

STUDENTS

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RESIDENT STUDENTS

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

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

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

Legal Reference: Lakota Cons. Ind. School v. Buffalo Center-Rake Comm. School, 334 N.W.2d 704 (Iowa 1983).
 Mt. Hope School Dist. v. Hendrickson, 197 N.W. 47 (Iowa 1924).
 Oshel v. Creston Comm. School Dist., DPI Admin. Doc. 570 (1981).
 33 D.P.I. Dec. Rule 80 (1984).
 Iowa Code §§ 257.6; 282.2, .6, .7; 285.4.

Cross Reference:	100	Legal Status of the
School District		
	501	Student Attendance

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NONRESIDENT STUDENTS

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 their former resident school district will be permitted to attend. Students who plan to open enroll to their former resident district for the next school year may do so without approval of the board.

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.

Legal Reference: Lakota Cons. Ind. School v. Buffalo Center-Rake Comm. School, 334 N.W.2d 704 (Iowa 1983).
Mt. Hope School Dist. v. Hendrickson, 197 N.W. 47 (Iowa 1924).
Oshel v. Creston Comm. School Dist., DPI Admin. Doc. 570 (1981).
Iowa Code §§ 257.6; 282.1, .2, .6, .7, .24.

Cross Reference: 501 Student Attendance

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COMPULSORY ATTENDANCE

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

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving qualifying religious instruction in accordance with relevant laws;
- are unable to attend school due to legitimate medical reasons;
- has an individualized education program that affects the child's attendance;
- has a plan under Section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, that affects the child's attendance;
- are attending an approved or probationally approved private college preparatory school;
- are attending an accredited nonpublic school;
- are receiving independent private instruction;
- are receiving competent private instruction;
- are a military applicant undergoing military entrance processing;
- are engaged in military service;
- are traveling to attend a funeral; or
- are traveling to attend a wedding.

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. Evidence may be shown in written or verbal communications with the building level administration. Reasonable travel time will be afforded for engaging in the exceptions listed above.

Legal Reference: Iowa Code §§ 259A; 279.10-.11; 299; 299A.

I.C. Iowa Code Description

Iowa Code § 259A High School Equivalency Diploma

Iowa Code § 279 Directors Powers and Duties

Iowa Code § 299 Compulsory Education

Iowa Code § 299A Private Instruction

Cross References Description

601.01 School Calendar

604.01 Private Instruction

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ENTRANCE - ADMISSIONS

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.

Before the student may enroll in the district's education program the board will require evidence of age and residency in the form of a birth certificate or other evidence of age. 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 the reason for suspension, expulsion or denying admission to the student.

Legal Reference: Iowa Code §§ 139A.8; 144.45(5); 282.1, .3, .6.

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

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ATTENDANCE CENTER ASSIGNMENT

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

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 challenges, financial condition of the school district and other factors deemed relevant by the superintendent or the board.

Legal Reference: Iowa Code §§ 279.11; 282.7-.8.

Cross Reference: 501

Student Attendance

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STUDENT TRANSFERS IN

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 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.

Legal Reference: 20 U.S.C. § 1232g.
Iowa Code §§ 139A.8; 282.1, .3, .4; 299A.

Cross Reference:	501	Student Attendance
	505.3	Student Honors and
Awards		
	507	Student Health and
Well-Being		
	604.1	Competent Private
Instruction		

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STUDENT TRANSFERS OUT OR WITHDRAWALS

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 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.

The notice should state the student's final day of attendance. 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.

Legal Reference: 20 U.S.C. § 1232g.
Iowa Code §§ 274.1; 299.1-.1A; 299A.11

Cross Reference:	501	Student Attendance
	506	Student Records
	604.1	Competent Private

Instruction

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STUDENT ATTENDANCE RECORDS

As part of the school district's records, the daily attendance of each student is recorded and maintained on file with the permanent records of the board secretary.

It is the responsibility of the principals to ensure that such reports are filed with the board secretary or their designee as the custodian of district records.

Legal Reference: Iowa Code §§ 294.4; 299.
281 I.A.C. 12.3(4).

Cross Reference:	501	Student Attendance
	506	Student Records

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CHRONIC ABSENTEEISM AND TRUANCY

The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students. Students who are present in school and engaged active learners take greater ownership over their educational outcomes. For this reason, it is the priority of the district to foster regular student attendance throughout the school year and reduce barriers to regular attendance for students in the district.

Chronic absenteeism/absences means any absence from school for more than ten percent of the hours in the grading period.

Truant/truancy means a child of compulsory attendance age who is absent from school for any reason for at least twenty percent of the hours in the grading period.

Chronic absenteeism and truancy do not apply to the following students who:

- have completed the requirements for graduation in an accredited school or has obtained a high school equivalency diploma;
- are excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving qualifying religious instruction in accordance with relevant laws;
- are unable to attend school due to legitimate medical reasons;
- have an individualized education program that affects the student's attendance;
- have a plan under Section 504 of the federal Rehabilitation Act, 29 U.S.C. §794, that affects the child's attendance;
- are attending a private college preparatory school accredited or probationally accredited;
- are excused under Iowa Code §299.22;
- are exempt under Iowa Code §299.24;
- are a military applicant undergoing military entrance processing;
- are engaged in military service;
- are traveling to attend a funeral; or
- are traveling to attend a wedding.

Evidence may be shown in written or verbal communications with the building level administration. Reasonable travel time will be afforded for engaging in the exceptions listed above. Students are subject to disciplinary action for truancy, including suspension and expulsion. It is within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of truancy. Students receiving special education services will not be assigned to supervised study hall or in-school suspension unless the goals and objectives of the student's Individualized Education Program are capable of being met.

It is the responsibility of the superintendent, in conjunction with the designated school officials, to develop administrative regulations regarding this policy. The administrative regulations will indicate the disciplinary action to be taken for truancy.

Legal Reference: 34 C.F.R. sec. 300, 28 C.F.R. Pt. 35, Iowa Code §§ 294.4; 299., 281 I.A.C. 12.3(4).

I.C. Iowa Code Description

Iowa Code § 294.4 Teachers Daily Register

Iowa Code § 299 Compulsory Education

I.A.C. Iowa Administrative Code Description

281 I.A.C. 12.3 Administration

C.F.R. Code of Federal Regulations Description

28 C.F.R. 35 Judicial Disability Nondiscrimination

34 C.F.R. Pt. 300 Education Disabilities Children Assistance to States

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CHRONIC ABSENTEEISM AND TRUANCY REGULATION

Daily, punctual attendance is an integral part of the learning experience. The education that goes on in the classroom builds from day to day and absences can cause disruption in the educational progress of the absent student. Irregular attendance or tardiness by students not only limits their own studies, but also interferes with the progress of those students who are regular and prompt in attendance. Attendance is a shared responsibility that requires cooperation and communication among students, parents and the school.

This regulation is divided into two sections: Section I addresses legal requirements related to chronic absenteeism and truancy and Section II addresses additional academic, disciplinary and extracurricular consequences students face due to chronic absenteeism and truancy. It is important for students to recognize that chronic absenteeism and truancy impacts all these facets of their educational experience.

SECTION I – Legal Requirements

Chronic Absenteeism

When a student meets the threshold to be considered chronically absent, the school official will send notice by mail or e-mail to the county attorney where the district's central office is located. The school official will also notify the student, or if a minor, the student's parent, guardian or legal or actual custodian via U.S. mail, electronic mail, electronic message or in person delivery that includes information related to the student's absences from school and the policies and disciplinary processes associated with additional absences.

School Engagement Meeting

If a student is absent from school for at least fifteen percent of the *hours* in the grading period, the school official will attempt to find the cause of the absences. If the school official determines that the child's absences are negatively affecting the child's academic progress, the school official will start and participate in a school engagement meeting.

All of the following individuals must participate in the school engagement meeting:

- The student;
- The student's parent, guardian or legal or actual custodian if the student is an unemancipated minor; and
- A school official.

The purpose of the meeting is to understand the reasons for the student's absences and attempt to remove barriers to the student's ongoing absences; and to create and sign an absenteeism prevention plan.

Absenteeism Prevention Plan

The absenteeism prevention plan will identify the causes of the student's absences and the future responsibilities of each participant. The school official will contact the student and student's parent/guardian at least once per week for the remainder of the school year to monitor the performance of the student and the student's parent/guardian under the plan. If the student and student's parent/guardian do not attend the meeting, do not enter into a plan or violate the terms of the plan, the school official will notify the county attorney.

SECTION II – Academic and Disciplinary Requirements- under review

Students who are absent without a reasonable excuse, as determined by the principal, will be assigned to the building-level intervention system to meet their academic, social, and behavioral needs. Reasonable excuses include illness, family emergencies, recognized religious observances and school-sponsored or approved activities. Reasonable excuses may also include family trips or vacations approved by the building principal if the student's work is finished prior to the trip or vacation. *The* building-level intervention system will be assigned on a two-for-one basis.

A student who is unexcused for one or more classes for less than a whole school day, will be assigned to building-level intervention system for the next days during the class period(s) missed. If a student is unexcused for a whole day of classes, he or she will spend the next two days in building-level intervention system.. Parents are expected to telephone the school office to report a student's absence prior to a.m. on the day of the absence. Students with unexcused absences may also be referred to the at-risk coordinator.

School work missed because of absences must be made up within two times the number of days absent, not to exceed 5 days. The time allowed for make-up work may be extended at the discretion of the classroom teacher.

Students will be allowed to make up all work missed due to any absence and will receive full credit for make-up work handed in on time. Teachers will not have attendance or grading practices that are in conflict with this provision.

I.C. Iowa Code

Iowa Code § 294.4 Teachers Daily Register

Iowa Code § 299 Compulsory Education

I.A.C. Iowa Administrative Code

281 I.A.C. 12.3 Administration

C.F.R. Code of Federal Regulations

28 C.F.R. 35 Judicial Disability Nondiscrimination

34 C.F.R. Pt. 300 Education Disabilities Children Assistance to States

STUDENT RELEASE DURING SCHOOL HOURS

Students in grade 12 may be allowed to leave the school district facilities when they are not scheduled to be in class. Students in grades 11 and 12 may be allowed to leave the school district facilities during the lunch period. Students who violate school rules may have this privilege suspended.

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

Students are required to be in the building, in assigned areas, at all times during school operating hours. Juniors will have open campus privileges for lunch only. Seniors will have open campus privileges during unscheduled class periods as well as lunch. Juniors and seniors, who knowingly violate campus privileges by taking underclassmen off-campus, or to unauthorized areas on campus, will lose their off-campus privileges and be subject to the same consequences as the underclassmen. Exceptions to this rule would be as follows:

- 1) The student is attending a school-related function that is not on the Decorah Community School District campus.
- 2) The student has an excused absence from school.
- 3) The student has obtained permission to leave the school campus from the Administration or the nurse.
- 4) Students involved in job training shared career programs designated on their IEP. Ninth, Tenth, and Eleventh-grade students are not allowed outside the school building during the school day (except during lunch for juniors). Students will be subject to disciplinary action if found in violation.

Junior and Senior students with multiple unexcused absences may be referred to an administrator to determine loss of off-campus privileges.

Legal Reference: Iowa Code § 294.4
281 I.A.C. 12.2(4).

Cross Reference:	501	Student Attendance
	503	Student Discipline
	504	Student Activities
	506	Student Records

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PREGNANT STUDENTS

The board encourages pregnant students to continue to attend the education program as long as they are physically able to do so. The pregnant student is encouraged to notify the principal or the guidance counselor as soon as they are aware of the pregnancy in order for the district to facilitate the student's equal access to the district's education programs and activities. The school may require that a pregnant student provide the principal with a written note from her doctor relative to special conditions that might exist and specific suggestions as to how long the student may continue to attend classes. If the student is unable to attend school because of their pregnancy, the student may be excused and arrangements made to continue their studies during her absence. The student will resume classes upon the recommendation of her physician.

Legal Reference: Iowa Code §§ 216; 279.8; 280.3.

Cross Reference:	501	Student Attendance
	604.2	Individualized
Instruction		

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STUDENTS OF LEGAL AGE

Students who have attained legal age may continue the education program without payment of tuition as long as they are eligible to attend an Iowa public school and are residents of the school district.

Parents will be allowed to access and view the student's records without written permission from the student if the student is still a dependent for tax purposes. In most cases, with the discretion of the principal or the superintendent, the student will be able to make decisions and sign documents rather than requiring parental permission or signature.

Legal Reference: 20 U.S.C. § 1232g
Iowa Code §§ 22; 282.2, .6, .7; 285.4; 599.1; 622.10.
281 I.A.C. 12.3(6).

Cross Reference:	501	Student Attendance
	506	Student Records

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OPEN ENROLLMENT TRANSFERS - PROCEDURES AS A SENDING DISTRICT

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

Parents requesting open enrollment out of the school district for their student will notify the sending and receiving school district no later than March 1 in the school year preceding the first year desired for open enrollment. 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 are exempt from the open enrollment March 1 deadline. Parents of children who will begin kindergarten and prekindergarten children enrolled in special education programs and included in the district's basic enrollment will file in the same manner set forth above by September 1. Parents who have good cause as defined by law for failing to meet the March 1 deadline may make an open enrollment request by September 1 unless another deadline applies.

The receiving district will approve or deny open enrollment requests according to the timelines established by law. The parents may withdraw the open enrollment request prior to the start of the school year. The receiving district's superintendent will notify 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.

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 and administrative regulations necessary for open enrollment requests.

Legal Reference: Iowa Code §§ 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1.
281 I.A.C. 17.

Cross Reference: 501 Student Attendance
506 Student Records
507

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OPEN ENROLLMENT TRANSFERS - PROCEDURES AS A RECEIVING DISTRICT

The school district will participate in open enrollment as a receiving district. As a receiving district, the board will allow nonresident students, who meet the legal requirements, 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 all timely filed applications by June 1; incoming kindergarten applications; good cause application; or continuation of an educational program application filed by September 1.

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.

If an open enrollment request into the district is denied, the reasoning behind a denial of a request and information related to the denial will be documented and submitted to the Iowa Department of Education in a manner prescribed by the Department.

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 provided the required timelines are met. The district reserves the right to deny continued open enrollment to any students who meet the definition of truant. The district will notify the truant student's parent or guardian and district of residence of the decision to deny enrollment in the future in accordance with applicable laws.

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 be eligible for participation in interscholastic athletics, at the varsity level, in accordance with applicable law.

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 district without reimbursement.

Legal Reference: Iowa Code §§ 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1.
281 I.A.C. 17.

Cross Reference: 501.6 Student Transfers In
501.7 Student Transfers Out or Withdrawals
501.14 Open Enrollment Transfers - Procedures as a Sending District
506 Student Records
507 Student Health and Well-Being
606.6 Insufficient Classroom Space

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HOMELESS CHILDREN AND YOUTH

The Decorah School District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth. The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled up”);
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters; or
 - Abandoned in hospitals.
- Children and youth who have 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;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described 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 social worker* 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.

The superintendent may develop an administrative process or procedures to implement this policy.

Legal Reference: 20 U.S.C. § 6301.
 42 U.S.C. § 11302.
 42 U.S.C. §§ 11431 et seq.
 281 I.A.C. 33.

Cross Reference:	501	Student Attendance
	503.3	Fines - Fees - Charges
	506	Student Records
	507.1	Student Health and Immunization Certificates
	603.3	Special Education
	711.1	Student School Transportation Eligibility

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, October 10, 2022, December 12, 2022, October 9, 2023, August 11, 2025

STUDENT APPEARANCE

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.

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

Legal Reference: Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
 Bethal School District v. Fraser, 478 U.S. 675 (1986).
 Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
 Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
 Torvik v. Decorah Community School, 453 F.2d 779 (8th Cir. 1972).
 Turley v. Adel Community School District, 322 F.Supp. 402 (S.D. Iowa 1971).
 Sims v. Colfax Comm. School Dist., 307 F.Supp. 485 (Iowa 1970).
 Iowa Code § 279.8

Cross Reference: 502 Student Rights and
Responsibilities

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CARE OF SCHOOL PROPERTY/VANDALISM

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.

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

Legal Reference: Iowa Code §§ 279.8; 282.4, .5; 613.16.

Cross Reference:	502	Student Rights and
Responsibilities	802.1	Maintenance Schedule

Approved December 9, 2002

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DECORAH COMMUNITY SCHOOL DISTRICT POLICY REFERENCE MANUAL

STUDENT EXPRESSION AND STUDENT PUBLICATIONS

Student Expression

It is the goal of the district to protect the educational environment for all students to help ensure it is free from substantial disruption or infringement upon their rights. Student expression should be appropriate to help ensure 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.

While students will generally be allowed to express their viewpoints and opinions, in certain qualifying circumstances, student speech may require administrative regulation to help ensure the safety and welfare of the school community. The district may regulate speech that: causes or is reasonably anticipated to cause a material and substantial disruption to the education environment; infringes upon the rights of others; is obscene or lewd; is school-sponsored; and/or promotes illegal activity. 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. 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. Decisions will be made consistent with applicable laws.

The superintendent may develop procedures for safely addressing qualifying types of mass protests by students, including walk-ins and walk-outs. Walk-ins occur when students leave their learning environments during school hours and gather in a group or groups with the purpose of promoting a belief or beliefs. Walk-outs occur when students leave their learning environments during school hours and gather in a group or groups off district property with the purpose of promoting a belief or beliefs.

The superintendent is encouraged to obtain feedback from community stakeholders in the development of these procedures. The goal of the procedures shall be to address student safety, maintain the education environment and promote communication during demonstrations while remaining viewpoint neutral.

Students who violate this policy may be subject to disciplinary measures. Employees are responsible for helping to ensure students' expression is in keeping with this policy. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Student Publications

Students may produce official school publications as part of the curriculum under the supervision of a faculty advisor and the principal. Official school publications include material produced in journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Any expression made by students, including student expression in official school publications, is not an expression of official school policy. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student speech or expression. The liability, if any, is only to the extent of the interference or alteration of the speech or expression.

Official school publications are free from prior restraint by employees or officials except as provided by law. A faculty advisor will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful

STUDENT EXPRESSION AND STUDENT PUBLICATIONS

speech. The production of official school publications is guided by the law and by the ethical standards adopted by professional associations or societies of journalism.

Persons, other than students, who believe they have been aggrieved by student expression in a student-produced official school publication will follow the grievance procedure outlined in board policy 213.1. Students who believe their freedom of expression in a student-produced official school publication has been restricted will follow the grievance procedure outlined in board policy 502.4.

The superintendent is responsible for developing a student publications code. This code will include, but not be limited to, reasonable rules including time, place, and manner of restrictions. The superintendent will also be responsible for distributing this policy and the student publications code to the students and their parents.

Legal Reference: U.S. Const. amend. I.
Iowa Const. art. I (sec. 7)
Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel School District v. Fraser, 478 U.S. 675 (1986).
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987).
Iowa Code §§ 279.8, .73; 280.22

Cross Reference:	102	Equal Educational
Opportunity	502	Student Rights and
Responsibilities	504	Student Activities
	603.9	Academic Freedom
	903.5	Distribution of
Materials		

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August 10, 2026

STUDENT EXPRESSION AND STUDENT PUBLICATIONS CODE

- A. Student Expression defined: Student Expression is speech, action or other forms of expression which convey a student's beliefs, views or opinions.
- B. Official school publications defined: An "official school publication" is material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.
- C. Limitations to Student Expression
1. No student will express, publish or distribute publication material which is:
 - a. obscene;
 - b. libelous;
 - c. slanderous; or
 - d. encourages students to:
 - 1) commit unlawful acts;
 - 2) violate lawful school regulations;
 - 3) cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 4) disrupt or interfere with the education program;
 - 5) interrupt the maintenance of a disciplined atmosphere; or
 - 6) infringe on the rights of others.
- D. Responsibilities of students for official school publications.
1. Students writing or editing official school publications will assign and edit the news, editorial and feature contents of the official school publications subject to the limitations of the student publications code and the law.
 2. Students will strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.
 3. Students will strive to achieve professional standards of grammar, usage, punctuation and spelling for clarity and accuracy of official school publications.
- E. Responsibilities of faculty advisors for official school publications.
- Faculty advisors will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. Official school publications are produced under the supervision of a faculty advisor. Faculty advisors to students producing official school publications shall supervise the production of the student staff in order to maintain professional standards of English journalism. District employees acting within the scope of their professional ethics will not suffer adverse employment action or be retaliated against for acting to protect a student for engaging in authorized student expression or for refusing to infringe on protected student expression.
- F. District employee rights
- Any District employee or official, acting within the scope of that person's professional ethics, if any, shall not be dismissed, suspended, disciplined, reassigned, transferred, subject to termination

STUDENT EXPRESSION AND STUDENT PUBLICATIONS CODE

or nonrenewal of a teaching contract or extracurricular contract, or otherwise retaliated against for acting to protect a student for engaging in expression protected by law, or refusing to infringe upon student expression that is protected by law.

G. Liability

Student expression, including student expression in an official school publication will not be deemed to be an expression of the school district. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.

H. Appeal procedure

1. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication will seek review of the decision through the student grievance procedure, under board policy 502.4.
2. Persons who believe they have been aggrieved by a student-produced official student publication will file their complaint through the citizen grievance procedure, under board policy 213.1.

I. Time, place and manner of restrictions on student expression.

1. Student expression may be conveyed and official student publications may be distributed in a reasonable manner on or off school premises.
2. Student expression and distribution of official school publications in a reasonable manner will not encourage students to:
 - a. commit unlawful acts;
 - b. violate school rules;
 - c. cause the material and substantial disruption of the orderly and efficient operation of the school district or school activity;
 - d. disrupt or interfere with the education program;
 - e. interrupt the maintenance of a disciplined atmosphere; or
 - f. infringe on the rights of others.

STUDENT COMPLAINTS AND GRIEVANCES

Creating an environment where students feel comfortable addressing their concerns in a meaningful manner is vital to the learning process. It is the goal of the board to resolve student complaints at the lowest organizational level. Student complaints and grievances regarding board policy or administrative regulations, or other matters should first be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint.

If the complaint cannot be resolved by a student's teacher or other licensed employee, the student may discuss the matter with the principal within five working days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within five working days after speaking with the principal.

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. The board retains discretion as to whether to consider or take action on any complaint.

Legal Reference: Iowa Code § 279.8

Cross Reference:	210.8	Board Meeting Agenda
	213	Public Participation in Board
Meetings	502	Student Rights and
Responsibilities	504.3	Student Publications

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STUDENT LOCKERS

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.

Legal Reference: Iowa Code §§ 279.8; 280.14; 808A.

Cross Reference: 502 Student Rights and Responsibilities

Approved December 9, 2002

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WEAPONS

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.

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, dangerous objects or look-a-likes will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms to school or knowingly possessing firearms at school will be expelled for not less than one year. 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, any explosive, incendiary or poison gas, or otherwise defined by applicable law.

Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt from this policy. Students and individuals approved in writing by the Superintendent who are actively engaging in a school district approved firearms safety course, hunter education course or shooting sports activity are exempt from this policy. The superintendent will develop an administrative process or procedures to implement the policy and communicate with law enforcement relevant exemptions to this policy as appropriate.

Legal Reference:

483A.27(11), 724

18 U.S.C. § 921

Iowa Code §§ 279.8; 280.21B;

281 I.A.C. 12.3(6)

Cross Reference:
Responsibilities

502 Student Rights and

503 Student Discipline

507 Student Health and

Well-Being

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STUDENT SUBSTANCE USE

The board believes it is imperative to promote the health and well-being of all students in the district. The district will provide a substance use prevention program and set restrictions on substance use by students in accordance with applicable law.

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of alcohol, tobacco/nicotine products, other controlled substances, or "look-alike" substances that appear to be tobacco/nicotine products, 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. "Controlled substances" in this policy refers to the misuse of both licit and illicit drugs.

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 tobacco/nicotine products for those under the age of twenty-one, may be reported to the local law enforcement authorities. Possession, use or being under the influence of 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 use 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 use prevention program will include:

- Age-appropriate, evidence-based substance use prevention curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco/nicotine products, drug and alcohol use and which provide information about effective techniques for resisting social pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of controlled substances and the unlawful possession and use of tobacco/nicotine products and alcohol is harmful to student well-being;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of controlled substances, tobacco/nicotine products and/or 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 complete a substance use evaluation to determine whether substance use disorder treatment is recommended and, if recommended, successfully complete an appropriate rehabilitation program;
- Information about drug and alcohol counseling and rehabilitation and re-entry programs available to students;

- 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.

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

Legal Reference: 34 C.F.R. Pt. 86
Iowa Code §§ 123.46; 124; 279.8, .9; 453A.
281 I.A.C. 12.3(6); .5(3)(e), .5(4)(e), .5(5)(e)

Cross Reference:	502	Student Rights and
Responsibilities		
503	Student Discipline	
507	Student Health and Well-Being	

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SEARCH AND SEIZURE

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. 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 to 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/nicotine, 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.

Legal Reference: U.S. Const. amend. IV.
New Jersey v. T.L.O., 469 U.S. 325 (1985).
Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), cert. den., 482 U.S. 930 (1987).
 Iowa Code ch. 808A
 281 I.A.C. 12.3(6).

Iowa Code Iowa Code § 808A – Student Searches
 Iowa Administrative Code 281 I.A.C. 12.3 – Administration
 U.S. Supreme Court 469 U.S. 325 – New Jersey v. T.L.O.
 Case Law Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), cert. denied, 482 U.S. 930 (1987) New Jersey v. T.L.O., 469 U.S. 325 (1985)

Cross Reference: 905.2 Tobacco/Nicotine-Free
 Environment

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SEARCH AND SEIZURE CHECKLIST

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.

1. By whom: _____
2. Date/Time: _____
3. Place: _____
4. What was seen: _____

B. Information from a reliable source.

1. From whom: _____
2. Time received: _____
3. How information was received: _____
4. Who received the information: _____
5. Describe information: _____

C. Suspicious behavior? Explain.

D. Time of search: _____

E. Location of search: _____

F. Student told purpose of search: _____

G. Consent of student requested: _____

SEARCH AND SEIZURE CHECKLIST

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.

- A. Describe the time and location of the search: _____
- B. Describe exactly what was searched: _____
- C. What did the search yield: _____
- D. What was seized: _____
- E. Were any materials turned over to law enforcement officials?

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

SEARCH AND SEIZURE REGULATION

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 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.

Legal References on Student Searches

I. Iowa Code- Iowa Code § 808A – *Student Searches*

II. Iowa Administrative Code (I.A.C.) - 281 I.A.C. 12.3 – *Administration*

III. U.S. Supreme Court - 469 U.S. 325 – *New Jersey v. T.L.O.* (1985)

IV. Case Law

- Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), cert. denied, 482 U.S. 930 (1987)
- New Jersey v. T.L.O., 469 U.S. 325 (1985)

V. Cross References

- Policy 905.02 – *Nicotine/Tobacco-Free Environment*

INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees.

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, administration 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.

Legal Reference: Iowa Code §§ 232; 280.17.
281 I.A.C. 102.
441 I.A.C. 9.2; 155; 175.

Cross Reference:	402.2	Child Abuse Reporting
	502.10	Search and Seizure
	503	Student Discipline
	902.2	News Conferences and

Interviews

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USE OF MOTOR VEHICLES

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(s) or at another district's attendance center for the purpose of attending extracurricular activities. 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 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.

Legal Reference: Iowa Code §§ 279.8; 321.

Cross Reference: 502 Student Rights and Responsibilities

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STUDENT CONDUCT

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

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

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

Removal from the classroom means a student is taken out of their regular learning environment and sent to an alternative location. Removal of students from the classroom for violent or nonviolent disruptions shall occur in accordance with the district's "Disruptive Behavior" policy 503.11. Removal of students from the classroom for reasons other than violent or nonviolent disruption shall occur at the discretion of the licensed staff member in charge of the classroom.

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

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

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

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.

This policy is not intended to address the use of therapeutic classrooms or seclusion rooms for students.

Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws.

STUDENT CONDUCT

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

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Brands v. Sheldon Community School District, 671 F. Supp. 627 (N.D. Iowa 1987).
Sims v. Colfax Comm. School Dist., 307 F. Supp. 485 (Iowa 1970).
Bunger v. Iowa High School Athletic Assn., 197 N.W.2d 555 (Iowa 1972).
Board of Directors of Ind. School Dist. of Waterloo v. Green, 259 Iowa 1260, 147 N.W.2d 854 (1967).
Iowa Code §§ 279.8; 282.3, 282.4, 282.5; 708.1.
281 I.A.C. 12.3(6)

Cross Reference: 501 Student Attendance
502 Student Rights and Responsibilities
504 Student Activities
506.3 Physical Restraint and Seclusion of Students
603.3 Special Education
903.5 Distribution of Materials

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, January 2024, August 11, 2025, August 10, 2026

STUDENT SUSPENSION

Administrative Action

A. Probation

1. Probation is the 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 removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposing probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations and an opportunity to respond. Written notice, including the reasons for the probation, will be sent to the parents.

B. In-School Suspension

1. In-school suspensions may be imposed by the principal for serious infractions of school rules that do not warrant removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposing in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations and an opportunity to respond. In-school suspension will not exceed 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 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 the principal for committing gross or repeated infractions of school rules, regulations, policy, or law, or when the student's presence causes interference with the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges, which includes:
 - 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 or present witnesses on their own behalf.
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 will be made to personally notify the student's parents, and this effort will be documented by the person making or attempting to make contact. The written notice to the parents will include the circumstances leading to the suspension and a copy of the board policy and rules related to suspension.

D. Suspensions and Special Education Students

1. Students who have been identified as special education students may be referred for a review of the student's Individualized Education Program (IEP). The IEP may be revised to include a continuum of intervention strategies and programming to address the behavior.
2. Students who have not been identified as special education students may be referred for evaluation following the suspension to determine whether the student has a disability and is in need of special education services.

EXPULSION

Only the board may remove a student from the school environment for more than ten (10) consecutive days.

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

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

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

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

In addition to these procedures, a special education student must be provided with additional procedures. A 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.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
Wood v. Strickland, 420 U.S. 308 (1975).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
Iowa Code §§ 21.5; 282.3, .4, .5.
281 I.A.C. 12.3(6).

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025, January 8, 2024, August 11, 2025

FINES - FEES - CHARGES

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. 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.

Legal Reference: Iowa Code §§ 256.7(20); 279.8; 280.10, .11; 282.6; 285.1; 301.1.
281 I.A.C. 18.2.

Cross Reference:	501.16	Homeless Children & Youth
	502	Student Rights and
Responsibilities	503	Student Discipline

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

STANDARD FEE WAIVER APPLICATION

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

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 financial problems, please state the reason for the request:

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

STUDENT FEE WAIVER AND REDUCTION PROCEDURES

The board recognizes that while certain fees charged to students are appropriate and authorized, some students and their families are not financially able to pay these fees. The school district will grant full waivers, partial waivers, or temporary waivers depending upon the circumstances and the student or parent's 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 the student's parents meet the financial eligibility criteria for:

- Free meals under the Child Nutrition Program,
 - The Family Investment Program (FIP), 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 under the Child Nutrition Program.

A partial waiver is based on the same percentage as the reduced price meals.

3. Temporary Waivers

A student may be eligible for a temporary waiver of fees charged by the district if the student's parents are facing financial difficulty. Temporary waivers may be applied for at any time during the school year and will not extend beyond the end of the school year.

B. Application

Parents or students eligible for a fee waiver must complete an application form provided by the school district. Applications may be submitted at any time but must be renewed annually.

C. Confidentiality

The school district will treat the waiver application and process as confidential student records. All applicable student confidentiality and access provisions will be followed.

D. Appeals

Denials of a waiver may be appealed according to the school district's established appeal process.

E. Fines

Fines or charges assessed for damage to or loss of school property are not considered fees and will not be waived.

F. Notice

The school district will notify parents and students annually regarding the fee waiver policy. The following information will be included in registration materials:

Students whose families meet the income guidelines for free or 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 temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the principal for a waiver form.

Note: This waiver does not carry over from year to year and must be completed annually.

STUDENT ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES: CODE OF CONDUCT

Standards for participation in co-curricular activities

I. GENERAL PROVISIONS

A. PURPOSE

The purpose of this policy is to establish and provide for the enforcement of Academic Standards and Conduct Standards for students participating in co-curricular activities in grades 7 through 12 of the Decorah Community School District.

B. STATEMENT OF PHILOSOPHY

It is the belief of those concerned with the development of the youth of the Decorah Community Schools that membership and participation in co-curricular activities has a very positive effect in the development of constructive attitudes of citizenship. Among which may be listed are principles of justice, fair play, good sportsmanship, respect for rules and authority, respect for others and one's own health and physical well-being, development of leadership, group pride and teamwork, self-discipline, and values of self-sacrifice. It is also the District's belief that the individual family should be the guiding influence and determinant of student behavior.

It is further deemed important that participants, before starting in any of these programs, should be aware of the philosophy, opportunities, and policies and procedures under which they will be participating. Co-curricular activities are offered as an option and a privilege based not only on demonstration of a particular talent or ability, but also on demonstration of character embodying the values contained in this Policy.

Those who participate are expected to assume responsibility for maintaining high standards as defined by this Policy and the rules established by the activity's sponsor. Standards have been set for students who wish to participate at Decorah Middle School and High School. Included are provisions to promote honesty and cooperation so that each student is able to have a positive learning experience as a participant in the co-curricular activity program. In order to retain eligibility for participation in these activities students must exemplify high standards of behavior and conduct themselves as good citizens both in and out of school at all times. Students who represent the District in an activity are expected to serve as role models to other students and to members of the community. They are also expected to show respect toward the District they represent and to the fellow students and sponsors with whom they participate.

The other policies in regard to co-curricular participation will also be enforced. The Board strongly believes co-curricular activities are a privilege and not a right, and as a result students who participate in co-curricular events are held to a higher standard of academic performance and conduct.

C. ACTIVITIES SUBJECT TO THIS POLICY

All activities, clubs or organizations, other than regularly scheduled academic classes, that are approved by the Board of Education will be considered Co-Curricular activities. Examples of Co-Curricular activities subject to this policy include, but are not limited to: Art Club, Band, Baseball, Basketball, Bowling, Cheerleading, Choir, Community Club, Cross Country, "D" Club, Dramatics, Envirothon, Fire Squad, FFA Chapter, Flag Corps, Football, Gay/Straight Alliance, Golf, Mock Trial, Orchestra, National Honor Society, Robotics, Science Club,

Soccer, Softball, Special Olympics, Speech, Student Council, Swimming, Tennis, Track, Viking Yearbook, Volleyball, and Wrestling.

D. ATTENDANCE

A student must attend school for the afternoon, arriving by 11:30 a.m., on the same day he/she is to participate in any co-curricular activity, unless the activity is on a non-school day. Extenuating circumstances, when presented to the administration, will be evaluated and examined on an individual basis. If both the high school principal and activity director and/or his/her designee agree, permission to deviate from this Policy may be granted.

E. ESTABLISHMENT OF ACTIVITY-SPECIFIC RULES

Directors of activities subject to this Policy may make reasonable rules as they relate to their activities as long as the rules are approved by the high school principal or his/her designee, and are not in violation or contradiction of this Policy. Violation of these rules may result in limitation, suspension, or revocation of privileges or participation in these activities. Any consequence for violation of the rules of a specific activity will only be applied as to that activity.

II. ACADEMIC STANDARDS

In providing for the establishment and enforcement of academic standards for students participating in co-curricular activities, both local and state guidelines have been put in place to provide assistance to students and support the state law requirements. These guidelines are listed below.

A. STATE GUIDELINES

1. Students in grades 9-12 participating in interscholastic athletic competition for the IGHSAU (Iowa Girls High School Athletic Union) and IHSAA (Iowa High School Athletic Association) shall be subject to the Iowa Department of Education Scholarship Rules regarding academic eligibility. Students in grades 9-12 participating in interscholastic speech competition shall be subject to the IHSSA (Iowa High School Speech Association) rules regarding academic eligibility. Students in grades 9-12 participating in interscholastic music competition shall be subject to the IHSMA (Iowa High school Music Association) rules regarding academic eligibility.

2. The Department of Education, the IHSSA and the IHSMA rules require that:

- a. Students must receive credit in at least 4 subjects (each of one period or “hour” or the equivalent therefore) at all times.
- b. Students must pass all coursework and be making adequate progress toward graduation to remain eligible. Coursework taken from a post-secondary institution and for which District grants academic credit toward high school graduation shall be used in determining eligibility.
- c. If not passing all coursework at the end of the grading period in which a grade will appear on a transcript, student is ineligible to dress for and compete for the first 30 consecutive calendar days in the interscholastic activity in which the student is a contestant from the first legal competition date of that activity. Students in baseball and softball have the same penalty as other students. Any student declared ineligible according to state guidelines may be permitted and/or required to practice under the discretion of administration and the activity sponsor.
- d. If not passing all coursework at the end of the grading period in which a grade will appear on a transcript, student is ineligible for the first period of 30 consecutive calendar days in any event sanctioned or sponsored by the IHSSA or the IHSMA and those events that are competitive or evaluative in nature and are not sponsored by the IHSSA and the IHSMA in which the student is a contestant.
- e. A student with a disability and an IEP shall not be denied eligibility based on scholarship if the student is making adequate progress toward the student’s IEP goals, as determined by District officials.
- f. Summer school or other means may not be used to make up failing grades for eligibility purposes. All original failing grades (even those remediated for purposes other than eligibility) must be reported to any school which the student transfers.

- g. Cheer participants are treated in line with the Athletic Rule (30 Calendar Days)
- h. All music and drama activities are treated in line with the Speech and Music Rule (30 Calendar Days)
- i. Students may participate in the event if the public performance constitutes part of a grade for a course.
- j. The grading period shall be the final grading period of the semester and shall not include mid-term grades.
- k. Grades of a, "P", "D-" or better and "W" (withdrawn in a timely fashion) are passing grades.
- l. Grades of "F" and of "WF" (withdrawn, failing) are failing grades.
- m. A student who receives an "I" (incomplete) who then completes work by the deadline established by the teacher and administration to obtain a passing course grade shall remain eligible, including during the period of time the student has to obtain the passing grade. A student who does not complete the work by the established deadline to obtain a passing grade and receives a failing grade shall be subject to the academic eligibility rules.
- n. Students must pass at least four (4) courses in the preceding semester to be eligible to participate at all in the current semester.
- o. Courses taken under the Post Secondary Enrollment Option including Contracted Classes are included in the required four (4) courses.
- p. Incoming 9th grade students are eligible immediately even if they enter with a failing grade from the 8th grade.
- q. A transfer student from an in-state or out-of-state school is subject to all academic eligibility guidelines.

The first date of ineligibility for a student who becomes ineligible while in an activity will begin with the first school day following the day that the report card is mailed home.

B. DHS GUIDELINES

1. A student must be passing all classes at the midterm of each quarter and at the end of the 1st and 3rd quarter. In an attempt to assist students with academic performance, Decorah High School will require students who are not passing all classes at the mid-terms and end of the 1st and 3rd quarter to attend a weekly study table. This study table will be available to all students and is mandatory for students involved in activities who have received a failing grade at one of the assigned grading check periods. Once students are able to show the administration evidence that their grade is above failing they will not be required to attend the study table.
2. Study table will be offered from 3:00 until 4:30 PM on Wednesdays. Students will be required to attend the study table for its entirety and may be allowed to return to practice after they are finished with the study table at 4:30. Students will be allowed to practice and compete during this time period. Any student involved with activities who does not attend the study table when failing a class will be withheld from their current or future activities until their study table obligations are met.

For more information and examples, see Appendix 1, attached to this Policy.

C. DMS GUIDELINES

1. In Decorah Middle School's standards-based grading system, it is imperative that students maintain progress towards achieving the standards set forth in the curricula of each course. Not every student will progress through the standards at the same rate, so with regards to policy, eligibility will hinge on Learner Behaviors. Students participating in extra-curricular activities at DMS will be responsible, respectful, and engaged.
2. During the course of a season, there will be two eligibility checks spaced approximately two-three weeks apart. At the designated times, each participant's learner behavior progress will be checked. Any student that has a score of 1 will be placed on probation for one week. He/she must also complete a learning improvement plan within two days that will require input from both the teacher(s) and the coach. The purpose of the improvement plan will be to identify the action steps required to move the student from an NYP to a P on their Learner Behaviors. If a learning improvement plan is not completed and turned in within two days, the student will forfeit his/her eligibility for participation in the competition until it has been turned in with all necessary signatures.

3. At the end of the probation week, if the student has adhered to the plan and made the necessary corrections, they are fully eligible until the next check. If the student has not adhered to the plan and made the necessary corrections, he/she will forfeit the eligibility to participate in the competition. The student will still attend practice but will report to the 9th hour each day (before going to practice at 3:40) until the action steps of the Learning Improvement Plan have been fulfilled. As soon as the steps have been completed, the student returns to full eligibility status until the next check.

III. CONDUCT STANDARDS

A. POLICY VIOLATIONS

1. A student may lose eligibility under this Policy for any of the following behaviors:
 - a. possession, use, or purchase of tobacco products, including e-cigarettes;
 - b. possession, use, purchase, or attempted sale/purchase of illegal drugs or look alike, or the unauthorized possession, use, purchase, or attempted sale/purchase of otherwise lawful drugs without a prescription;
 - c. engaging in any act that would be a violation of local, state, or federal law or grounds for arrest or citation in the criminal or juvenile court system (excluding minor offenses such as traffic or curfew violations) regardless of whether the student is cited, arrested, convicted, or adjudicated for the act(s);
 - d. other inappropriate, disruptive or offensive conduct in violation of school district policy, regulation or student handbook provisions and/or interferes with the orderly operation of the school or the rights of any member of the student body, faculty or staff, including but not limited to, assault; refusing to cooperate with school officials or law enforcement authorities, acts of vandalism, hazing, bullying or harassment of other students and staff in any form, including inappropriate posts on social media.
2. Any violations of this Policy may be reported to law enforcement.
3. Any violation(s) of school rules which aggregate to a total of 40 in school suspension points, third offense truancy, and/or a suspension according to the student handbook.

B. ADMINISTRATIVE DETERMINATION OF VIOLATION

1. If it is alleged by any person that a student has violated these Conduct Standards, the principal or his/her designee shall promptly investigate such allegations. This investigation shall not be limited by any formal rules of evidence or procedure. The student shall be given notice, oral or written, of the allegations and will be given an initial opportunity to respond to the allegations as part of the investigation.
2. The principal, or his/her designee, shall make a preliminary determination based on a preponderance of the evidence whether the student has violated these Conduct Standards. The totality of the evidence, including the number, credibility and consistency of the witness(es) alleging that the student has violated the Conduct Standards shall be taken into consideration when making such determination. A determination that a student has violated the Conduct Standards shall be made without regard to whether the student is prosecuted or convicted for any alleged acts under Section IIIA.2 above.
3. A violation may include, but is not limited to:
 - a. If a student is found guilty by a court of law (however, a violation may be found without regard to whether a student is charged or convicted of any crime by authorities).

- b. If a student is referred to juvenile court services.
- c. If a student admits violating this policy.
- d. If a student was witnessed breaking this policy by one or more staff members, students or law enforcement.

C. NOTICE AND DUE PROCESS

1. The high school and middle school principals and assistant principals shall make a preliminary determination whether the student has violated this Policy, and shall notify the parent/guardian of their decision in a written Notice of Violation of Policy of Standards and Eligibility which shall contain the following:

- a. The student's name and the names and address of the student's parents or guardians.
- b. A statement as to the time, place and circumstances of the violation the student is alleged to have committed.
- c. A statement describing the sanction to be imposed upon the student for violating the Policy and the effective date on which such sanction shall commence.
- d. A statement that the principal's determination as to the student's violation of the Policy and the punishment imposed shall become immediately effective.

2. If timely requested, a student and his/her parent(s) or guardian(s) shall be provided a hearing with the high school or middle school principal. During the hearing, the student and his/her parent(s) or guardian(s) may present any information or argument against the preliminary determination. Within three (3) working days of the hearing, the Principal shall provide written notification of whether the preliminary determination is upheld, modified or reversed. The punishment imposed shall become final and effective, unless the parent(s) or guardian(s) of the student request a review by the superintendent within three (3) working days.

3. If timely requested, a student and his/her parent(s) or guardian(s) shall be provided a hearing with the superintendent. During the hearing, the student and his/her parent(s) or guardian(s) may present any information or argument against the determination made by the high school or middle school principal. Within three (3) working days of the hearing, the Superintendent shall provide written notification of whether the determination made by the high school principal is upheld, modified or reversed. The punishment imposed shall become final and effective, unless the parent(s) or guardian(s) of the student request a review by the Board of Education within three (3) working days by delivering a written appeal notice to the board secretary.

4. If timely requested, a student and his/her parent(s) or guardian(s) shall be provided a hearing before the Board of Education. The secretary shall schedule the appeal for the next regular or special meeting of the Board of Education, unless otherwise agreed to by parent(s) or guardian(s) of the student involved. During the hearing, the student and his/her parent(s) or guardian(s) may present any information or argument against the determination made by the superintendent. The decision of the Board of Education shall be set forth in the written minutes of the Board and may affirm, reverse or modify the decision of the Superintendent. The decision of the Board of Education shall be the final determination of the Decorah Community School District.

5. All consequences will remain in force and effect during an appeals process unless or until they are reversed or altered by the appropriate authority.

D. SANCTIONS

1. Violations of the Conduct Standards will result in suspension of the privilege to participate for a period of time as described in Appendix 2. The maximum period of ineligibility for a first offense shall be six (6) weeks. The maximum period of ineligibility for a second offense shall be twelve (12) weeks. The maximum period of ineligibility for a third offense is one calendar year from the date of the third violation. The maximum period of ineligibility shall run only during those weeks in which interscholastic competition takes place and in activities in which the student normally participates.

2. An individual making a truthful report of a violation of the Conduct Standards to a school administrator within four (4) calendar days of the occurrence of the violation is a self-report. In order to receive the sanction of a self-report, a student must also follow up with

a written and signed statement of confirmation to the activities director or his/her designee. This statement needs to be signed by both the student and the parent/guardian. Individuals participating in a school event after violating the Policy, but prior to making a self-report or administrative discovery, will be suspended with no opportunity for a reduced suspension.

3. A student who has been declared ineligible for participation in co-curricular activities by another school district who then enrolls in the Decorah Community School District shall be ineligible for participation in co-curricular activities in the Decorah District for the balance of the period of ineligibility as if the student were still enrolled in the former district, except that the student shall generally be allowed to participate in practices regardless of the former district's policy on practices during periods of ineligibility. The student may file a written request with the building principal to have the term of ineligibility imposed by the former district reconsidered. The administration may shorten the period of ineligibility if it is determined that the student would have received a shorter period of ineligibility if the student had been enrolled at Decorah at the time the ineligibility was imposed by the former district. The number of periods of ineligibility imposed by former districts shall be considered when imposing sanctions for a violation of Board Policy 503.6 of the Decorah Conduct Standards after enrollment in the Decorah Community School District (e.g., if the student had one period of ineligibility during that calendar year prior to enrolling in Decorah, a violation of the Decorah Conduct Standards shall be treated as a second offense).

4. If a student violates the Conduct Standards at a time when he or she is ineligible to participate in co-curricular activities by virtue of a prior violation, the period of ineligibility for such subsequent violation shall commence after the period of ineligibility for all prior violations. Individuals that are academically ineligible will not serve their suspension until regaining their academic eligibility.

5. The administration shall have the authority to exercise reasonable discretion in the interpretation and administration of this Policy.

E. ADMINISTRATION OF THE SANCTIONS

1. Eligibility requirements begin at the conclusion of the 6th grade school year and end at the end of the summer following graduation.

2. Violations of the Conduct Standards are cumulative in two segments. The first segment will be at the conclusion of the students' 6th grade school year to the conclusion of the 8th grade school year. The second segment will be at the conclusion of the students' 8th grade school year through the end of the summer following graduation. At the conclusion of the students' 8th grade school year all prior violations will reset for the second segment of the students four years in high school.

3. The Standards of Conduct shall be in force twelve (12) months a year, on and off school property.

4. A student found in violation of the Conduct Standards who is required to be ineligible for a public performance that is graded, will be given the opportunity to complete an alternative assignment. This assignment will be created by the coach/sponsor and will allow the student to earn full credit for the performance missed.

5. When determining the number of contests and/or public performances to be missed, the administration will round off fractions to the nearest whole number using the standard rules for rounding numbers. Any student found in violation of the District's Substance Use/Abuse Policy on school grounds and/or at a school activity will not have the opportunity to receive the benefit of self-reporting according to the conduct standards.
6. Students must continue to participate in the activity from which they have been suspended for the length of the suspension. Failure to do so will result in the suspension being carried over to the next activity. Students must continue to practice with the team and meet the expectations of the coach/sponsor relative to all other participants during the suspension. Students will not, however, be allowed to dress and/or perform for competition and/or public performance.
7. Students unable to serve their suspension completely in one activity due to the end of that activity will have their suspension prorated in a consistent manner between activities. If a period of ineligibility extends beyond the regular season, ineligibility will extend to include tournament contests until the period of ineligibility is satisfied.
8. Students found in violation of the Policy may not register for a new activity after the state mandated/district defined start date to avoid a penalty at a later time from another activity.
9. Students involved in multiple activities will serve their suspension concurrently. For instance, a student involved in Basketball and Jazz Band will serve the suspension in both activities. No student will be permitted to participate in one activity while serving a suspension in another for a violation of the Conduct Standards.
10. If the student is currently not participating in an activity, the student will be ineligible in the next related activity in which he/she participates. Any student not involved for twelve (12) months in an activity would be eligible. If a student enters an activity in which he/she has not previously participated and begins and/or continues a period of ineligibility, the student must participate at a level expected of all other participants. If the student does not faithfully participate at a level deemed appropriate by the coach/sponsor and administration, the coach/sponsor and administration shall have the authority to suspend the student from the activity involved. If a student does not satisfactorily complete the activity, he/she will be deemed to be ineligible with the same penalty applied to the next activity in which the student chooses to participate.

F. APPENDIX

for more information, please see Appendix 1 and 2, attached to the Policy.

Legal References: Chapter 279.8 Code of Iowa

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, October 10, 2022, and December 12, 2022,
August 11, 2025

To verify the reading and understanding of the preceding Standards for Participation and Eligibility in Co-Curricular Activities, the following statement must be signed by students and their parent or guardian.

DECORAH COMMUNITY SCHOOL DISTRICT

I am aware that there are standards for participation in and eligibility for co-curricular activities in the Decorah Community School District. In the event that I participate in any co-curricular activity, I understand the responsibilities, the expectations of me, and the implications for any violations of those responsibilities and expectations.

DATE _____

SIGNED _____

(STUDENT)

SIGNED _____

(PARENT OR GUARDIAN)

Appendix 1

Situational Examples.

- Student A is a football player and fails a class first semester. Student A only participates in football. Student A is academically ineligible for the first thirty (30) calendar days of the fall from the first legal playing date. (Athletic Eligibility Rule)
- Student B (11th grade student) is a Football player and fails a class first semester. Student B has never participated in track before in high school. Student B goes out for track and will be ineligible for the first thirty (30) calendar days from the Monday of the week of the first competition in track. Student B will be eligible for the first competition in football the next fall. (Athletic Eligibility and Decorah Rule).
- Student C is a Girls Basketball Player and is in Madrigal Singers and fails a first semester course. Student C is ineligible for the first thirty (30) calendar days of Basketball in the 2nd Semester (Athletic Eligibility Rule) and the first thirty (30) calendar days of Madrigal Singers (State Music Rule).
- Student D is a Girls Basketball Player and in the Fall Drama Production. Student D fails a first semester course. Student D is ineligible for the first thirty (30) calendar days of Basketball in the 2nd Semester (Athletic Eligibility Rule) and the first thirty (30) calendar days of public performance in Drama Activities (Decorah Rule).
- Student E is a Cheerleader and in Jazz Band and fails a first semester course. Student E is ineligible for the thirty (30) calendar days of Cheerleading in the winter (Decorah Rule) and for all Jazz Band activities not associated with a grade for thirty (30) calendar days (State Music Rule).
- Student F is a Winter Cheerleader, Softball Player, and in Band and fails a course second semester. Student F is ineligible for Softball for thirty (30) calendar days from the date report cards are sent out (Athletic Eligibility Rule). She will be eligible for winter cheerleading and band once she serves her ineligibility in softball and finishes in good standing.
- Student G is a member of the Concert Choir and Boys Soccer team and fails a class first semester. Student G is ineligible for the first thirty (30) calendar days of Concert Choir (State Music Rule, Decorah Rule) and the first thirty (30) calendar days of Boys Soccer (Athletic Eligibility Rule).

- Student H is a member of the Football team. Student H passes only two courses in the second semester. Student H is ineligible for thirty (30) calendar days in the fall (Athletic Eligibility Rule).
- Student I participates in Girls Soccer and Girls Golf and fails a class first semester. Student I is ineligible for the first thirty (30) calendar days of the Girls Soccer and Golf season from the first date of competition of the sport with the first competition date (Athletic Eligibility Rule).

A complete explanation of the new guidelines may be viewed in the high school office.

9-12 Academic Eligibility Requirements

Time Period	Requirement
1 st Quarter Midterm	Study Table
1 st Quarter	Study Table
2 nd Quarter Midterm	Study Table
1 st Semester	30 Calendar Days
3 rd Quarter Midterm	Study Table
3 rd Quarter	Study Table
4 th Quarter	Study Table
2 nd Semester	30 Calendar Days

Appendix 2

1st Offense

	Period of Ineligibility	Counseling
Self-Report	1/6 of Activity	Recommended
Administrative Discovery	1/3 of Activity	Recommended

2nd Offense

	Period of Ineligibility	Counseling
Self-Report	1/2 of Activity	Required at Student/Family Expense
Administrative Discovery	1/2 of Activity	Required at Student/Family Expense

Upon successful completion of a period of ineligibility and approved evaluation and counseling by the administration the student will regain his/her eligibility. Student is responsible for all counseling costs.

3rd Offense and Subsequent Offenses

	Period of Ineligibility	Counseling
Self-Report	1 Calendar Year	Required at Student/Family Expense
Administrative Discovery	1 Calendar Year	Required at Student/Family Expense

Upon successful completion of a period of ineligibility and approved evaluation and counseling by the administration the student will regain his/her eligibility. Student is responsible for all counseling costs.

The following are examples of what the penalty MIGHT be in a typical season (less postseason appearances), using the current defined contest limitations of the Iowa Girls High School Athletic Union and the Iowa High School Athletic Association, along with “typical” schedules for our Fine Arts Programs. These are only sample suspension periods that may be modified by the Activities Director or his/her designee and the actual number of events will be calculated annually.

Sanctions Examples

Activity	Dates / Games	First Offense w/ Self Report	First Offense w/ Administrative Discovery	Second Offense	Third Offense
Football	9 Games	2	3	5	1 Calendar Year
Volleyball	14	2	5	7	1 Calendar Year
Boys Cross Country	10	2	3	5	1 Calendar Year
Girls Cross Country	10	2	3	5	1 Calendar Year
Girls Swimming	12	2	4	6	1 Calendar Year
Boys Swimming	12	2	4	6	1 Calendar Year
Wrestling	15	3	5	8	1 Calendar Year
Boys Basketball	21 Games	4	7	11	1 Calendar Year

Girls Basketball	21 Games	4	7	11	1 Calendar Year
Boys Tennis	12	2	4	6	1 Calendar Year
Girls Tennis	12	2	4	6	1 Calendar Year
Boys Soccer	13	3	5	7	1 Calendar Year
Girls Soccer	13	3	5	7	1 Calendar Year
Boys Track	12	2	4	6	1 Calendar Year
Girls Track	12	2	4	6	1 Calendar Year
Boys Golf	12	2	4	6	1 Calendar Year
Girls Golf	12	2	4	6	1 Calendar Year
Baseball	40 Games	7	14	20	1 Calendar Year
Softball	40 Games	7	14	20	1 Calendar Year

Cheerleading*	Season Specific	TBD	TBD	TBD	1 Calendar Year
Band	TBD	4	8	12	1 Calendar Year
Vocal	TBD	4	8	12	1 Calendar Year
Orchestra	TBD	4	8	12	1 Calendar Year
Speech & Drama	8	1	2	4	1 Calendar Year
FFA	8	1	2	4	1 Calendar Year
Clubs	TBD	TBD	TBD	TBD	1 Calendar Year

*Cheerleading will be handled relative to the season in which the student is participating.

Non-Graded Music Activities

Band	Vocal	Orchestra
UNI All-State Workshop	OPUS Honor Choir	Homecoming Coronation
All-State Auditions	Homecoming Coronation Singers	All-State Workshop

All-State Festival	UNI Honor Choir	Harvest Moon Dinner
NEIBA Honor Band	All-State Workshop	All-State Auditions
UNI Honor Band	All-State Auditions	Junior Honors Festival
Dorian Honor Band	All-State Festival	All-State Festival
NEIC Honor Festival	December Nursing Home Performance	Madrigal Dinner
Madrigal Dinner	Madrigal Nursing Home Performance	NEIC Music Festival
State Jazz Festival	Madrigal Dinner	Dorian Orchestra Festival
UNI Tallcorn Jazz Festival	Dorian Vocal Festival	Chamber Orchestra Concert
Jazz Coffeehouse	NEIC Music Festival	Kennedy Honors Orchestra
Talent Showcase	Jazz Singers Concert	Talent Showcase
10 Pep Band Appearances	Iowa State University Honor Choir	Orchestra Trip to UW- LaCrosse
Various Community Activities	Solo and Ensemble Clinic at DHS	National Honor Society Inductions
	State Solo and Ensemble Music Festival (Non-Graded for 2 of 3 Choirs)	Various Community Activities

Spring Nursing Home Performance

Various Community Activities

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

Cross Reference:	502	Student Rights and
Responsibilities	503	Student Discipline
	504	Student Activities

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

CORPORAL PUNISHMENT, MECHANICAL RESTRAINT AND PRONE RESTRAINT

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 any of the following which are not considered corporal punishment:

- **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(s) within a student'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 student 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 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.

Legal Reference: Ingraham v. Wright, 430 U.S. 651 (1977).
 Goss v. Lopez, 419 U.S. 565 (1975).
 Tinkham v. Koe, 252 Iowa 1303, 110 N.W.2d 258 (1961).
 Iowa Code §§ 279.8; 280.21.
 281 I.A.C. 12.3(6); 103.

Cross Reference:	402.3	Abuse of Students by School
District Employees	502	Student Rights and
Responsibilities	503	Student Discipline
	503.6	Physical Restraint and Seclusion

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Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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
- To prevent serious damage to property of significant monetary value or significant non monetary 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.

Legal Reference: Iowa Code §§ 279.8; 280.21.
281 I.A.C. 103.

Cross Reference:	402.3	Abuse of Students by School
District Employees	502	Student Rights and
Responsibilities	503	Student Discipline
	503.5	Corporal Punishment, Mechanical Restraint and Prone Restraint

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

USE OF PHYSICAL RESTRAINT AND/OR SECLUSION DOCUMENTATION FORM

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 the notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was the notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was the 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

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

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

Dear [Guardian],

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

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

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

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

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

[Administrator name], title

Date

Enclosure: Report related to student occurrence

DEBRIEFING MEETING DOCUMENT

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

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

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

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

Employee

Date of delivered to Parent/Guardian

Method of Transmittal

USE OF PHYSICAL RESTRAINT AND SECLUSION WITH STUDENTS

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

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

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

Student Disclosure of Identity

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

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

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

Approved September 11, 2023 Reviewed August 11, 2025

REPORT OF STUDENT DISCLOSURE OF IDENTITY

Dear (Parent/Guardian) _____, This letter is to inform you that your student (student's name listed on registration) _____ has made a request of a licensed employee to (check all that apply): _____ make an accommodation that is intended to affirm the student's gender identity as follows:

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

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

Sincerely, _____

_____ Administrator

Date

REQUEST TO UPDATE STUDENT IDENTITY

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

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

(Names)

(Pronouns)

(Gender identities)

Parent/Guardian

Date

Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence

Discipline Policy

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

Students will conduct themselves in a manner fitting their age, grade level, and maturity, and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school-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 tailored to the age, grade level, and maturity of the student.

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

District Response to a Threat or Incident of Violence by a Student

Reporting a Threat of Violence or Incidence of Violence

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

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

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

Threat of Violence

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

Incident of Violence

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

Injury

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

Property Damage

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

Assault

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

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

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

Escalating Responses by Grade Band

Preschool

Level	Escalating Response
Level 0	Reinforce Positive Behaviors (Universal Tier) Promote the positives with: ● PBIS expectations taught ● Viking Pride tickets ● Verbal and nonverbal feedback from staff ● Classroom celebrations ● Office acknowledgments ● Positive parent/guardian contacts ● Share positives with other staff members in front of student
Level 1	Minor Behavior ● Requires consideration of parent or guardian notification. ● Requires consideration of convening an individualized educational program (IEP) meeting or 504 Plan meeting, if the student has an IEP or 504 Plan. Responses to Minor behavior incident <u>may</u> include any of the following, including responses when the behavior is a minor/futile threat (“I’m going to push you.”; empty threat/no intent to follow through): ● Nomination to social skill group ● Teacher conference with student ● Walking recess ● Loss of choice time to review appropriate behavior or complete missed work ● Take a break/use calm down area ● Parent or guardian contact ● Restitution or opportunities to repair relationships coupled with another response(s)
Level 2	Major Behavior ● Requires parent or guardian notification. ● Requires consideration of convening an individualized educational program (IEP) meeting or 504 Plan meeting, if the student has an IEP or 504 Plan. ● Requires review of response to prior offense, if applicable, to inform increased level of response. ● Requires completion and submission of a Behavior Incident Report (BIR) Responses to Major behavior incident <u>may</u> include any of the following: ● Nomination to social skill group ● Teacher conference with student ● Develop Behavior Intervention Plan (DBIP) ● Loss of choice time to review appropriate behavior or complete missed work

	● Take a break/use calm down area ● Restitution or opportunities to repair relationships coupled with another response(s) Additional responses considered when the Major behavior is a threat: ● Notification of parents/guardians of student in which threat is directed ● Search of student belongings ● Confiscation of weapons or items which could be used as a weapon
Level 3	Major+ Behavior ● Requires completion and submission of a Behavior Incident Report (BIR) ● Requires parent or guardian notification ● Requires notification of parents/guardians of the student in which a threat is directed ● Requires review of response to prior offense, if applicable, to inform increased level of response. ● Requires consideration of convening an individualized educational program (IEP) or 504 Plan meeting, if the student has an IEP or 504. Responses to a Major + incident, including a Level 3 threat, <u>may</u> include the following: ● Parent or guardian conference that includes the student, when appropriate ● Conference/meeting with the school guidance counselor/social worker ● Development of a Decorah Behavior Intervention Plan (DBIP) ● Walking recess ● Lunch in the administrator's office ● When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ● Restitution or opportunities to repair relationships coupled with another response(s) ● Loss of privileges ● Temporary removal from class ● In-school suspension ● Out-of-school suspension ● Placement in an alternative learning environment, including a therapeutic classroom ● Review by SEBH Student Success Team/internal team meeting ● Check in/check out ● Nomination to social skills group ● 504 Plan ● Special education evaluation ● Assigned a mentor ● Law enforcement contacted ● Additional resources and accommodations assigned

	● Search of student belongings ● Confiscation of weapons or items which could be used as a weapon
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Grades TK-4

Level	Escalating Response
Level 0	Reinforce Positive Behaviors (Universal Tier) Promote the positives with: ● PBIS expectations taught ● Viking Pride tickets ● Verbal and nonverbal feedback from staff ● Classroom celebrations ● Office acknowledgments ● Positive parent/guardian contacts ● Share positives with other staff members in front of student ● Viking Pride assemblies ● Viking Pride University ● Second Step instruction ● Guidance classes
Level 1	Minor Behavior ● Requires consideration of parent or guardian notification. ● Requires consideration of convening an individualized educational program (IEP) meeting and 504 Plan meeting, if the student has an IEP or 504 Plan. Responses to Minor behavior incident <u>may</u> include any of the following, including responses when the behavior is a minor/futile threat (“I’m going to push you.”; empty threat/no intent to follow through): ● Nomination to social skill group ● Teacher conference with student ● PBS Teacher meeting with student ● Guidance counselor/social worker meeting with student

	● Walking recess ● Loss of choice time to review appropriate behavior or complete missed work ● Take a break/use calm down area ● Restitution or opportunities to repair relationships coupled with another response(s) Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class.
Level 2	Major Behavior ● Requires parent or guardian notification. ● Review of response to prior offense, if applicable, to inform increased level of response. ● Requires completion and submission of a Behavior Incident Report (BIR) ● Consider convening an individualized educational program (IEP) meeting or 504 Plan meeting, if the student has an IEP or 504 Plan. Responses to Major behavior incident <u>may</u> include any of the following: ● Develop Behavior Intervention Plan (DBIP) ● Nomination to social skill group ● Teacher conference with student ● PBS Teacher meeting with student ● Review by SEBH Student Success Team/internal team meeting ● Guidance counselor/social worker meeting with student ● Walking recess ● Loss of choice time to review appropriate behavior or complete missed work ● Take a break/use calm down area ● Restitution or opportunities to repair relationships coupled with another response(s) ● Notification of parents/guardians of student in which threat is directed ● Search of student belongings ● Confiscation of weapons or items which could be used as a weapon ● Temporary or permanent removal from class; ● Placement in an alternative learning environment, including a therapeutic classroom, when appropriate. ● Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district

Level 3	•Major+ Behavior ● Requires completion and submission of a Behavior Incident Report (BIR) ● Requires parent or guardian notification ● Requires notification of parents/guardians of the student in which a threat is directed ● Requires review of response to prior offense, if applicable, to inform increased level of response. ● Requires consideration of convening an individualized educational program (IEP) or 504 Plan meeting, if the student has an IEP or 504. Responses to a Major + incident, including a Level 3 threat, <u>may</u> include the following: ● Parent or guardian conference that includes the student, when appropriate ● Conference/meeting with the school guidance counselor/social worker ● Conference with the Positive Behavior Support Teacher ● Development of a Decorah Behavior Intervention Plan (DBIP) ● Review by SEBH Student Success Team/internal team meeting ● Guidance counselor/social worker meeting with student ● Walking recess ● Lunch in the administrator's office ● When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ● Restitution or opportunities to repair relationships coupled with another response(s) ● Loss of privileges ● Detention ● Temporary or permanent removal from class ● In-school suspension ● Out-of-school suspension ● Placement in an alternative learning environment, including a therapeutic classroom ● Recommendation for expulsion ● Check in/check out ● Nomination to social skills group ● 504 Plan development/review ● Special education evaluation ● Assigned a mentor ● Law enforcement contacted ● Additional resources and accommodations assigned ● Search of student belongings ● Confiscation of weapons or items which could be used as a weapon ● Suspension of transportation privileges, if misconduct occurred in a school vehicle ● Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
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Grades 5-8

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Level 1	• Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include the following: - o Parent or guardian conference that may include the student, when appropriate; - o When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; and/or - o Temporary removal from class.
Level 2	• Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include, but are not limited to, the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	• Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include the following: - o Parent or guardian conference that may include the student, when appropriate; - o When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges, if misconduct occurred in a school vehicle; - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or - o Recommendation for expulsion.

Grades 9-12

Level 1	• Requires parent or guardian notification. • Consider convening individualized educational program (IEP) meeting, if the student has an IEP. • Responses to an incident may include, but are not limited to, the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary removal from extracurricular activities; - o Temporary removal from class; - o In-school suspension; and/or - o Suspension of transportation, if misconduct occurred in a school vehicle.
Level 2	• Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	• Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. • Response to an incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges, if misconduct occurred in a school vehicle; - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or - o Recommendation for expulsion.

Definitions (consistent with the Department's Data Dictionary 2022-23)

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

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

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

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

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

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

Approved December 11, 2023 Reviewed August 11, 2025

Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence- Regulation

Effective student discipline policies serve the needs of the District in maintaining the order of the education environment while safeguarding the education interests of all students. For this reason, it is crucial to engage many perspectives in crafting sound policies related to discipline. The board, in conjunction with teachers and administrators in the District, have assigned further meaning to concepts listed in this policy.

Incident Levels Defined

Incident levels must escalate, with Level 3 being less severe than Level 1 incidents. However, the District maintains discretion in applying the level of discipline appropriate for an incident. In making this determination, the administration will consider the incident levels identified in the Comprehensive Behavior Plan. Because no definition could encompass all possible threats or incidents, the administration has discretion in determining which level to assign the incident after looking at the nature of the incident as well as the age, grade level, and maturity of the student.

Care Assessment

This approach to violence prevention emphasizes early attention to problems such as bullying, teasing and other forms of student conflict before they escalate into violent behavior. This model generates broader changes in the nature of student-staff interactions around discipline matters and to encourage a more positive school climate in which students feel treated with dignity and respect.

Considerations for Determining the Maturity of the Student

The District believes that gauging the maturity of a student is subject to interpretation and best left to the licensed employees who interact most closely with the student on a regular basis. Assessing a student's maturity level is based on individual characteristics unique to each student. Therefore, in making a determination about the maturity of a student, the administration may consult with the student's classroom teacher and other relevant licensed staff. The administration will consider at least the following factors in determining the maturity of the student:

- Age
- Grade level
- Student disability (504 or IEP)

Considerations for Determining Whether the Off-Campus Threat of Violence or Incident of Violence Will Directly Affect the Good Order, Efficient Management and Welfare of the School District

The District recognizes that students maintain First Amendment rights to free expression both within school and outside. However, free speech protections are not absolute and do not extend to true threats of violence toward an individual or a group of individuals. In considering whether a threat or incident of violence will directly affect the good order, efficient management and welfare of the school district necessitating the need for investigation, the administration will consider at least the following factors:

- The specificity of the threat for time, location or individual(s) targeted;

- The reasonable likelihood of the student’s ability to carry out the threat;
- The reasonable likelihood that the threat will interfere with the operation of the educational environment.

In addition to the notification requirements in policy, the administration will apprise the parents or guardians of any student who suffered violence or a threat of violence, of the rights to file complaints under any other relevant board policies including but not limited to anti-bullying/anti-harassment and Title IX.

Legal Reference:

Iowa Code §279.79

Cross Reference:

502 Student Rights and Responsibilities

503 Student Discipline

Use of Personal Electronic Devices by Students

It is the policy of the Decorah Community School District that students may not use personal electronic devices during classroom instructional time.

Definitions

- A personal electronic device is any device used by a student to send or receive information, or create or review content. This includes, but is not limited to, cellular and mobile phones, watches or other wearable devices (when in receive or transmit mode), laptops, notebook computers, tablets, video game devices, portable media players, and applications or programs installed by students on school-owned or issued devices.
- A personal electronic device does not include devices used solely for documented legal, health, or safety reasons.
- The school day is defined as: instructional time in the classroom.
- Instructional time is any time during which a student is under the guidance and supervision of licensed instructional staff or instructional assistants, including independent study time during the school day.

General Rules

District-provided educational technologies and devices will be available for instructional purposes. These include: Cell phones, tablets and watches.

If the district elects to allow student use of personal electronic devices for instructional purposes:

- A student may use a personal electronic device if:
 - A member of the instructional staff permits its use for a specific instructional purpose or activity.
 - A course policy, syllabus, or handbook allows use for specific purposes.
 - The educator obtains prior approval from the principal, documented in a lesson plan or course outline.

Communication from parents/guardians to students during the school day must occur through the school office.

- In the case of an emergency requiring immediate student attention, parents should contact the school office.
- In an emergency, the school will contact the parent/guardian using the most recent contact information on file.
- For broader emergencies, parents/guardians will be notified via email or text
- Devices not permitted under this policy must be securely stored at all times using one of the following methods locker, or in their pocket

Violations of Policy

- First Offense: The student will surrender the device to school officials. It will be returned at the end of the school day.
- Second Offense: The device will be surrendered and returned only to the student's verified parent or guardian after school hours.
- Third or Subsequent Offense: Additional consequences will apply, including possible further restrictions on the student's access to personal devices.

All confiscated devices will be logged and securely stored.

If a student uses a personal electronic device during the administration of an assessment, they will be required to retake the assessment.

These consequences apply in addition to those outlined above.

For state or federally mandated assessments, the school will follow relevant security protocols.

Student-Specific Exceptions to Policy

- Petition by Parent or Guardian:

A parent or guardian may petition to allow their child to access a personal device for a legitimate reason related to the student's physical or mental health.

- Petitions must be submitted to the building principal.
- If denied, the decision may be appealed to the superintendent or their designee.
- The burden of proof rests with the parent or guardian.

- Student Plans:

A student with an active Individualized Education Program (IEP), Section 504 Plan, or health plan may maintain access to a personal device for the documented portions of the school day. The device must be used strictly in accordance with the plan's specifications.

Iowa Code Section 279.87

Approved August 11, 2025

Use of Personal Electronic Devices by Students- Regulation

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

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

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

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

I.C. Iowa Code Description

Iowa Code § 279.8 Directors - General Rules - Bonds of Employees

C.F.R. - Code of Federal Regulations Description

16 C.F.R. 312 Children's Online Privacy Protection Rule

34 C.F.R. Pt. 99 Education - Family Rights and Privacy

47 C.F.R. 54.520 Communications - Children's Internet Protection Act

Cross References Description

401.12 Employee Use of Cell Phones

401.12-R(1) Employee Use of Cell Phones - Regulation

School Safety Assessment Team

Fostering the health and safety of students is critical to creating a strong educational environment where all students have the opportunity to learn. For this reason, the district has established a school safety assessment team to help assess, coordinate resources, and where appropriate, intervene for students who are experiencing or are at risk for an emotional disturbance or mental illness, or whose behavior may pose a threat to the safety of a student or students, employees, or the district community.

The school safety assessment team will be multidisciplinary and consist of a combination of the following roles: a local law enforcement official, a mental health professional, a social services representative, and a school official. The school safety assessment team is authorized to share and request records from covered entities if the records are reasonably necessary to ensure the health and/or safety of students or others, and if the records are not sealed by a court order. Covered entities include criminal or juvenile justice agencies, cities, counties, or townships, state agencies, and service or support providers that contract with these entities. In addition to sharing information, the school safety assessment team may collaborate and coordinate efforts with other covered entities to best serve these students.

The district will also share with school safety assessment teams from other schools any information that is reasonably necessary to ensure the safety of students or others.

Legal References:

20 U.S.C. § 1232g, 1415
34 C.F.R. Pt. 99, 300, .610 et seq.
Iowa Code 29D.1; 280.36

Cross References:

506.01 Education Records Access

U.S.C. - United States Code Description

20 U.S.C. § 1232g Education - FERPA

C.F.R. - Code of Federal Regulations Description

34 C.F.R. Pt. 99 Education - Family Rights and Privacy

DISRUPTIVE BEHAVIOR

The District supports creating an orderly educational environment for students. Classroom teachers have authority to remove students from the classroom who cause violent or nonviolent disruptions to instruction, however this authority is not absolute. Students who are removed from the classroom must be afforded due process that is consistent with applicable laws and board policy.

Discipline will be administered consistent with law and board policy and accompanying regulations. Removal and discipline of students with disabilities will comply with the provisions of applicable federal and state laws.

Each teacher providing instruction to a student with a plan under Section 504 of the federal Rehabilitation Act shall review the plan and provide written confirmation of that review to the student's case manager.

Each district employee who is responsible for implementation of a student's Individualized Education Program (IEP) shall read all changes to the accommodations or modifications to a student's IEP. Regular education teachers who have reviewed the changes or modifications to a student's program shall provide written confirmation of that review to the student's special education teacher.

Written confirmation of review of a 504 Plan or IEP may be satisfied by entering confirmation of the date and time of review into the District's student information system.

The district will also ensure that at least one paraeducator or other employee who assists a teacher in providing classroom instruction to the student attends meetings related to the student's IEP or Section 504 plan.

All members of a student's IEP team will be provided training on the least restrictive environment requirements under the Individuals with Disabilities in Education Act. Teachers who become injured due to a student's violent disruption occurring in the performance of the teacher's work duties shall be granted a leave of absence for physical recovery no more than three (3) days with full pay. If the teacher requests additional physical recovery time, the school board will consider the request if accompanied by a note from a physician indicating a need for longer absence. It is within the discretion of the school board to grant or deny such requests.

Upon the request of a teacher as defined by Iowa Code 256.145, the principal will ensure that a mental health professional, guidance counselor, or behavioral interventionist is made available to students, teachers, and other school employees to address immediate trauma arising from a violent or nonviolent disruption. Students less than the age of 18 must have consent from a parent or guardian in order to receive mental health services, unless they are an emancipated minor.

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

Legal Reference:

20 U.S.C. §1232g

20 U.S.C. § 1400

42 U.S.C. § 12101

Iowa Code §§ 279.8, 279.65B, 279.89, 279.90

Adopted August 10, 2026

DISRUPTIVE BEHAVIOR REGULATION 1

Nonviolent Disruption

A nonviolent disruption is defined as a disruption to classroom instruction that results from disorderly conduct, abusive or profane language, bullying as defined by *Iowa Code* 280.28, or repeatedly disruptive behavior. If the disruption is a nonviolent disruption, a teacher may remove the student from the classroom and place the student under the supervision of the principal or the principal's designee for at least 30 minutes. A teacher may appeal to the school board a principal's decision not to remove a student for nonviolent disruptive behavior, as well as a decision to return the student to the classroom too soon.

A student enrolled in kindergarten through grade five cannot be readmitted into the teacher's classroom until the principal or principal designee and the teacher meet to discuss the readmission of the student.

A student enrolled in grades six through twelve cannot be readmitted into the teacher's classroom until the principal or the principal designee and the teacher meet to discuss readmission. Even so, the student is not allowed to be re-admitted to the teacher's classroom until the immediate subsequent school day at the earliest.

The building included additional e-admittance considerations identified through recommendations of the district's oversight and review committee.

Should there be disciplinary action taken against the student, the principal or the principal's designee will inform the teacher of the actions taken as soon as reasonably possible after the student's removal.

Students who have been removed from class will be provided alternative learning arrangements and must make up any work that the student missed while under alternative supervision.

Multiple Nonviolent Disruption Removals

Should a student be removed from a teacher's classroom more than once, the teacher(s) who removed the student, the principal, the guidance counselor, the student's parent/legal guardian (if the student is not an emancipated minor), and the student must participate in a meeting to discuss the student's nonviolent disruptions, establish a behavior plan, and a course of discipline. Considerations may include relocating the student to an alternative learning environment, including a therapeutic classroom when appropriate.

Violent Disruption

A violent disruption is defined as a disruption to classroom instruction that results from a threat of violence or an incident of violence resulting in injury, property damage, or assault as defined in *Iowa Code* 708.1. If the disruption is a violent disruption, the teacher must remove the student from the classroom and place the student under the supervision of the principal or the principal's designee.

A student enrolled in kindergarten through grade five cannot be re-admitted into the teacher's classroom until the principal or principal designee and the teacher meet to discuss the readmission of the student.

A student enrolled in grades six through twelve cannot be readmitted into the teacher's classroom until the principal or the principal designee and the teacher meet to discuss readmission. The student is not allowed to be re-admitted to the teacher's classroom until the immediate subsequent school day at the earliest.

A student cannot be re-admitted to a teacher's classroom if all the following criteria are met:

- The student was removed due to an assault on the teacher, and
- The teacher does not consent to allowing the student to return to the teacher's classroom.

Should there be a determination of disciplinary action, the principal will take the disciplinary action and notify the parent or guardian of the student in writing, and if possible, through electronic notice.

The principal must impose the maximum disciplinary action allowed under district policy when a student's conduct, statements, or other actions:

- are severe or pervasive; and
- result in a request from the teacher for maximum disciplinary consequences.

Multiple Violent Disruption Removals

If a student is removed from a teacher's classroom two or more times in the grading period, then the principal will discipline the student in any of the following manners:

- Assigning the student to either in-school or out-of-school suspension; or
- Recommend to the superintendent the student be relocated in an alternative learning environment that has been approved by the superintendent.
- Removal and discipline of students with disabilities under any of these categories must comply with the provisions of applicable federal and state law

DISRUPTIVE BEHAVIOR REGULATION 2
REMOVAL PROCEDURES FOR NONVIOLENT BEHAVIOR FOR STUDENTS WITH AN IEP

Should a student with an Individualized Education Program (IEP) be removed from the classroom due to nonviolent disruptive behavior, an IEP team meeting will take place immediately subsequent to the removal of the student from the classroom. The meeting participants should additionally include the following individuals if practicable:

- Teacher who removed the student from the classroom;
- Any teacher who provides classroom instruction to the student;
- Any other employee of the school district who was directly involved in the student's conduct.

If a teacher or district employee listed above cannot attend the IEP meeting, they must review the IEP team's minutes or summary of the meeting and provide written confirmation to the team that they have done so.

The IEP Team must discuss the following during the meeting:

- The appropriateness of the student's current educational programming.
- Whether adjustments need to be made to the student's IEP to address the student's behaviors.
- The student's current placement and whether an alternative learning environment would best provide the student with a free appropriate public education.
- The accommodations, modifications, and adaptations required to allow the student's success in a general education setting; the supports needed by teachers and other school employees to provide the above-listed services; and whether the school district has the capacity to provide such supports and services.
- Whether and to what extent the provision of special education services and activities in the general education environment will impact the student and the other students in the classroom.

If a student is removed from the classroom five (5) or more times within a fifteen (15) consecutive school day period, then the students' IEP team will meet to discuss the student's behavior.

A teacher has the authority to request a meeting of the student's IEP team at any time by submitting an electronic or written request to the Director of Special Education. The request may be denied, in writing, with a description of why applicable laws do not require the meeting of the student's IEP team.

STUDENT GOVERNMENT

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

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

Legal Reference: Iowa Code § 279.8

Cross Reference:	502	Student Rights and
Responsibilities	504	Student Activities

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

STUDENT ORGANIZATIONS

Secondary school student-initiated, non curriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time.

Non-instructional time will mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings will not interfere with the orderly conduct of the education program or other school district operations. It is within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program will have priority over the activities of another organization.

Curriculum-Related Organizations

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

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

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees are assigned to monitor approved meetings and may interact with curriculum-related organizations.

Non Curriculum-Related Organizations

Student-initiated, non curriculum-related organizations are provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of non curriculum-related groups. Such attendance is strictly voluntary and student-initiated. As a means of determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Employees will be assigned to monitor approved meetings. Employees will not participate in the meeting or assist in planning, criticizing, or encouraging attendance. Only students may be involved in and attend the non curriculum group's meetings.

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

STUDENT ORGANIZATIONS

Legal Reference: Westside Community Board of Education v Mergens, 496 U.S. 226 (1990).
Bender v. Williamsport Area Community School District, 741 F.2d 538 (3d Cir. 1984),
vacated and remanded on other grounds, 475 U.S. 534 (1986).
20 U.S.C. §§ 4071-4074
Iowa Code §§ 287; 297.9.

Cross Reference: 502
Responsibilities

Student Rights and
504 Student Activities

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

STUDENT PERFORMANCES

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

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

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

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

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

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

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

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

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

STUDENT FUNDRAISING

Students may raise funds for school-sponsored events with the permission of the school board. The school board delegates to the Superintendent the authority to approve routine student fundraising as deemed appropriate. Collection boxes for school fundraising must have prior approval from the school board or its designee before being placed on school property.

All funds generated from district-sponsored student fundraising will be placed in the district’s student activity fund.

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

Legal Reference: Senior Class of Pekin High School v. Tharp, 154 N.W.2d 874 (Iowa 1967).
Iowa Code § 279.8

Cross Reference:	502	Student Rights and
Responsibilities		
	503	Student Discipline
	504	Student Activities
	704.5	Student Activities Fund
	905.2	Advertising and
Promotion		

Approved December 9, 2002
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STUDENT FUNDRAISING REGULATIONS

Student fundraising can enhance a student's educational experience; but it must not be at the expense of the safety and education of the district's students. The following are additional regulations to assist the administration in developing procedures necessary for successful fundraising efforts.

Safety

- Students will not be asked to solicit door to door.
- Students who do not wish to engage in fundraising efforts will be provided an alternative community service option to apply toward credit of funds raised. The alternative option will not be unduly burdensome or onerous when compared to the fundraising activity.

Fiscal Responsibility

- All funds generated due to a student fund raising activity will be deposited into the district's student activity funds, pursuant to applicable laws and board policies.
- Funds raised for a participatory student activity will be equally applied to all students regardless of their participation in fundraising efforts.
- All funds generated from district sponsored student fundraising efforts will be deposited in the student activity fund.
- All funds generated from non-district sponsored student fundraising efforts will be deposited into an agency fund designated by the board for such purpose.
- No school district employee or other individual affiliated with the district may deposit student fund raising funds into any other account.
- All funds received from student fundraising are the property of the district.

Advertising/Promotion

- Any student fundraising activity which utilizes the district name, likeness and/or logo will be subject to board approval, and all other conditions of this policy and accompanying regulations.

STUDENT ACTIVITY PROGRAM

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

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

An eighth-grade student may be recommended by the coaching staff and activities director to participate in interscholastic athletic contests or competitions at the high school level when it is determined to be in the best interest of the student and the athletic program. Participation requires the written permission of the student's parent or guardian. An eighth-grade student who participates at the high school level may not also participate on an eighth-grade team in the same sport during the same season. Students may not compete in both programs during the same sport season. Any eighth-grade student participating in high school athletics must meet the annual athletic physical examination requirements applicable to all student-athletes. The superintendent, in collaboration with the athletic director, will develop administrative regulations and procedures necessary to administer this policy.

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

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

Legal Reference: 20 U.S.C. §§ 1681-1683; 1685-1686.
34 C.F.R. Pt. 106.41
Iowa Code §§ 216.9; 280.13-.14.
281 I.A.C. 12.3(6), 12.6., 36.15(7).

Cross Reference:	501	Student Attendance
	502	Student Rights and
Responsibilities		
	503	Student Discipline
	504	Student Activities
	507	Student Health and Well-Being

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Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025, August 10, 2026

STUDENT PROGRESS REPORTS AND CONFERENCES

Students will receive a progress report at the end of each grading period. Students, who are doing poorly, and their parents, are notified prior to the end of the semester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the semester.

Parent-teacher conferences will be held two times during the year to keep the parents informed.

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

Legal Reference: Iowa Code §§ 256.11, .41; .280, 284.12.
281 I.A.C. 12.3(4), 12.3(6), .5(16).

Cross Reference:	505	Student Scholastic
Achievement		506
	Student Records	

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STUDENT PROMOTION - RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

The district shall adhere to the following:

Retention/Promotion in kindergarten – eighth grade: The retention of a student will be determined based upon the judgment of the district's professional staff. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed prior to making the retention decision. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.

Retention/Promotion in ninth – twelfth grade: Students in grades nine through twelve will be informed of the required coursework necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.

Acceleration in kindergarten – twelfth grade: Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

Retention or Acceleration in kindergarten – twelfth grade may also occur in additional instances as provided by law.

For students in grades kindergarten through sixth, if a student is not reading at a proficient level, the district will notify a student's parent or guardian of the student's reading level, and the option for parents to request that the student be retained in the student's current grade level for the subsequent school year. The district is prohibited from promoting a student to the next grade level if the student is not reading proficiently, and the student's parent or guardian requests the student be retained at their current grade level for the next year.

Any student or parent who is not satisfied with the decision of the district's professional staff may seek recourse through policy 502.4 – Student Complaints and Grievances.

Legal Reference: Iowa Code §§ 256.11, .41; 279.8.
281 I.A.C. 12.5(16).

Cross Reference:	501	Student Attendance
	505	Student Scholastic
Achievement		
	603.2	Summer School
Instruction		

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STUDENT HONORS AND AWARDS

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

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

Legal Reference: Iowa Code § 279.8

Cross Reference:	504	Student Activities
	505	Student Scholastic
Achievement		

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TESTING PROGRAM

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

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

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

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

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

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

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

Legal Reference: 20 U.S.C. § 1232h
Iowa Code §§ 280.3

Cross Reference: 505
Achievement
506 Student Records
607.2 Student Health Services

Student Scholastic

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Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025,
September 11, 2023

DECORAH COMMUNITY SCHOOL DISTRICT POLICY REFERENCE MANUAL

GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the board and Iowa Department of Education in order to graduate. It is the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students complete 48 credits prior to graduation. The following credits will be required for graduation:

English/Language Arts	8 credits
Science	6 credits
Mathematics	6 credits
Social Studies	6 credits
Physical Education	4 credits
United States Government	1 credits
American History	2 credits

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

Prior to graduation, the district will advise students on how to successfully complete the Free Application for Federal Student Aid (FAFSA). Graduation requirements for special education students include successful completion of four years of English, three years of math, three years of social studies, and three years of science.

Students who complete a regular session in the Legislative Page Program of the General Assembly at the State Capitol will be credited ½ credit of social studies.

Students enrolled in a Junior Officers' Training Corps (JROTC) will receive 1/8th physical education credit for each semester the student is enrolled in the program.

Beginning with the school year starting July 1, 2026, students must receive a passing score on the civics test as set forth by the Iowa Department of Education and required by relevant laws.

Legal Reference: Iowa Code §§ 256.7, 11, .41; 279.8; 279.61; 280.3, .14.
281 I.A.C. 12.3(5); 12.5

I.C. Iowa Code Description
Iowa Code § 256.11 DE Educational Standards
Iowa Code § 256.41 DE Online Learning Requirements
Iowa Code § 256.7 DE Duties of State Board
Iowa Code § 279.8 Directors General Rules Bonds of Employees
Iowa Code § 280.14 Uniform School Requirements Administrators
Iowa Code § 280.3 Education Program Attendance Center Requirements
Iowa Code § 279.61 Individual Career and Academic Plan

I.A.C. Iowa Administrative Code Description
281 I.A.C. 12.3 Administration
281 I.A.C. 12.5 General Accreditation Standards Education Program

Cross References Description- 603.03 Special Education

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025, September 11, 2024, August 11, 2025

EARLY GRADUATION

In order to complete the Decorah Community School District educational program, a student must accomplish the minimum requirements as determined by our school district. Our school district has made provisions to earn a diploma based on the completion of requirements rather than by spending a specific number of successive years in accomplishing the requirements.

A request to graduate early from both the student and the parent/guardian must be made in writing to the high school principal prior to approval.

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

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

Cross Reference: 505 Student Scholastic
Achievement

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Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

COMMENCEMENT

Students who are in good standing and who meet the graduation requirements set by the Board of Education are allowed to participate in commencement provided they abide by the proceedings organized by the school district. It is the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement.

It is possible that students who are serving discipline at the time of commencement or other senior activities will not be allowed to participate in commencement. Students are not required to participate in the commencement. Failure of a student to participate in commencement will not be a reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

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

Cross Reference: 505 Student Scholastic
Achievement

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PARENT AND FAMILY ENGAGEMENT

Parent and family engagement is an important component in a student's success in school. The board encourages parents and families to become involved in their child's education to ensure the child's academic success. In order to facilitate parent and family involvement, it is the goal of the district to conduct outreach and implement programs, activities and procedures to further involve parents and families with the academic success of their students. The board will:

- (1) Involve parents and families in the development of the Title I plan, the process for school review of the plan and the process for improvement by:

Parents and families will be provided information and given opportunities for feedback as it relates to the Title 1 program through information and resources shared in the Title 1 Parent Handbook, parent survey completed each spring, student progress reports completed each trimester, and participation in parent-teacher conferences.

- (2) Provide the coordination, technical assistance and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance by:

Student selection for the Title 1 program will be based on multiple factors. These factors are based on formative reading assessment scores through FAST testing as well as ISASP testing. Selection will also incorporate students F/P reading level and data trends over time. Students will not be accepted into the Title 1 program if they are receiving an individualized education plan in the area of reading. If a student has an IEP in the area of reading, their services would fall under special education.

- (3) To the extent feasible, coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies outlined in other relevant Federal, State, and local laws and programs by:

The school provides parents with information that outlines what the parent, student, teacher, and principal will do to increase the student's achievement. This compact is provided to the parents of all Title 1 students and outlines the ways in which all stakeholders will work together to achieve proficiency.

- (4) Conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served including identifying: barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, parents of any racial or ethnic minority, parents with disabilities and parents with limited literacy); needs of parents and family to assist their children's learning; and strategies to support successful school and family interactions by:

Parents of selected Title 1 students will be sent a parent letter via mail outlining their child's participation in the Title 1 program and a returned, signed parent permission slip is required. The Title 1 teacher will attend the fall and spring parent teacher conference to update parents on the progress of the student. Trimester updates will also be completed by the teacher and a paper copy sent home with report cards. If there is a need, the teacher and/or parents have the right to request a conference. Input from parents on the planning, review, and improvement of the Title 1 program will be gathered through the spring Title 1 parent survey.

(5) Use the findings of the annual evaluation to design strategies for more effective parent and family involvement and to revise, as necessary, the parent and family involvement policies by:

The results from the spring parent survey will be analyzed and incorporated when possible and applicable.

(6) Involve parents and families in Title I activities by:

Through the spring parent survey, parents will be able to comment on the effectiveness of the Title I program. Additional parent resources are provided in the Title I parent handbook and there are opportunities for collaboration during parent teacher conferences. The handbook provides parents multiple suggestions and ideas on how to engage with their students in reading.

The district shall involve parents in determining how to allocate reserved Title I funds in accordance with applicable laws.

The board will review this policy annually. The superintendent is responsible for notifying parents and families of this policy annually or within a reasonable time after it has been amended during the school year. The superintendent may develop an administrative process or procedures to implement this policy.

Legal References: 20 U.S.C. §6318

Cross References: 903.2 Community Resource Persons and Volunteers

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PARENT AND FAMILY ENGAGEMENT BUILDING-LEVEL REGULATION

To further the interests of student achievement, the superintendent will create necessary rules to engage parents and family members within the district in the following ways on a building-level basis:

1. Policy Involvement: The district will host an annual meeting and invite all parents to attend; and inform parents of their rights and the district's requirements under Title I. This meeting will also invite parents to become involved in the planning, review and improvement of a building policy and in developing the district plan. The district will inform parents of:
 - programs under this policy,
 - curriculum and assessment used for students,
 - the opportunity to meet with administration to participate in decisions related to their children's education,
 - a description and explanation of curriculum used in the school forms of academic assessment used to measure student progress, and
 - achievement levels of the challenging State academic standards.
2. Accessibility: Provide opportunities for informed participation of parents and family members in understandable formats and languages. This includes participation by parents and family members who may have disabilities, limited English proficiency, and migratory children. Offer a flexible number of meetings during the day, evening and weekends to facilitate parent involvement. The superintendent has discretion to allow schools to provide childcare for families of students during these meetings through Title I funds.
3. High Student Academic Achievement: Each school in the district will jointly develop with parents and family members a school-parent compact that outlines how parents, staff and students share responsibility for improving student academic achievement; and how a partnership will be built to achieve this. The compact will describe the responsibility of the school to provide high quality curriculum and instruction, and the parents' responsibility to support their children's learning. This will also address the importance of communication between schools and parents through parent teacher conferences, regular reports to parents on their children's progress, and ensuring regular meaningful communication between family and school staff.
4. Building Capacity for Involvement: Each school within the district will include in their plan ways to achieve the following:
 - Assist parents and families to understand topics including academic standards and assessments and how to monitor student progress;
 - Provide materials and training to help parents work with students to improve achievement;
 - Educate teachers and staff in how to communicate with parents and build ties to foster academic success;
 - Coordinate and integrate other federal, state and local programs to support parents in more fully participating in students' education;
 - Ensure information related to programs is sent to parents and families in understandable formats; and
 - Provide other reasonable support to encourage parental involvement

5. Schools Operating a Schoolwide Program: Each school operating a schoolwide program under this policy shall:
- Involve parents on a timely and ongoing basis in the planning, review and improvement of programs, including the parent and family engagement school policy drafting and review, and the joint development of the schoolwide program.
 - If the schoolwide program plan is not satisfactory to the parents of the participating children, parent comments will be requested and submitted with the plan to the district.

EDUCATION RECORDS ACCESS

The board recognizes the importance of maintaining education records and preserving their confidentiality as provided by law. Education records are kept confidential at the collection, storage, disclosure, and destruction stages. Education records may be maintained in the central administration office or the administrative office of the student's attendance center. Education records requests should be directed to the board secretary as custodian of district records, or their designee.

Definitions

For the purposes of this policy, the defined words have the following meanings:

- Education Record means those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution.
- Eligible Student means a student who has reached eighteen years of age or attends a postsecondary institution. Parents of an eligible student are provided access to education records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student.

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

Parents, eligible students, and other individuals authorized in accordance with law will have a right to access the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents, an eligible student, or an authorized representative of the parents will have the right to access the student's education records prior to an Individualized Education Program (IEP) meeting or hearing.

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

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

If the parents or an eligible student believes the information in the education records is inaccurate, misleading, or violates the privacy of the student, they may request that the school district amend the education records.

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

- To school officials within the school district and AEA personnel whom the superintendent has determined to have a legitimate educational interest, including, but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees;
- To officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the education records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents unless the annual notification includes a provision that records will automatically be transferred;
- To the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities;
- In connection with a student's application for, or receipt of, financial aid;
- To organizations conducting studies for, or on behalf of, educational agencies or institutions for purposes such as developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, provided the studies are conducted in a way that does not allow identification of students or their parents, and information is destroyed when no longer needed;
- To accrediting organizations;
- To parents of a dependent student as defined in the Internal Revenue Code;
- To comply with a court order or judicially issued subpoena;
- In accordance with an interagency agreement between the school district and juvenile justice agencies;
- In connection with a health or safety emergency;
- As directory information; or
- In additional instances as provided by law.

The superintendent will maintain a list of individuals and their positions who are authorized to view a special education student's records without parental or eligible student permission. This list must be current, publicly accessible, and updated as needed.

The superintendent will also maintain a list of individuals, agencies, and organizations that have requested or obtained access to a student's education records, the date access was granted, and the purpose. This list does not need to include parents, authorized educational employees, or other district officials who accessed the records. The list is accessible by parents, eligible students, and the custodian of education records.

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

When personally identifiable information, other than permanent records, is no longer needed to provide educational services to a special education student, the parents or eligible student will be notified. This typically occurs when a student graduates or leaves the district. Upon request, the district will destroy such records, except for permanent records. Parents or eligible students will be informed of the possible need for the records for purposes such as social security benefits before destruction.

For the purpose of this policy, “no longer needed to provide educational services” means that a record is no longer relevant to instruction, support, or related services, and is no longer needed for accountability or audit purposes. At a minimum, records needed for these purposes must be retained for five years after completion of the related activity.

The school district will cooperate with the juvenile justice system in sharing permanent record information for students involved with the system. An interagency agreement will be created with juvenile justice agencies.

The agreement allows sharing of information before adjudication to promote cooperation, improve school safety, reduce illegal drug use and suspensions, and support alternatives to expulsion. Shared information is limited to what is necessary to serve the student and their family. Pre-adjudication disclosures do not require parental consent or a court order. Post-adjudication disclosures require one or the other. Information is inadmissible in court prior to a disposition hearing unless written consent is given.

Shared information remains confidential and will not be shared with unauthorized individuals. If the school district finds that an agency violates the agreement, it may discontinue information sharing. Agencies must contact the principal of the student’s current or previous attendance center to request records, which will be provided in a timely manner.

The school district will train employees on parent and student rights under this policy and the procedures for its implementation.

It is the responsibility of the superintendent to annually notify parents and eligible students of their rights to:

1. Inspect and review the student’s education records;
2. Seek amendment of records believed to be inaccurate, misleading, or in violation of privacy rights;
3. Consent to disclosures of personally identifiable information, except where the law allows disclosure without consent;
4. File a complaint with the U.S. Department of Education regarding noncompliance with the law.

The notice will be provided in the native language of the parent or eligible student. If the school district collects personal student information for marketing or sales purposes, it will notify parents annually.

Complaints may be filed with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, Washington, DC 20202-8520.

Legal Reference: 20 U.S.C. § 1232g, 1415.
34 C.F.R. Pt. 99, 300, .610 et seq.
Iowa Code §§ 22; 279.9B, 280.24, .25, 622.10.
281 I.A.C. 12.3(4); 41

Cross Reference: 501 Student Attendance
505 Student Scholastic Achievement
506 Student Records
507 Student Health and Well-Being
603.3 Special Education
708 Care, Maintenance and Disposal of School District Records
901 Public Examination of School District Records

Approved December 9, 2002
Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, October 14, 2024,
August 11, 2025

REQUEST OF NONPARENT FOR EXAMINATION OR COPIES OF EDUCATION RECORDS-
REGULATION

Parents and eligible students will have a right to access a student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. The intent of this regulation is to establish procedures for granting requests from eligible students and parents to access a student's education records.

Education records mean those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution. These may include, but are not necessarily limited to: dates of attendance; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.

A. Access to Records

1. Parents, eligible students, and other individuals authorized in accordance with law will have access to the student's education records during the regular business hours of the school district. Parents and eligible students will have a right to access the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. An eligible student or parent, upon written request to the board secretary, shall receive an explanation and interpretation of the education records. A student, eighteen years or older, has the right to determine who, outside the school system, has access to the records. Parents of students who are 18 years or older but still dependents for income tax purposes may access the student's records without prior permission of the student.
2. School officials having access to student records are defined as having a legitimate educational interest. A school official is a person employed by the school district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, AEA employee, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

B. Release of Information Outside the School – Information from education records may be disclosed to outside parties as outlined in board policy and otherwise provided by law.

C. Procedures for Requesting a Record Amendment

1. If the eligible student, parent, or legal guardian believe the information in the education records is inaccurate, misleading, or violates the privacy of the student, the parents or an eligible student may request that the school district amend the education student records.
2. The school district will decide whether to amend the education student records within a reasonable time after receipt of the request.
3. If the school district determines an amendment is made to the education student record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.
4. If the school district determines that amendment of the student's education record is not appropriate, it will inform the parents or the eligible student of their right to a hearing before the hearing officer provided by the school district. The hearing officer may be an employee of the school district, so long as the employee does not have a direct interest in the outcome of the hearing.
5. Upon parental request, the school district will hold a hearing regarding the content of a student's education records which the parent believes to be inaccurate, misleading, or in violation of the privacy rights of students.
6. The hearing will be held within a reasonable time after receipt of the parent or eligible student's request. The parent or eligible student will receive reasonable advance notice of date, time and place of the hearing.

7. The parents or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student may be represented by an individual at their choice at their own expense.
8. The hearing officer will render a written decision within a reasonable period after the hearing. The decision will be based upon evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.
9. The parents may appeal the hearing officer's decision to the superintendent within [insert number] days if the superintendent does not have a direct interest in the outcome of the hearing.
10. The parents may appeal the superintendent's decision or the hearing officer's decision if the superintendent was unable to hear the appeal, to the board within [insert number] days. It is within the discretion of the board to hear the appeal.
11. If the parents' and the eligible student's request to amend the education student record is further denied following the hearing, the parents or the eligible student are informed that they have a right to place an explanatory letter in the education student record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's education records will become a part of the education student record and be maintained like other education student records. If the school district discloses the education student records, the explanation by the parents will also be disclosed or the eligible student of the decision in writing.

I.C. Iowa Code Description Iowa Code § 22 Open Records Iowa Code § 279.9B Directors - Powers and Duties - Reports to Juvenile Authorities Iowa Code § 280.24 Drug & Alcohol Possession Reporting Iowa Code § 280.25 Information Sharing Iowa Code § 622.10 Evidence - Communications in Professional Confidence

I.A.C. Iowa Administrative Code Description 281 I.A.C. 12.3 Administration 281 I.A.C. 41 Special Education

U.S.C. - United States Code Description 20 U.S.C. § 1232g Education - FERPA 20 U.S.C. § 1415 IDEA - Procedural Safeguards

C.F.R. - Code of Federal Regulations Description 34 C.F.R. Pt. 300 Education - Disabilities/Children/Assistance to States 34 C.F.R. Pt. 300.610 Education - Confidentiality 34 C.F.R. Pt. 99 Education - Family Rights and Privacy

Cross References Description 102 Equal Educational Opportunity 102-R(1) Equal Educational Opportunity - Grievance Procedure 102-E(1) Equal Educational Opportunity - Annual Notice of Nondiscrimination 102-E(2) Equal Educational Opportunity - Continuous Notice of Nondiscrimination 102-E(3) Equal Educational Opportunity - Notice of Section 504 Student and Parental Rights 102-E(4) Equal Educational Opportunity - Discrimination Complaint Form 102-E(5) Equal Educational Opportunity - Witness Disclosure Form 102-E(6) Equal Educational Opportunity - Disposition of Complaint Form 603.03 Special Education 604.11 Appropriate Use of Online Learning Platforms 605.08 Artificial Intelligence in the Educational Environment 605.08-R(1) Artificial Intelligence in the Educational Environment - Regulation 708 Care, Maintenance and Disposal of School District Records 712 Technology and Data Security 712-R(1) Technology and Data Security - Security Requirements of Third-Party Vendors Regulation 804.06 Use of Recording Devices on School Property 804.06-R(1) Use of Recording Devices on School Property - Use of District Owned Recording Devices Regulation 901 Public Examination of School District Records

REQUEST OF NONPARENT FOR EXAMINATION OR COPIES OF EDUCATION RECORDS

The undersigned hereby requests permission to examine the Decorah Community School District's official education records of:

(Legal Name of Student)

(Date of Birth)

The undersigned requests copies of the following official education records of the above student:

The undersigned certifies that they are (check one):

- (a) An official of another school system in which the student intends to enroll. ()
- (b) An authorized representative of the Comptroller General of the United States. ()
- (c) An authorized representative of the Secretary of the U.S. Department of Education or U.S. Attorney General ()
- (d) A state or local official to whom such is specifically allowed to be reported or disclosed. ()
- (f) A person connected with the student's application for, or receipt of, financial aid (SPECIFY DETAILS ABOVE.) ()
- (g) A representative of a juvenile justice agency with which the school district has an interagency agreement. ()

The undersigned agrees that the information obtained will only be redisclosed consistent with state or federal law without the written permission of the parents of the student, or the student if the student is of majority age.

(Signature)

(Title)

(Agency)

APPROVED:

Date: _____

Address: _____

Signature: _____

City: _____

Title: _____

State: _____

ZIP: _____

Dated: _____

Phone Number: _____

AUTHORIZATION FOR RELEASE OF EDUCATION RECORDS

The undersigned hereby authorizes Decorah

School District to release copies of the following official education records:

concerning _____
(Full Legal Name of Student) (Date of Birth)

_____ from 20 ____ to 20 ____
(Name of Last School Attended) (Year(s) of Attendance)

The reason for this request is: _____

My relationship to the child is: _____

Copies of the records to be released are to be furnished to:

- ☐ the undersigned
☐ the student
☐ other (please specify) _____

(Signature)

Date: _____

Address: _____

City: _____

State: _____ ZIP _____

Phone Number: _____

REQUEST FOR HEARING ON CORRECTION OF EDUCATION RECORDS

To: _____ Address: _____
Board Secretary (Custodian)

I believe certain official education records of my child, _____, (full legal name of student), _____ (school name), are inaccurate, misleading or in violation of privacy rights of my child.

The official education records which I believe are inaccurate, misleading or in violation of the privacy or other rights of my child are:

The reason I believe such records are inaccurate, misleading or in violation of the privacy or other rights of my child is:

My relationship to the child is: _____

I understand that I will be notified in writing of the time and place of the hearing; that I will be notified in writing of the decision; and I have the right to appeal the decision by so notifying the hearing officer in writing within ten days after my receipt of the decision or a right to place a statement in my child's record stating I disagree with the decision and why.

(Signature)

Date: _____

Address: _____

City: _____

State: _____ ZIP _____

Phone Number: _____

REQUEST FOR EXAMINATION OF EDUCATION RECORDS

To: _____ Address: _____
Board Secretary (Custodian)

The undersigned desires to examine the following official education records.

of _____ , _____
(Full Legal Name of Student) (Date of Birth) (Grade)

(Name of School)

My relationship to the student is: _____

(check one)

_____ I do
_____ I do not

desire a copy of such records. I understand that a reasonable charge may be made for the copies.

(Parent's Signature)

APPROVED:

Date: _____

Address: _____

Signature: _____

City: _____

Title: _____

State: _____ ZIP _____

Dated: _____

Phone Number: _____

NOTIFICATION OF TRANSFER OF EDUCATION RECORDS

To: _____ Date: _____

Parent/or Guardian

Street Address: _____

City/State _____ ZIP: _____

Please be notified that copies of the _____ Community School District's official education records concerning _____, (full legal name of student) have been transferred to:

School District Name Address

upon the written statement that the student intends to enroll in said school system.

If you desire a copy of such records furnished, please check here _____ and return this form to the undersigned. A reasonable charge will be made for the copies.

If you believe such records transferred are inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, you have the right to a hearing to challenge the contents of such records.

(Name)

(Title)

LETTER TO PARENT REGARDING RECEIPT OF A SUBPOENA

Date

Dear (Parent) :

This letter is to notify you that the Decorah Community School District has received a (subpoena or court order) requesting copies of your child's education records. The specific records requested are _____.

The school district has until (date on subpoena or court order) to deliver the documents to (requesting party on subpoena or court order) . If you have any questions, please do not hesitate to contact me at (phone #) .

Sincerely,

(Principal or Superintendent)

JUVENILE JUSTICE AGENCY INFORMATION SHARING AGREEMENT

Statement of Purpose: The purpose of this Agreement is to allow for the sharing of information among the School District and the Agencies prior to a student's adjudication in order to promote and collaborate to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

Identification of Agencies: This agreement is between the Decorah Community School District (hereinafter "School District") and (agencies listed) (hereinafter "Agencies").

Statutory Authority: This agreement implements Iowa Code § 280.25 and is consistent with 34 C.F.R. 99.38 (2012).

Parameters of Information Exchange:

1. The School District may share any information with the Agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to effectively serve the student.
2. Prior to adjudication, information contained in the permanent record may be disclosed by the School District to the Agencies without parental consent or court order.
3. Information contained in a student's permanent record may be disclosed by the School District to the Agencies after adjudication only with parental consent or a court order.
4. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family.
5. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.
6. Information obtained by the School from other juvenile justice agencies may not be used as the basis for disciplinary action of the student.
7. This agreement only governs a School District's ability to share information and the purposes for which that information can be used. Other agencies are bound by their own respective confidentiality policies.

Records' Transmission: The individual requesting the information should contact the principal of the building in which the student is currently enrolled or was enrolled. The principal will forward the records within a reasonable time following receipt of the request.

Confidentiality: Confidential information shared between the Agencies and the school district will remain confidential and will not be shared with any other person, unless otherwise provided by law.
DECORAH COMMUNITY SCHOOL DISTRICT POLICY REFERENCE MANUAL

Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent. Agencies or individuals violating the terms of this agreement subject their entity represented and themselves personally to legal action pursuant to federal and state law.

JUVENILE JUSTICE AGENCY INFORMATION SHARING AGREEMENT

Amendments: This agreement constitutes the entire agreement among the agencies with respect to information sharing. Agencies may be added to this agreement at the discretion of the school district.

Term: This agreement is effective from (September 1, 20 or other date).

Termination: The School District may discontinue information sharing with an Agency if the School District determines that the Agency has violated the intent or letter of this Agreement.

APPROVED:

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

Signature: _____	Address: _____
Title: _____	City: _____
Agency: _____	State: _____ ZIP _____
Dated: _____	Phone Number: _____

ANNUAL NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal (or appropriate school official) will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the school district to amend a record should write to the school principal, clearly identifying the part of the record they want changed, and specify why it should be changed.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the school board.

A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Ave., SW

Washington, DC 20202-4605

USE OF EDUCATION RECORDS REGULATION

Parents and eligible students will have a right to access a student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. The intent of this regulation is to establish procedures for granting requests from eligible students and parents to access a student's education records.

Education records mean those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution. These may include, but are not necessarily limited to: dates of attendance; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.

A. Access to Records

1. Parents, eligible students, and other individuals authorized in accordance with law will have access to the student's education records during the regular business hours of the school district. Parents and eligible students will have a right to access the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. An eligible student or parent, upon written request to the board secretary, shall receive an explanation and interpretation of the education records. A student, eighteen years or older, has the right to determine who, outside the school system, has access to the records. Parents of students who are 18 years or older but still dependents for income tax purposes may access the student's records without prior permission of the student.
2. School officials having access to student records are defined as having a legitimate educational interest. A school official is a person employed by the school district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, AEA employee, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

B. Release of Information Outside the School – Information from education records may be disclosed to outside parties as outlined in board policy and otherwise provided by law.

C. Procedures for Requesting a Record Amendment

1. If the eligible student, parent, or legal guardian believes the information in the education records is inaccurate, misleading, or violates the privacy of the student, the parents or an eligible student may request that the school district amend the education student records.
2. The school district will decide whether to amend the education student records within a reasonable time after receipt of the request.
3. If the school district determines an amendment is made to the education student record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.

4. If the school district determines that amendment of the student's education record is not appropriate, it will inform the parents or the eligible student of their right to a hearing before the hearing officer provided by the school district. The hearing officer may be an employee of the school district, so long as the employee does not have a direct interest in the outcome of the hearing.
5. Upon parental request, the school district will hold a hearing regarding the content of a student's education records which the parent believes to be inaccurate, misleading, or in violation of the privacy rights of students.
6. The hearing will be held within a reasonable time after receipt of the parent or eligible student's request. The parent or eligible student will receive reasonable advance notice of date, time and place of the hearing.
7. The parents or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student may be represented by an individual at their choice at their own expense.
8. The hearing officer will render a written decision within a reasonable period after the hearing. The decision will be based upon evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.
9. The parents may appeal the hearing officer's decision to the superintendent within five working days if the superintendent does not have a direct interest in the outcome of the hearing.
10. The parents may appeal the superintendent's decision or the hearing officer's decision if the superintendent was unable to hear the appeal, to the board within ten days. It is within the discretion of the board to hear the appeal.
11. If the parents' and the eligible student's request to amend the education student record is further denied following the hearing, the parents or the eligible student are informed that they have a right to place an explanatory letter in the education student record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's education records will become a part of the education student record and be maintained like other education student records. If the school district discloses the education student records, the explanation by the parents will also be disclosed or the eligible student of the decision in writing.

STUDENT DIRECTORY INFORMATION

Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." The district has designated the following as "directory information":

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Student is defined as an enrolled individual, PK-12 including children in school district sponsored child-care programs.

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

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

STUDENT DIRECTORY INFORMATION

Legal Reference: 20 U.S.C. § 1232g.
34 C.F.R. Pt. 99.
Iowa Code § 22; 622.10.
281 I.A.C. 12.3(4); 41.

Cross Reference: 504 Student Activities
506 Student Records
901 Public Examination of School District Records
902.4 Live Broadcast or videotaping

Approved December 9, 2002
Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, October 14, 2024, August 11, 2025

AUTHORIZATION FOR RELEASING STUDENT DIRECTORY INFORMATION

The Decorah Community School District has adopted a policy designed to assure parents and students the full implementation, protection and enjoyment of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA). A copy of the school district's policy is available for review at the Central Administration Office at 1732 Old Stage Road, Decorah, Iowa 52302.

This law requires the school district to designate as "directory information" any personally identifiable information taken from a student's educational records prior to making such information available to the public.

The school district has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing not later than September 1 of this school year. If you desire to make such a refusal, please complete and return the slip attached to this notice.

If you have no objection to the use of student information, you do not need to take any action.

AUTHORIZATION FOR RELEASING STUDENT DIRECTORY INFORMATION

RETURN THIS FORM

Community School District Parental Directions to

Withhold Student/Directory Information for Education Purposes, for 20__ - 20__ school year.

Student Name: _____

Date of Birth _____

School: _____

Grade: _____

(Signature of Parent/Legal Guardian/Custodian of Child)

(Date)

This form must be returned to your child's school no later than September 1, 20____.
Additional forms are available at your child's school.

USE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Decorah Community School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, we may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Decorah Community School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and,
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want the Decorah Community School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1. Decorah has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

STUDENT PHOTOGRAPHS

The board will permit student "portrait" photographs to be taken on school premises by a commercial photographer as a service to the students and their families.

Parents will be notified prior to the taking of pictures by a commercial photographer for student "portraits." In no case will students be required to have their picture taken or be pressured to purchase pictures.

Students or commercial photographers may take pictures of students upon consent for such things as the yearbook or student newspaper.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding student photographs.

Legal Reference: Iowa Code § 279.8

Cross Reference: 506

Student Records

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, October 14, 2024, August 11, 2025

STUDENT LIBRARY CIRCULATION RECORDS

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

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

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

Legal Reference: 20 U.S.C. § 1232g
 34 C.F.R. Pt. 99
 Iowa Code §§ 22
 281 I.A.C. 12.3(4), (12).

Cross Reference: 506 Student Records

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, October 14, 2024,
August 11, 2025

STUDENT HEALTH AND IMMUNIZATION CERTIFICATES

Students desiring to participate in athletic activities or enrolling in kindergarten or first grade in the school district will have a physical examination by a licensed healthcare provider and provide proof of such an examination to the school district. A physical examination and proof of such an examination may be required by the administration for students in other grades enrolling for the first time in the school district.

A certificate of health stating the results of a physical examination and signed by the licensed healthcare provider is on file at the attendance center. Each student will submit an up-to-date certificate of health upon the request of the superintendent. Failure to provide this information may be grounds for disciplinary action.

Students enrolling for the first time in the school district will also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and other immunizations required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy. The district will include information related to immunization requirements as well as exemption requirements in the district's registration documentation as well as on the district's website.

Legal Reference: Iowa Code §§ 139A.8; 280.13.
281 I.A.C. 33.5.
641 I.A.C. 7.

I.C. Iowa Code Description

Iowa Code § 139A.8 Immunization of Children

Iowa Code § 280.13 Uniform School Requirements Athletics

I.A.C. Iowa Administrative Code Description

281 I.A.C. 33.5 Homeless Children and Youth Immunizations

641 I.A.C. 7 Public Health Immunizations

Cross References Description

402.02 Child Abuse Reporting

501.04 Entrance Admissions

501.16 Homeless Children and Youth

604.01 Private Instruction

604.08 Foreign Students

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

ADMINISTRATION OF MEDICATION TO STUDENTS

The board is committed to the inclusion of all students in the education program and recognizes that some students may need prescription and nonprescription medication to participate in their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container. Administration of medication may also occur consistent with board policy 804.05 – Stock Prescription Medication Supply.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by licensed health personnel working under the auspices of the school with collaboration from the parent or guardian, the individual's health care provider or education team pursuant to 281.14.2(256). Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication when competence has been demonstrated. By law, students with asthma, airway constricting diseases, respiratory distress or students at risk of anaphylaxis who use epinephrine delivery system may self-administer their medication upon the written approval of the student's parents and prescribing licensed health care professional, regardless of competency.

Persons administering medication shall include authorized practitioners, such as licensed registered nurses and physicians, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course conducted by a registered nurse or pharmacist that is provided by the department of education). The medication administration course is completed every five years with an annual procedural skills check completed with a registered nurse or a pharmacist. A record of course completion shall be maintained by the school.

A written medication administration record shall be on file including:

- date;
- student's name;
- prescriber or person authorizing administration;
- medication;
- medication dosage;
- administration time;
- administration method;
- signature and title of the person administering medication; and
- any unusual circumstances, actions, or omissions.

Medication shall be stored in a secured area unless an alternate provision is documented. The development of emergency protocols for medication-related reactions is required. Medication information shall be confidential information as provided by law.

Disposal of unused, discontinued/recalled, or expired abandoned medication shall be in compliance with federal and state law. Prior to disposal school personnel shall make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications needs to be

picked up. If medication is not picked up by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

Legal Reference: Disposing on Behalf of Ultimate Users, 79 Fed. Reg. 53520, 53546 (Sept. 9, 2014).
Iowa Code §§124.101(1); 147.107; 152.1; 155A.4(2); 280.16; 280.23.
281 IAC §14.1
655 IAC §6.2(152).

Cross Reference:	506	Student Records
	507	Student Health and Well-
Being		
	603.3	Special Education
	607.2	Student Health Services

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, September 11, 2023,
August 11, 2025, August 10, 2026

AUTHORIZATION-ASTHMA AIRWAY CONSTRICTING, OR RESPIRATORY DISTRESS MEDICATION SELF-ADMINISTRATION CONSENT FORM

_____/_____/_____
Student's Name (Last), (First) (Middle) Birthday School Date

AUTHORIZATION FOR SELF-ADMINISTRATION

In accordance with applicable laws, students with asthma, airway constricting diseases, respiratory distress, or students at risk of anaphylaxis who use an epinephrine delivery system may self-administer their medication upon the written approval of the student's parent/guardian and prescribing licensed health care professional, regardless of competency.

The following requirements must be met before a student may self-administer asthma medication, bronchodilator canisters or spacers, other airway constricting disease medication, or an epinephrine delivery system:

- ☐ Parent/guardian provides signed and dated authorization for student medication self-administration.
- ☐ Parent/guardian provides a written statement from the student's licensed health care professional (a person licensed under Chapter 148 to practice medicine and surgery or osteopathic medicine and surgery, an advanced registered nurse practitioner licensed under Chapter 152 or 152E and registered with the Board of Nursing, or a physician assistant licensed to practice under the supervision of a physician as authorized in Chapters 147 and 148C) containing:
 - Name and purpose of the medication;
 - Prescribed dosage; and
 - Times or special circumstances under which the medication is to be administered.
- ☐ The medication is provided in the original labeled container as dispensed, or in the manufacturer's labeled container containing the student's name, medication name, directions for use, and date.
- ☐ Authorization must be renewed annually. If any changes occur in the medication, dosage, or time of administration, the parent/guardian must notify school officials immediately. The authorization will be reviewed as soon as practical.

Provided these requirements are fulfilled, the school shall permit the student to self-administer the prescribed medication while:

- At school;
- During school-sponsored activities;
- Under the supervision of school personnel; and
- Before or after normal school hours, including before-school or after-school care on school-operated property.

If the student abuses the self-administration policy, the privilege may be withdrawn or disciplinary action may be imposed after notification is provided to the student's parent/guardian.

Pursuant to state law, the school district and its employees incur no liability, except for gross negligence, for any injury arising from a student's self-administration of medication or use of an epinephrine delivery system. The parent/guardian must acknowledge this limitation of liability by signing below.

PRESCRIBER AUTHORIZATION

Medication: _____

Dosage: _____

Route: _____

Time(s): _____

Purpose of Medication / Administration Instructions / Special Circumstances:

AUTHORIZATION- EPINEPHRINE, ASTHMA AIRWAY CONSTRICTING, OR RESPIRATORY DISTRESS
MEDICATION
SELF-ADMINISTRATION CONSENT FORM

Medication	Dosage	Route	Time
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Purpose of Medication & Administration /Instructions

Special Circumstances

Discontinue/Re-Evaluate/
Follow-up Date

Prescriber's Signature

Date

Prescriber's Address

Emergency Phone

- I request the above named student possess and self-administer asthma medication, bronchodilators canisters or spacers, or other airway constricting disease medication(s) and/or an epinephrine auto-injector at school and in school activities according to the authorization and instructions.
- I understand the school district and its employees acting reasonably and in good faith shall incur no liability for any improper use of medication or an epinephrine auto-injector or for supervising, monitoring, or interfering with a student's self-administration of medication or use of an epinephrine auto-injector. I acknowledge that the school district is to incur no liability, except for gross negligence, as a result of self-administration of medication or use of an epinephrine auto-injector by the student.
- I agree to coordinate and work with school personnel and notify them when questions arise or relevant conditions change.
- I agree to provide safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment.
- I agree the information is shared with school personnel in accordance with the Family Education Rights and Privacy Act (FERPA) and any other applicable laws.
- I agree to provide the school with back-up medication approved in this form.
- Student maintains self-administration record.

Parent/Guardian Signature
(agreed to above statement)

Date

Parent/Guardian Address

Home Phone

Business Phone

Self-Administration Authorization Additional Information

DECORAH COMMUNITY SCHOOL DISTRICT POLICY REFERENCE MANUAL

PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION
OF MEDICATION TO STUDENTS

_____/_____/_____
Student's Name (Last), (First), (Middle) Birthday School Date

School medications and health services are administered following these guidelines:

- Parent has provided a signed, dated authorization to administer medication and/or provide the health service.
- The medication is in the original, labeled container as dispensed or the manufacturer's labeled container.
- The medication label contains the student's name, name of the medication, directions for use, and date.
- Authorization is renewed annually and as soon as practical when the parent notifies the school that changes are necessary.

Medication/Health Care Dosage Route Time at School

Administration instructions

Special Directives, Signs to Observe and Side Effects

_____/_____/_____
Discontinue/Re-Evaluate/Follow-up Date

_____/_____/_____
Prescriber's Signature (if prescription medication) Date

Prescriber's Address Emergency Phone

I request the above named student carry medication at school and school activities, according to the prescription, or other medication administration instructions, and a written record kept. Special considerations are noted above. The information is confidential except as provided by the Family Educational Rights and Privacy Act (FERPA) and any other applicable law. I agree to coordinate and work with school personnel and prescriber (if any) when questions arise. I agree to provide safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment. Procedures for medication disposal shall be in accordance with federal and state law.

PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE ADMINISTRATION
OF MEDICATION TO STUDENTS

_____	____/____/____
Parent's Signature	Date

_____	_____
Parent's Address	Home Phone

_____	_____
Additional Information	Business Phone

Authorization Form

PARENTAL AUTHORIZATION AND RELEASE FORM FOR INDEPENDENT SELF CARRY AND ADMINISTRATION OF PRESCRIBED MEDICATION OR INDEPENDENT DELIVERY OF HEALTH SERVICES BY THE STUDENT

Student Information

Student's Name (Last), (First), (Middle): _____

Birthday: ____ / ____ / ____

School: _____

Date: ____ / ____ / ____

I request the above-named student (Parent/Guardian initial all that apply)

_____ Carry and complete co-administration of prescribed medication, when competency has been demonstrated to licensed health personnel working under the auspices of the school. In accordance with applicable laws, students with asthma, airway constricting diseases, respiratory distress or students at risk of anaphylaxis who use epinephrine delivery system may self-administer their medication upon the written approval of the student's parents and prescribing licensed health care professional regardless of competency. The information provided by the parent for medication administration is confidential as provided by the Family Education Rights and Privacy Act (FERPA) and any other applicable laws. I agree to provide safe delivery of the medication to and from school and to pick up remaining medication at the end of the school year or when medication is expired. If the student abuses the self-administration policy, the ability to self-administer may be withdrawn by the school or discipline may be imposed, after notification is provided to the student's parent.

Prescribed Medication	Dosage	Route	Time at School
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_____ Co-administer, participate in planning, management and implementation of special health services at school and school activities after demonstration of proficiency to licensed health personnel working under the auspices of the school. The information provided by the parent for health service delivery is confidential as provide by the Family Education Rights and Privacy Act (FERPA) and any other applicable laws. I agree to coordinate and work with school personnel and the prescriber (if indicated) when questions arise. I agree to provide safe delivery of the student's equipment necessary for health service delivery to and from school and to pick up remaining equipment at the end of the school year.

Special Health Services Delivery:

Procedures for abandoned medication disposal shall be in accordance with applicable laws.

Prescriber's Signature: _____

Date: ____ / ____ / ____

Credentials (when indicated for health service delivery): _____

Parent/Guardian Signature: _____

Date: ____ / ____ / ____

Parent/Guardian Address:

Home Phone: _____

F

I.C. – Iowa Code Description

Iowa Code § 124 – Controlled Substances

Iowa Code § 147.107 – Drug Dispensing/Supplying

Iowa Code § 152 – Nursing

Iowa Code § 155A.4 – Dispensing/Distributing Prescription Drugs – Exceptions

Iowa Code § 280.16 – Asthma – Epi-Pens

Iowa Code § 280.23 – Student Health Services

I.A.C. – Iowa Administrative Code Description

281 I.A.C. 14 – Special Health Services

281 I.A.C. 14.1 – Medication Administration

655 I.A.C. 6 – Nursing

Cross References – Description

603.03 – Special Education

607.02 – Student Health Services

607.02-R(1) – Student Health Services – Regulation

804.05 – Stock Prescription Medication Supply

804.05-E(1) – Stock Prescription Medication Supply – Parental Authorization and Release Form for the Administration of a Voluntary School Supply of Stock Medication for Life-Threatening Incidents

PARENTAL AUTHORIZATION AND RELEASE FORM

FOR THE ADMINISTRATION OF VOLUNTARY SCHOOL STOCK OF OVER-THE-COUNTER MEDICATION TO STUDENTS

Student's Name (Last, First, Middle): _____

Birthday (MM/DD/YYYY): ____ / ____ / ____

School: _____

Date: ____ / ____ / ____

The district supplies the following nonprescription, over-the-counter medications listed below. Generic brands may be substituted. (*Select all that apply*):

- ☐ Acetaminophen administered per manufacturer label
- ☐ Throat Lozenges administered per manufacturer label
- ☐ Other: _____ administered per manufacturer label (*Please Specify*)
- ☐ Other: _____ administered per manufacturer label (*Please Specify*)
- ☐ Other: _____ administered per manufacturer label (*Please Specify*)
- ☐ Other: _____ administered per manufacturer label (*Please Specify*)

Voluntary school stock of nonprescription, over-the-counter medications will be administered following these guidelines:

- Parent has provided a signed, dated annual authorization to administer the listed nonprescription, over-the-counter medication(s) according to the manufacturer's instructions. *Electronic signature meets the requirement of written signature.*
- The nonprescription, over-the-counter medication must be in the original, labeled container and dispensed per the manufacturing label.
- All other nonprescription, over-the-counter medications not listed above will require written parent authorization and parent-supplied medication.
- Supplements are not considered nonprescription, over-the-counter medications approved by the FDA and are not applicable.
- Nonprescription, over-the-counter medications approved by the FDA that require EMS notification after administration are not applicable.
- Medications will only be administered by:
 - Licensed health personnel working under the auspices of the school.
 - Individuals delegated by licensed health personnel who:
 - Hold valid certification.
 - Have successfully completed a medication administration course approved by the department.

- Complete an annual medication administration procedural skills check.

Code No. 507.2E4

Page 2 of 2

Districts stocking and administering voluntary over-the-counter medications must collaborate with licensed health personnel to develop and share a protocol with parents that defines at a minimum:

- When to contact the parent when a nonprescription, over-the-counter medication is administered.
- Documentation procedures of administration and parent contact.
- A limit to how often a school's stock of nonprescription, over-the-counter medications may be administered before requiring a prescriber's signature for continued use.
- Development of an Individual Health Plan (IHP) for ongoing medication administration or health service delivery at school.

I request that the above-named student receive the voluntary stock nonprescription, over-the-counter medications supplied by the school in accordance with the district's guidelines and protocol.

Parent Signature: _____ Date: _____
Parent/Guardian Address: _____
Home Phone: _____

Supporting Documents: 507.2E4
Legal References: I.C. Iowa Code

Legal References

I.C. Iowa Code – Description

- Iowa Code § 124 – Controlled Substances
- Iowa Code § 147.107 – Drug Dispensing/Supplying
- Iowa Code § 152 – Nursing
- Iowa Code § 155A.4 – Dispensing/Distributing Prescription Drugs – Exceptions
- Iowa Code § 280.16 – Asthma – EpiPens
- Iowa Code § 280.23 – Student Health Services

I.A.C. Iowa Administrative Code – Description

- 281 I.A.C. 14 – Special Health Services
- 281 I.A.C. 14.1 – Medication Administration
- 655 I.A.C. 6 – Nursing

Cross References – Description

- 603.03 – Special Education
- 607.02 – Student Health Services
- 607.02-R(1) – Student Health Services – Regulation
- 804.05 – Stock Prescription Medication Supply
- 804.05-E(1) – Stock Prescription Medication Supply – Parental Authorization and Release Form for the Administration of a Voluntary School Supply of Stock Medication for Life-Threatening Incidents

COMMUNICABLE DISEASES - STUDENTS

Students with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or employees. The term "communicable disease" will mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases is included in the school district's bloodborne pathogens exposure control plan. The procedures will include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping. This plan is reviewed annually by the superintendent and school nurse.

The health risk to immunosuppressed students is determined by their personal physician. The health risk to others in the school district environment from the presence of a student with a communicable disease is determined on a case-by-case basis by the student's personal physician, a physician chosen by the school district or public health officials.

It is the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

For more information on communicable disease charts, and reporting forms, go to the Iowa Department of Public Health Web site: <http://www.idph.state.ia.us/CADE/Default.aspx>.

Legal Reference: School Board of Nassau County v. Arline, 480 U.S. 273 (1987).
 29 U.S.C. §§ 701 et seq.
 45 C.F.R. Pt. 84.3
 Iowa Code ch. 139A.8
 641 I.A.C. 1.2-.5, 7.

Cross Reference:	403.3	Communicable Diseases -
Employees	506	Student Records
	507	Student Health and Well-Being

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

STUDENT ILLNESS OR INJURY AT SCHOOL

When a student becomes ill or is injured at school, the school district will attempt to notify the student's parents as soon as possible.

The school district, while not responsible for medical treatment of an ill or injured student, will have employees present administer emergency or minor first aid if possible. An ill or injured child will be turned over to the care of the parents or qualified medical employees as quickly as possible.

It is the responsibility of the principal to file an accident report with the superintendent within twenty-four hours after the student is injured.

Annually, parents are required to complete a medical emergency authorization form indicating the procedures to be followed, if possible, in an emergency involving their child. The authorization form will also include the phone numbers of the parents and alternative numbers to call in case of an injury or illness.

The superintendent is responsible, in conjunction with the school nurse, to develop rules and regulations governing the procedure in the event a student should become ill or be injured at school.

Legal Reference: Iowa Code § 613.17

Cross Reference: 507 Student Health and Well-Being

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EMERGENCY PLANS AND DRILLS

Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters are conducted each school year. At least four fire drills and four tornado drills must be conducted each school year. Two drills of each type must be conducted between July 1 and December 31 and two drills of each type must be conducted between January 1 and June 30.

Each attendance center will develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated to and reviewed with employees. Employees will participate in emergency drills. Licensed employees are responsible for instructing the proper techniques to be followed in the drill.

Legal Reference: Iowa Code § 100.31

Cross Reference: 507
711.7 School Bus Safety Instruction
804 Safety Program

Student Health and Well-Being

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Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025,
September 14, 2026

STUDENT INSURANCE

Students will have the opportunity to participate in the health and accident insurance plan selected by the school district. The cost of the health and accident insurance program is borne by the student. Participation in the insurance health and accident plan is not a contract with the school district, but rather, a contract between the insurance company and the student.

Legal Reference: Iowa Code § 279.8

Cross Reference:	504	Student Activities
	507	Student Health and Well-Being

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

CUSTODY AND PARENTAL RIGHTS

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued are followed by the school district. It is the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

This policy does not prohibit an employee from listening to a student's problems and concerns.

It is the responsibility of the superintendent to ensure employees remain neutral in a disagreement about custody and parental rights.

Legal Reference: Iowa Code §§ 232.67, .70, .73, .75; 235A; 279.8; 710.6.
441 I.A.C. 9.2; 155; 175.

Cross Reference:	506	Student Records
	507	Student Health and Well-Being

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STUDENT SPECIAL HEALTH SERVICES

The board recognizes that some special education students need special health services during the school day. These students will receive special health services in conjunction with their individualized health plan.

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

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.
 34 C.F.R. Pt. 300 et seq.
 Iowa Code §§ 256.11(7); 256B; 273.2, .5, .9(2)-(3); 280.8.
 281 I.A.C. 14.2

Cross Reference:	502	Student Rights and
Responsibilities		
	506	Student Records
	603.3	Special Education

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

SPECIAL HEALTH SERVICES REGULATION

Some students who require special education need special health services in order to participate in the educational program. These students will receive special health services in accordance with their individualized health plan.

A. Definitions

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

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

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

"Education team" - may include the eligible student, the student's parent, administrator, teacher, licensed health personnel, and others involved in the student's educational program, or as described in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

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

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

"Individual health plan" - the confidential, written, preplanned and ongoing special health service in the educational program. It includes assessment, nursing diagnosis, outcomes, planning, interventions, evaluation, student goals, if applicable, and a plan for emergencies. The plan is updated as needed and at least annually. Licensed health personnel develop this written plan with collaboration from the parent or guardian, individual's health care provider or education team.

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

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

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

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

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

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

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

SPECIAL HEALTH SERVICES REGULATION

B. Duties of Licensed Health Personnel

Licensed health personnel will provide special health services under the auspices of the school. Duties of the licensed personnel include the duty to:

- Participate as a member of the education team.
- Provide the health assessment.
- Plan, implement and evaluate the written individual health plan.
- Plan, implement and evaluate special emergency health services.
- Serve as liaison and encourage participation and communication with health service agencies and individuals providing health care.
- Provide health consultation, counseling and instruction with the eligible student, the student's parent and the staff in cooperation and conjunction with the prescriber.
- Maintain a record of special health services. The documentation includes the eligible student's name, special health service, prescriber or person authorizing, date and time, signature and title of the person providing the special health service and any unusual circumstances in the provision of such services.
- Report unusual circumstances to the parent, school administration, and prescriber.
- Assign and delegate to, instruct, provide technical assistance and supervise qualified designated personnel.
- Update knowledge and skills to meet special health service needs.

C. Documentation Prior to Service

Prior to the provision of special health services the following will be on file:

- Written statement by the prescriber detailing the specific method and schedule of the special health service, when indicated.
- Written statement by the student's parent requesting the provision of the special health service.
- Written report of the preplanning staffing or meeting of the education team.
- Written individual health plan available in the health record and integrated into the IEP or IFSP.

D. Determination and Delegation

Licensed health personnel, in collaboration with the education team, will determine the special health services to be provided and the qualifications of individuals performing the special health services. The documented rationale will include the following:

- Analysis and interpretation of the special health service needs, health status stability, complexity of the service, predictability of the service outcome and risk of improperly performed service.
- Determination that the special health service, task, procedure or function is part of the person's job description.
- Determination of the assignment and delegation based on the student's needs and qualifications of school personnel performing health services.
- Review of the designated person's competency.
- Determination of initial and ongoing level of supervision, monitoring and evaluation required to ensure quality services.

E. Supervision

Licensed health personnel will supervise the special health services, define the level and frequency of supervision and document the supervision.

STUDENT SPECIAL HEALTH SERVICES REGULATION

F. Instruction of Qualified Designated Personnel

Licensed health personnel will instruct qualified designated personnel to deliver and perform special health services contained in the eligible individual health plan. Documentation of instruction, written consent of personnel as required in Iowa Code 280.23 and periodic updates are on file at school.

G. Equipment and Supplies

Parents will provide the usual equipment, supplies and necessary maintenance for such, unless the school is required to provide the equipment, supplies, and maintenance under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. The equipment is stored in a secure area. The personnel responsible for the equipment are designated in the individual health plan. The individual health plan will designate the role of the school, parents, and others in the provision, supply, storage and maintenance of necessary equipment.

Legal References

I.C. Iowa Code

- § 256.11 DE - Educational Standards
- § 256B Special Education
- § 273.2 AEA's Powers, Services, Programs
- § 273.5 AEA's - Special Education
- § 273.9 AEA's - Funding
- § 280.8 Uniform School Requirements - Special Education

I.A.C. Iowa Administrative Code

- 281 I.A.C. 14 Special Health Services

U.S.C. - United States Code

- 20 U.S.C. §§ 1400 IDEA - General Provisions

U.S. Supreme Court

- 480 U.S. 279 School Board of Nassau Cnty. v. Arline (1987)

Case Law

- Board of Education v. Rowley, 458 U.S. 176 (1982)
- SE Warren CSD v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979)
- Springdale SD #50 v. Grace, 693 F.2d 41 (8th Cir. 1982)

Cross References

- 603.03 Special Education
- 711.01 Student School Transportation Eligibility

WELLNESS

The Board of Education is committed to the optimal development of every student. The board believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, there must be a positive, safe, and health-promoting learning environment at every level and in every setting.

The school district provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.

In accordance with the law and this belief, the board commits to the following:

Goals

The school district will identify at least one goal in each of the following areas:

- **Nutrition Education and Promotion:**
Schools will provide nutrition education and engage in nutrition promotion that helps students develop lifelong healthy eating behaviors.
- **Physical Activity:**
Schools will provide students with age- and grade-appropriate opportunities to engage in physical activity that meets the Iowa Healthy Kids Act.
- **Other School-Based Activities that Promote Wellness:**
As appropriate, schools will support students, staff, and parents' efforts to maintain a healthy lifestyle.

Nutritional Guidelines

The following nutritional guidelines for food available on school campuses will be adhered to:

- Meals served through the National School Lunch and School Breakfast Program will be appealing and meet, at a minimum, nutrition requirements established by state and federal law.
- Schools providing access to healthy foods outside the reimbursable meal programs before school, during school, and thirty minutes after school shall meet the United States Department of Agriculture (USDA) Smart Snacks in Schools nutrition standards, at a minimum. This includes items sold through à la carte lines, vending machines, student-run stores, and fundraising activities.
- Snacks provided to students during the school day without charge (e.g., class parties) will meet standards set by the district in accordance with the law. The district will provide parents with a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations.
- Schools will only allow marketing and advertising of foods and beverages that meet the Smart Snacks in Schools nutritional standards on campus during the school day.

Implementation and Compliance

The superintendent or the superintendent's designee shall implement and ensure compliance with the policy by:

- Reviewing the policy at least every three years and recommending updates as appropriate for board approval.
- Implementing a process for permitting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, administrators, and the public to participate in the development, implementation, and periodic review and update of the policy.
- Making the policy and updated assessment of the implementation available to the public (e.g., posting on the website, newsletters, etc.). This information shall include the extent to which the schools are in compliance with the policy and a description of the progress being made in attaining the goals of the policy.
- Developing administrative regulations, which shall include specific wellness goals and indicators for measurement of progress consistent with law and district policy.

Legal Reference: 42 U.S.C. §§ 1751 et seq.
42 U.S.C. §§ 1771 et seq.
Iowa Code §§ 256.7(29); 256.11(6).
281 I.A.C. 12.5; 58.11.

Cross Reference: 504.5 Student FundRaising
504.6 Student Activity Program
710 School Food Services

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, April 17, 2023, August 11, 2025,

WELLNESS REGULATION

Appendix A- Nutrition Education, Promotion and Procurement

The school district will provide nutrition education and engage in the procurement of foods that uphold the nutrition guidelines of food as presented in Appendix D and applicable state and federal laws, and to the greatest extent possible provide local, fresh and healthy foods. Nutrition education and procurement will support the values of local food being good for our health, our environment, our community and our economy.

Nutrition Education and Promotion:

- includes developmentally appropriate, culturally relevant participatory activities such as contests, promotions, taste testing, farm visits and school gardens and is part of not only health education classes, but is encouraged with cross curricular implementations.
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices with a focus on locally produced foods.
- emphasizes caloric balance between food intake and physical activity.
- correlates with school meal programs, other foods and nutrition-related community services.

Food Procurement:

The district shall source unprocessed locally grown or raised agricultural foods, within 150 miles, to the greatest extent possible, including school grown products (from school gardens), and menus will be developed to compliment local growing seasons and availability of foods.

If the cost of unprocessed locally grown or raised agricultural food products is at or below 15% of comparably sourced foods, the district may use geographic preference for the procurement of local foods.

The district will reach out to neighboring school districts to purchase locally grown food cooperatively, whenever possible, in order to increase the amounts of products purchased from local farms and lower food costs.

The district will support and maintain school gardens that will serve as instructional tools for nutrition education, as well as encouraging curriculum integration into other content areas.

The school gardens will also provide local fruits and vegetables to be incorporated into the district's school lunch. Products from the garden that are utilized by the district's Food Service will be reimbursed to the school garden fund at a percentage of the market value in order to provide sustainability for the garden projects.

Appendix B- Physical Activity

Physical Education

The school district will provide physical education that:

- is for all students in grades K-12 for the entire school year, except as otherwise provided by law.
- is taught by a certified physical education teacher.
- includes PLC (Professional Learning Community) for physical education teachers.
- includes students with disabilities as they are physically able (students with special health-care needs may be provided physical education in alternative educational settings).
- engages students in moderate to vigorous activity, on average, 50 percent of physical education class time.
- aligns curriculum for grades K-12 with state physical education standards.

Daily Wellness Time (unstructured movement time)

Elementary schools should provide wellness time for students that:

- is at least 20 minutes a day.
- is preferably outdoors.
- encourages moderate to vigorous physical activity adequate for space and available equipment.
- in addition, the district discourages extended periods (i.e., periods of two or more hours) of inactivity throughout the school day. Teachers are encouraged to include physical activity within the classroom learning environment.

Integrating Physical Activity into Classroom Setting

For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond the physical education class. Toward the end, the school district will:

- offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities.
- discourage sedentary activities, such as watching television, playing computer games.
- provide opportunities for physical activity to be incorporated into other subject lessons.
- encourage classroom teachers to provide short physical activity breaks between lessons and classes, as appropriate.
- When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Employees should not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., wellness time, physical education) as punishment during the school day.

Physical Activity Requirement

Except as otherwise provided by law, physically able students in grades Kindergarten through 5 shall engage in physical activity for a minimum of 30 minutes each school day, and physically able students in grades 6 through 12 shall engage in physical activity for a minimum of 120 minutes per week in which there are at least 5 days of school. This requirement may be met by physical education classes, activities at recess or during class time, and before or after school activities.

Appendix C- Other School-Based Activities that Promote Student Wellness

Physical Activity as a Reward

Through the PBIS program students earn Viking Pride stickers and are able to choose a “reward.” The most popular rewards are dance parties, extra recess or running on the high school track.

Safe Routes to School (walking school bus)

We collaborate with Safe Routes to School in order for students to have an option to walk to school under adult supervision.

In addition we participate in Live Health Iowa’s Walk to School day in the fall and again in the spring weather permitting. This is a TK-4th grade student participation.

Communication with Parents

The school district will support parents’ efforts to provide a healthy diet and daily physical activity for their children. The school district will:

- encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the established nutrition standards for individual foods and beverages.
- provide parents a list of foods that meet the school district’s snack standards and ideas for healthy celebrations/parties, rewards and fundraising activities.
- provide opportunities for parents to share their healthy food practices with others in the school community.
- provide information about physical education and other school based physical activity opportunities before, during and after the school day.
- support parents’ efforts to provide their children with opportunities to be physically active outside of school.
- include sharing information about physical activity and physical education through a web site, newsletter, other take home materials, special events or physical education homework.

Food Marketing in Schools

School based marketing will be consistent with nutrition education, Smart Snacks, and health promotion. The school district will:

- limit its food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually.
- limit other school -based marketing of brands promoting predominantly low nutrition foods and beverages.

- promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products.
- consider other marketing activities that promote healthful behaviors.

Appendix D-Nutrition Guidelines for All Foods Available on Campus

The nutrition guidelines for all foods available will focus on compliance with applicable federal and state laws, Smart Snacks, and school district nutrition standards, and promoting student health and reducing childhood obesity.

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children.
- be served in clean and pleasant settings.
- comply with National School Lunch and Breakfast standards for meal patterns, nutrition level, and calorie requirements for age/grade levels.
- offer a variety of fruits and vegetables, legumes and whole grains: highlight local food when available and appropriate.
- serve only low-fat (1%) and fat-free milk and nutritionally equivalent non dairy alternatives (as defined by the USDA); fat-free chocolate milk will be available as an option one time per day at each grade level (K-8).
 -
- provide free access to water fountains/ filling stations located by each cafeteria.

School will:

- engage elementary students and parents, through taste-tests of new entrees and surveys, in selecting foods offered through the meal programs in order to identify new, healthful and appealing food choices.
- share information about the nutritional content of meals with parents and students. (The information could be made available on menus, a website, on cafeteria menu boards, placards or other point-of-purchase materials).
- encourage staff to model healthy eating habits.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, schools will:

- provide and comply with the National School Breakfast standards for meal patterns, nutrition labels, and calorie requirements for all age/grade levels.
- arrange bus schedules and utilize methods to serve breakfasts that encourage participation.

- notify parents and students of the availability of the School Breakfast Program, where available.
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means.

Meal Times and Scheduling

The school district:

- will strive to provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch.
- schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10:45 a.m. and 1:00 p.m.; should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities.
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

Qualification of Food Service Staff

Qualified nutrition professionals will administer the meal programs. As part of the school district's responsibility to operate a food service program, the school district will:

- provide continuing professional development for all nutrition professionals.
- provide yearly training programs for child nutrition directors, nutrition managers, and cafeteria workers such as: CEU training, Civil Rights, Bloodborne Pathogens, Allergens, and Norovirus which all comply with the USDA professional standards.

Sharing Foods

The school district discourages students from sharing their food or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Appendix E-Foods Sold Outside the Meal (e.g. vending, ala carte, sales)

Foods Sold Outside the Meal (e.g. vending, ala carte, sales)

All foods and beverages sold individually outside the reimbursable meal programs (including those sold through ala carte (snack lines) and vending machines on school grounds during the school day or through programs for students after the school day will meet or exceed Smart Snack nutrition standards and be in compliance with applicable state and federal laws.

Parents are strongly encouraged to purchase a school lunch when eating with their child or pack a homemade meal.

Fundraising Activities

Regulated fundraising activities on school grounds during the school day are strongly suggested to comply with Smart Snack nutrition standards and be in compliance with applicable state and federal laws. The school district encourages fundraising activities that promote physical activity.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of meals, children's nutritional needs, children's ages and other considerations. The school district will disseminate a list of healthful snack items to teachers, after-school program personnel and parents that meet Smart Snack nutrition standards.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Celebrations

The district prohibits any distribution of food or treats outside the school lunch program, except foods that are commercially wrapped. Foods made at home may not be distributed within the school. If your child wants to bring a birthday treat, encourage them to bring a healthy snack or even better; bring an item for the classroom such as a classroom book or other classroom supplies. Here is a list of foods that would fall under the individually packaged healthy foods.

List of Healthy Foods:

- Cheese sticks
- Gram crackers
- Popcorn
- Fresh fruit/veggie tray
- Pretzels
- Baked crackers
- Granola bar/Cereal bar
- Packaged Rice Krispie Treats

The reason for this school district policy is because of the growing number of students who live with food allergies. Parents can purchase birthday treats from the Food Service Department which align with Smart Snack Standards. Here is a link for foods and prices:

[Decorah Smart Snack Menu 22-23.pdf](#)

School Sponsored Events

Foods and beverages offered or sold on school grounds at school-sponsored events outside the school day are encouraged to meet the nutrition standards for meals or for foods and beverages sold individually following the applicable nutrition content standards.

Food And Water Safety

All foods made available on campus must adhere to food safety and security guidelines. All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools. Free, safe, and fresh drinking water is available throughout the school day to students.

Appendix F Plans for Measuring Implementation

Monitoring

In each school:

- The principal will ensure compliance with those policies in the school and will report on the school's compliance to the superintendent.
- Food service staff, at the school or school district level, will ensure compliance with nutrition policies within food service areas and will report on this matter to the superintendent or principal.

In the school district:

- The school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the school district has not received a SMI review from the state agency within the past five years, the school district will request from the state agency that a SMI review be scheduled as soon as possible.
- The superintendent will develop a summary report every three years on school district-wide compliance with the school district's established nutrition and physical activity wellness policies, based on input from schools within the school district.
- The report will be provided to the school board and also distributed to all school wellness committees, parent/teacher organizations, principals and health services personnel in the school district.
- Specific wellness goals will be evaluated on a yearly basis by the wellness team. The team will report annually to the board and community regarding the content and effectiveness of the wellness policy and recommend updates if needed.

Policy Review

To help with the initial development of the school district's wellness policies, each school in the school district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and practices. The results of those school-by-school assessments will be compiled at the school district level to identify and prioritize needs.

The school district will at least once a year measure and make available to the public an assessment on the implementation of the school's district's wellness policy, including the extent to which schools in the district are in compliance with the policy, the extent to which the policy compares to model local wellness policies, and the progress made in attaining the goals of the policy. Updates will be posted on the school district's Wellness webpage for public review.

A Triennial Assessment of policy implementation, using Wellness School Assessment Tool Implementation (WELLSAT-1), will be used to review policy compliance, assess progress and determine areas in need of improvement. As part of that review, the school district will review the nutrition and physical activity policies and practices and the provision of an environment that supports healthy eating and physical activity. The school district will revise the wellness policies and develop work plans to facilitate their implementation. The Triennial Assessment Report will be posted on the school districts Wellness webpage for public review.

CLASS OR STUDENT GROUP GIFTS

The board welcomes gifts to the school district from a class or student group. While class gifts to the school district do not require the approval of the superintendent, the board encourages students to consult with the superintendent or other licensed employees prior to selecting a gift for the school district.

Legal Reference: Iowa Code §§ 68B; 722.1, .2.

Cross Reference: 704.4
Bequests

Gifts - Grants -

Approved December 9, 2002

Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025

OPEN NIGHT

In keeping with good community relations, student school activities will not be scheduled on Wednesday night beyond 6pm whenever possible. It is the responsibility of the principal to oversee the scheduling of school activities for compliance with this policy.

Legal Reference: Iowa Code § 279.8

Cross Reference: 900 Principles and Objectives for Community Relations

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Reviewed March 10, 2008, December 14, 2015, October 14, 2019, December 12, 2022, August 11, 2025