user should not use the Mount Vernon Community School District's internet system and network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in a criminal gang activity, threatening the safety of persons, etc.
- **Inappropriate Language.** The user should not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. The user will not post information that could cause damage or a danger of disruption. The user will not engage in personal attacks, including prejudicial or discriminatory attacks. The user will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If user are told by a person to stop sending messages, the user must stop. Avoid knowingly or recklessly post false or defamatory information about a person or organization, or pretend to be or represent another person.
- **Respecting Resource Limits.** School resources should not be used to download or store non instructional resources including but not limited to games, movies, music or software. Students will not create or use proxy websites to bypass the district's filtering (CIPA) program.
- **Plagiarism.** The user will not plagiarize works found on the internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- **Copyright.** Respect the rights of copyright owners. Copyright infringement occurs when the user inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, the user should follow the expressed requirements. If the user is unsure whether or not the work can be used, the user should request permission from the copyright owner.
- **Inappropriate Access to Materials.** The user will not use the Mount Vernon Community School District's internet system and network to access material that is designated for adults only or is profane or obscene (pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (hate literature). If the user mistakenly access inappropriate information, the user should immediately tell the teacher.

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

Legal References: 47 C.F.R. 54.520  
Iowa Code § 279.8

Approved 11/18/1996  
Reviewed 7/8/2019  
Revised 6/11/2018

## USE OF INFORMATION RESOURCES

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

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

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

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

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

Approved    7/13/2015  
Reviewed    7/8/2019  
Revised      7/13/2015

## ANIMALS IN THE CLASSROOM

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

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

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

Legal Reference: Iowa Code § 279.8

Approved 9/10/2018  
Reviewed 7/8/2019  
Revised 9/10/2018

## STUDENT FIELD TRIPS

Trips within the state by student groups for participation in competitions and other approved activity may be made after approval of the administration.

Out of state trips must be approved by the school board. Approval should be gained in advance of planning, fund-raising or commitments to students. The decision of the Board will be based primarily on these criteria:

1. Educational value of the trip
2. Amount of travel time in relation to the time spent in educational activities
3. Amount of interference with class attendance or other activities
4. Financial arrangements
5. Plans for supervision and safety of the pupils.

Legal Reference: 390 C.F.R. Pt. 390.3(f) (2012).  
Iowa Code § 279.8  
281 I.A.C. 43.9.

Approved 4/7/1976  
Reviewed 7/8/2019  
Revised 4/7/1976

## INSUFFICIENT CLASSROOM SPACE

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

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

Approved 7/13/2015  
Reviewed 7/8/2019  
Revised 7/13/2015



STUDENT GUIDANCE AND COUNSELING PROGRAM

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

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

Approved 6/12/1989  
Reviewed 7/8/2019  
Revised 6/10/2019

## STUDENT HEALTH SERVICES

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

The superintendent, in conjunction with the school nurses and principals will develop administrative regulations implementing this policy. The superintendent will provide a written report on the role of health services in the education program to the board annually.

### Legal Reference:

42 U.S.C. §§ 12101 et seq. (2012).

34 C.F.R. pt. 99, 104, 200, 300 et seq. (2012)

29 U.S.C. § 794(a)(2012)

28 C.F.R. 35

20 U.S.C. 1232g, §1400, 6301 et seq. (2012).

Iowa Code §§ 22.7, 139A.3, .8, .21; 143.1, 152, 256.7(24), .11, 280.23

281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8

282 I.A.C. 15.3(14); 22.

641 I.A.C. 7.

655 I.A.C. 6

Approved 6/11/2018

Reviewed 7/8/2019

Revised 6/11/2018