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503 STUDENT DISCIPLINE

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

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

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

NOTE: This policy is not mandatory. However, there are specific requirements for school districts to fulfill before and after using physical restraint and seclusion with students. Administrators should thoroughly read and understand the requirements listed in Chapter 103 of the Iowa Administrative Code.

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

Approved _____ Reviewed _____ Revised _____

503.6R1 USE OF PHYSICAL RESTRAINT AND SECLUSION WITH STUDENTS

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

- Physical restraint and seclusion will be used only by employees who have been trained in accordance with applicable law unless a trained employee is not immediately available due to the unforeseeable nature of the occurrence.
- As soon as practical after the situation is under control, but within one hour after either the occurrence or the end of the school day, whichever occurs first, the school will attempt to contact the student's parent or guardian using the school's emergency contact system.
- The seclusion or physical restraint is used only for as long as necessary based on research and evidence to allow the student to regain control of their behavior to the point that the threat or behavior necessitating the use of the seclusion or physical restraint has ended, or when a medical condition occurs that puts the student at risk of harm. Unless otherwise provided for in the student's written approved IEP, BIP, IHP or safety plan, if the seclusion or physical restraint continues for more than 15 minutes:
 - The student will be provided with any necessary breaks to attend to personal and bodily needs, unless doing so would endanger the child or others.
 - An employee will obtain approval from an administrator or administrator's designee to continue seclusion or physical restraint beyond 15 minutes. After the initial approval, an employee must obtain additional approval every 30 minutes thereafter for the continuation of the seclusion or physical restraint.
 - The student's parent or guardian and the school may agree to more frequent notifications than is required by law.
 - Schools and district employees must document and explain in writing the reasons why it was not possible for the employees to obtain approval, notify parents, or take action within prescribed time limits.
 - Schools and district employees who begin and then end use of nonapproved restraints will document and explain in writing the reasons why they had no other option but to use this type of behavioral intervention.
- The area of seclusion will be a designated seclusion room that complies with the seclusion room requirements in accordance with law, unless the nature of the occurrence makes the use of the designated seclusion room impossible, clearly impractical, or clearly contrary to the safety of the student, others, or both; in that event, the school must document and explain in writing the reasons why a designated seclusion room was not used.
- An employee must continually visually monitor the student for the duration of the seclusion or physical restraint.
- If an employee restrains a student who uses sign language or an augmentive mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of physical restraint, unless doing so is not feasible in view of the threat posed.
- Seclusion or physical restraint shall not be used: as punishment or discipline; to force compliance or to retaliate; as a substitute for appropriate educational or behavioral support; to prevent property damage except as provided in law; as a routine school safety measure; or as a convenience to staff.
- The Superintendent or the Superintendent's designee will investigate any complaint or allegation that one or more employees violated any provisions of 281 *Iowa Administrative Code* Ch. 103. If the District determines a violation has occurred, corrective action will be taken up to and including termination of the employees involved. If the allegation or complaint involves a specific student the District will notify the parents or guardian of the involved student about the results of the investigation. If any allegation or complaint is also defined as abuse in 281 *Iowa Administrative Code* 102.2, the procedures listed in chapter 102 will apply.
- The District must comply with and implement Chapter 103 whether or not a parent consents to the use of physical restraint or seclusion.

503.6E1 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 notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
Employee attempting notification:	Parent/Guardian contacted:	Time and manner of attempted notification:	Was notification successful?
If Parent/Guardian notification requirements were not complied with, explain why:			
Describe injuries sustained or property damaged by students or employees:			

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

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

Employee

Date of form delivered to Parent/Guardian

Method of Transmittal

503.6E2 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

503.6E3 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:			

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 Delivered to Parent/Guardian

Method of Transmittal

604 ALTERNATIVE PROGRAMS

604.1 PRIVATE INSTRUCTION

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

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

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction. Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

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

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

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

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

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

604.2 INDIVIDUALIZED INSTRUCTION

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

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

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

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

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

604.3 PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

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

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

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

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

604.4 PROGRAM FOR AT-RISK STUDENTS

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

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

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

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

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

604.5 RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

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

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

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

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

Students who are allowed to be excluded from a program or activity which violates their religious beliefs shall be required to do an alternate supervised activity or study.

NOTE: Paragraph one of this policy reflects Iowa law regarding parents removing their children from parts of the education program. The rest of the policy is a process so boards can adapt but it's merely recommended, not mandatory.

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

Cross Reference: 603 Instructional Curriculum
606.2 School Ceremonies and Observances

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

604.6 INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

In accordance with this policy, students in grades nine (9) through twelve (12) may receive academic or career and technical education credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

Concurrent Enrollment

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine (9) through twelve (12) when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option (PSEO) program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including

but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent shall provide in writing to the student's parent or guardian the reason for the denial of credit.

~~Students in grades nine (9) through twelve (12) may receive academic or vocational technical credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. The student may receive academic or vocational technical credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.~~

~~Students in grades nine (9) through twelve (12) who successfully complete courses in post-secondary educational institutions under an agreement between the school district and the post-secondary educational institution shall receive academic and vocational technical credits in accordance with the agreement.~~

~~Students in grades eleven (11) and twelve (12) may enroll in a post-secondary educational institution for academic or vocational technical credits with the board's approval on a case-by-case basis. Students who intend to enroll in a post-secondary educational institution shall notify the school district during the course scheduling process prior to each semester. Students may attend courses at a post-secondary educational institution only after the school district certifies that the student is eligible to attend under this policy.~~

~~Students in grades eleven (11) and twelve (12) who are not enrolled full-time in the school district shall receive academic or vocational technical credit toward the graduation requirements set out by the board for successful completion of courses at a post-secondary educational institution. Successful completion of the course shall be determined by the post-secondary educational institution. A student attending credit-bearing courses in a high school for the available hours of instruction is a full-time student. The board shall have complete discretion to determine the academic or vocational technical credit to be awarded to the student.~~

~~Students who have completed the eleventh (11) grade but who have not completed the graduation requirements set out by the board may take up to seven (7) semester hours of credit at a post-secondary educational institution during the summer months when school is not in session. Upon successful completion of these summer courses, the students shall receive academic or vocational technical credit toward the graduation requirements set out by the board. Successful completion of the course shall be determined by the post-secondary educational institution. The board shall have complete discretion to determine the academic credit to be awarded to the student for the summer courses.~~

~~The following factors shall be considered in the board's determination of whether a student will receive academic or vocational technical credit toward the graduation requirements set out by the board for a course at a post-secondary educational institution:~~

- ~~• the course is taken from a public or accredited private post-secondary educational institution;~~
- ~~• a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the Superintendent, to a course offered in the school district;~~
- ~~• the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational technical education, or a course offered in the community college career options program;~~
- ~~• the course is a credit-bearing course that leads to a degree;~~
- ~~• the course is not religious or sectarian; and~~
- ~~• the course meets any other requirements set out by the board.~~

~~Central Lyon students must meet the following criteria to enroll in a post-secondary course at any institution.~~

~~Students in grades eleven (11) and twelve (12) who take courses, other than courses taken under an agreement between the school district and the post-secondary educational institution, shall be responsible for transportation without reimbursement to and from the location where the course is being offered.~~

~~Ninth (9) and tenth (10) grade talented and gifted students and all students in grades eleven (11) and twelve (12) will be reimbursed for tuition and other costs directly related to the course up to \$250. Students who take courses during the summer months when school is not in session shall be responsible for the costs of attendance for the courses.~~

~~Students who fail the course and fail to receive credit shall reimburse the school district for all costs directly related to the course. Prior to registering for the course, students under age eighteen (18) shall have a parent sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit for the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family or a move to another district, may not be responsible for the costs of the course. The school board may waive reimbursement of costs to the school district for the previously listed reasons. Students dissatisfied with a school board's decision may appeal to AEA IV for a waiver of reimbursement.~~

~~The superintendent or his/her designee shall be responsible for annually notifying students and parents of the opportunity to take courses at post-secondary educational institutions in accordance with this policy. The superintendent shall also be responsible for developing the appropriate forms and procedures for implementing this policy.~~

Legal References: Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14
281 I.A.C. 12 and 22

Cross References: 505 Student Scholastic Achievement
604.3 Program for Talented and Gifted Students

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

604.7 DUAL ENROLLMENT

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

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

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

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

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

NOTE: This policy reflects Iowa's dual enrollment law.

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

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

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

604.8 FOREIGN STUDENTS

Foreign students must meet all district entrance requirements including age, place of residence and immunization. Foreign students must be approved by the Superintendent. The board reserves the right to limit the number of foreign students accepted. Students who are citizens of a foreign country will be considered residents if they meet one (1) of the following requirements:

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

Legal Reference: Iowa Code § 279.8

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

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

604.10 ~~VIRTUAL/ON-LINE~~ ONLINE COURSES

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

High school students may earn a maximum of 5*5 credits – unless approved by the superintendent or designee – to be applied toward graduation requirements by completing ~~on-line~~online courses offered through ~~the district or through~~ agencies approved by the board, ~~such as and~~ the Iowa On-Line Learning Department of Education. Credit from an ~~on-line or virtual~~online course may be earned only in the following circumstances:

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

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

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

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

~~* More credits may be allowed with Administrative approval.~~

~~**In special situations, such as a homebound student, the District may assist in some of the costs.~~

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

Cross Reference: 605.6 Internet Appropriate Use
501.6 Student Transfers In

Approved 11/14/05

Reviewed 12/11/17

Revised 11/14/05

604.11 APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

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

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

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

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

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

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

Approved 10/14/20

Reviewed 10/14/20

Revised 10/14/20

Recommended renumbered and renamed policy:

NEW: 903.6 – PARTNERSHIP AGREEMENTS: PRIVATE BUSINESS AND EDUCATIONAL PROGRAMMING
OLD: 604.12 (PARTNERSHIPS) EDUCATION/PRIVATE BUSINESS/INDUSTRIAL

The continued vitality of district curricular offerings is dependent upon a number of factors, one of which is our relationship(s) with the private sector. The Board of Education encourages and supports written partnership agreements between the district and selected private sector entities in areas where the sharing of expertise, materials and time extend and enhance our educational programming.

The Superintendent and/or his/her designee is authorized to enter into such agreements and shall periodically report to the Board of Education on the status of such agreements/partnerships.

Use of students or the district for purposes of promoting a product or service will not be permitted. Materials carrying advertising, promotional messages, or company identification may be permitted if mutually agreed to prior to their issuance.

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (1995).

Cross Reference: 604.13 Work Experience
604.2 Individualized Instruction

Approved 8/14/95

Reviewed 12/11/17

Revised 8/14/95

Policies recommended to be rescinded:

604 ALTERNATIVE PROGRAMS

604.1 COMPETENT PRIVATE INSTRUCTION

~~Students receiving competent private instruction from a parent, guardian or legal custodian must be evaluated annually by May 1 unless such person is properly licensed. The parent, guardian or legal custodian may choose either a standardized test approved by the Iowa Department of Education or a portfolio evaluation. If the parent, guardian or legal custodian chooses standardized testing and the student is dual enrolled, the school district shall pay for the cost of the standardized test and the administration of the standardized test. If the student is not dual enrolled, the parent, guardian or legal custodian shall reimburse the school district for the cost of the standardized test and the administration of the standardized test. If a parent, guardian or legal custodian of a student receiving competent private instruction chooses portfolio assessment as the means of annual assessment, the portfolio evaluator must be approved by the superintendent. Portfolio evaluators must verify that they have received portfolio training. Portfolio evaluators must hold a valid Iowa practitioner's license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed. No annual evaluation is required for students receiving competent private instruction from an appropriately licensed or certified Iowa practitioner.~~

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

~~Students in competent private instruction must make adequate progress. Adequate progress includes scoring at the thirtieth (30) percentile on a standardized test or a report by the portfolio evaluator indicating adequate progress. Students who fail to make adequate progress under competent private instruction provided by the student's parent, guardian or legal custodian shall attend an accredited public or nonpublic school beginning the next school year. The parent, guardian or legal custodian of a student who fails to make adequate progress may apply to the director of the Department of Education for approval of continued competent private instruction under a remediation plan.~~

~~The remediation plan shall be for no more than one (1) year. Before the beginning of the school year, the student may be re-tested and if the student achieves adequate progress the student may remain in competent private instruction.~~

Legal Reference: _____ Iowa Code §§ 256.11; 279.10, .11; 299.1-.6, .11, .15, .24, 299A (1995).
_____ 281 I.A.C. 31.

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

Approved 8/14/95 _____ Reviewed 12/11/17 _____ Revised 8/14/95

~~604.9 HOMEBOUND INSTRUCTION~~

~~In the event that a student becomes physical or mentally unable to attend school, homebound instruction in the academic disciplines may be provided by the Central Lyon School District.~~

~~However, elective courses which entail laboratory experience may not be included in the homebound program and the student may be required to re-enroll in those courses or select other courses, if time constraints allow, which are more conducive to tutorial studies in a homebound curriculum.~~

~~The instructor may be provided at the District's expense and limited to not more than seven and one half (7 1/2) hours per week in actual tutorial teaching, not inclusive of preparation and travel time. The time allocation shall be determined by the Superintendent and the building principal.~~

~~Students who are aware of pending medical treatment or this care should notify the building principal not less than two (2) weeks prior to their absence. This notice shall include a letter from parent/guardian and the physician of record.~~

~~The Notice Shall Include:~~

- ~~1. Dates of care~~
- ~~2. Statement of problem~~
- ~~3. Length of rehabilitation~~
- ~~4. Date of beginning absence~~
- ~~5. Date of expected return~~
- ~~6. List of classes required for homebound study~~

~~Students enrolled in special education programs will be provided for as other students in the regular program and the individual educational program (IEP) will be complied with as specified. If a major change must be implemented a staffing will be instituted. Minor changes will be between the building principal and the parents/guardians.~~

~~Legal References: Iowa Code §§ 279.8; 299A (1995).
281 I.A.C. 31.~~

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

Approved 8/14/95 Reviewed 12/11/17 Revised 8/14/95

604.13 DRIVER TRAINING

~~Classroom driver training instruction shall be offered to students before completion of high school. Behind the wheel driver training shall be considered as an option and shall be offered during the summer unless the board determines it is beneficial for the students and district to offer during the school year.~~

~~There shall be a fee charged for driver education as the course and driving laboratory will not be graded for credit given toward graduation from Central Lyon High School. The fee schedule shall be reviewed annually by the Board of Education.~~

~~The District will accept credits for driver education from other accredited high schools or vocational schools. If such credit is recorded on a students transcript, it shall be recorded as an elective credit.~~

Legal Reference: ~~Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (1995).~~

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

Approved 8/14/95 Reviewed 12/11/17 Revised 2/19/02

604.14 WORK EXPERIENCE PROGRAM GUIDELINES

The work experience education program at Central Lyon School District is designed to provide junior and senior students a bonafide school work training program. The Work Experience Program is available to students in the areas of Trade and Industry, Business Education, and Agriculture. Each area has its own prerequisite for entering the program and these are listed on the course selection sheets. Students interested in entering this program should secure application forms from the coordinator and should begin meeting with the appropriate instructor early in their high school careers. These programs operate within the guidelines for cooperative programs established by the Department of Education and procedures established by the High School curriculum as outlined in the student handbook. The superintendent and/or principals reserve the right to disapprove any work experience placement.

Students enrolled in and successfully employed through a work experience program for the school year will normally receive credits as delegated in the student handbook and board policy.

Legal References: _____ Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1 .6, .11, .15, .24; 299A (1995).

Cross References: _____ 603 _____ Instructional Curriculum
_____ 604.12 Driver Training
_____ 604.2 Individualized Instruction
_____ 604.4 At Risk Students
_____ 505 Student Scholastic Achievement
_____ 607.1 Student Guidance and Counseling Program

Approved 8/14/95 _____ Reviewed 12/11/17 _____ Revised 7/15/02 _____

604.15 TRANSFERRING STUDENTS

~~A student transferring into Central Lyon Schools shall be required to meet the Central Lyon Community School District's graduation requirements as determined by board policy and administration guidelines. A student transferring into the district may transfer high school credits into the district from an accredited high school and those credits shall count toward the graduation requirements at Central Lyon Community School District.~~

~~Students who transfer into the school district must meet the immunization and age requirements set out for students who initially enroll in the school district. The school district reserves the right to deny admission to any nonresident student unless the student is complying with open enrollment procedures.~~

~~The school district shall 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.~~

~~The superintendent shall 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.~~

~~A student transferring into the district desiring to attend an alternative high school to earn credits toward graduation must meet the Central Lyon school district's graduation requirements and be in attendance for not less than one (1) full quarter in appropriate high school courses. If the student is unable to meet the graduation requirements or evidence of at-risk tendencies, the student may be allowed to attend the alternative school receiving a diploma through the alternative high school program or through a G.E.D. (General Education Diploma) from a learning center or from the alternative school approved by the Board of Education. The student must make applications through the high school principal and have the finalized approval submitted by the Superintendent. The Superintendent may deny admission if the student is not willing to provide the District with the necessary information to determine the appropriate grade equivalent placement. A student or student's parent may appeal the Superintendent's final decision within fifteen (15) school days.~~

Approved 3/11/96 Reviewed 12/11/17 Revised 3/11/96