District-Wide Student & Family Handbook
2025-2026

Code of Conduct,
Student Dress Code,
Internet-Appropriate Student Use,
Student Activities Eligibility and
Public Notices

Translator and interpreter services are available upon request.
Please contact your building principal.

Si necesita la ayuda de un interprete o traductor, hable con
el director de la escuela

School Hours:
Tuesday-Friday
Middle School 7:30 am – 2:30 pm
High School 8:00 am – 3:10 pm
Elementary School 8:55 am – 3:45 pm
Monday:
Middle School 7:30 am – 12:50 pm
High School 8:00 am – 1:30 pm
Elementary 8:55 am – 2:05 pm

www.cb-schools.org
712-328-6446
300 W. Broadway, Suite 1600
Council Bluffs, IA 51503

Table of Contents

Public Notices
Safe + Sound Iowa Hotline 2
Bullying/Harassment 2
Communication Between Staff and Students 2
Customer Service 3
Nondiscrimination Policy 3
Sexual Harassment 4
Human Relations 4
Physical and Sexual Abuse 4
Staff Abuse of a Student 5
Physical Restraint of Students 5
Handicap Accessibility 5-6
Student-Led Clubs and Activities 6
Religious Rights and Freedom of Expression 6-7
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) 8-10
Notification of Parental and Students Rights Regarding School Records 10-13
Teacher and Paraprofessional Qualifications 13
Open Enrollment 13-14
Homeless Children and Youth 14
Post-Secondary Enrollment Options Act for High School Students Only 14
Human Growth and Development 14-15
Medications and Health Information 15
Student Absences and Sign Out 15
Emergency Drills and Emergency Response 15-16
Emergency Communications 16
Student Fees 16-17
Student Discipline 17
Surveillance Cameras 17
Safe Schools Transfer Requests 17
Lost or Stolen Property 17
Visitors 18
Volunteering In the Schools 18
Cell Phones/Personal Electronic Devices 18-19
Confiscated Items 19
Police Resource Officers 20
Presence at School Facilities or Related Activities 21
Compulsory Attendance 21-22
Drop Outs-License Revocation 22
Transfers Within District 22-23
Dental Screenings 23
Policy 512 - Student Code of Conduct 23-47
Policy 525 - Student Dress Code 47-49
Policy 612 - Eligibility for Student Activities 49-56
Policy 617 - Appropriate Use of Internet and Online Learning Platforms by Students 57-58
Policy 912 - Parent and Family Engagement 58-59
Policy 913 - Expected Conduct at School Related Activities 59

PUBLIC NOTICES

Safe + Sound Iowa Hotline

As part of Council Bluffs Community School District's commitment to our students' safety and mental health, we are utilizing the Safe+Sound Iowa free, anonymous school violence reporting tool. Students, parents, teachers and other community members can use this tool to help identify and provide intervention for students in crisis before they harm themselves or others.

Safe+Sound Iowa was developed by the Governor's School Safety Bureau to help prevent violence, unlawful possession of weapons, self-harm and other forms of victimization and threatening behaviors.

Safe+Sound Iowa provides easy, convenient and confidential ways to report safety concerns. Reports can be made securely and anonymously:

- Online at SafeandSoundIowa.gov
- Through the Safe+Sound Iowa mobile app (available on the App Store and Google Play) or
- By phone at 800-224-6018.

Trained dispatchers monitor reports 24/7 and immediately engage in two-way communication with those raising concerns. They then reach out to the appropriate local school safety contact, law enforcement or other community partners.

Additional information can also be found on SafeandSoundIowa.gov. If you have any questions, please do not hesitate to contact your school office or Tim Hamilton, Chief of Student & Family Services, at thamilton2@cb-schools. org or 712-328-6423.

Bullying/Harassment

Bullying and harassment are not tolerated in Council Bluffs schools. All acts of bullying or harassment should be reported to a classroom teacher. Specific written complaints may also be made to a building principal. If the building principal is the object of the complaint, the Chief of Student & Family Services, should be contacted at 712-328-6423. A written response will be provided to all persons filing a written complaint.

Communication Between Staff and Students

District staff members, including coaches, utilize a variety of tools to communicate with students. District Gmail is the preferred method. However, it is common for coaches, instructors and sponsors of co-curricular or extracurricular activities to utilize other electronic messaging tools, including but not limited to text messaging (SMS) and in-app messaging.

Electronic messaging between staff and students shall adhere to the following guidelines:

- Include two adults on any message between staff and student
- Be factual and professional in manner and message
- Take into consideration the time of day and day of week
- Adhere to all District policies

Customer Service

If at any time there is a concern involving an issue at the local school, please courteously approach the building principal for problem solving. If the principal is unable to resolve your concern, s/he will identify the appropriate administrator at the Educational Service Center who may be able to assist with further problem solving.

Nondiscrimination Policy

The Council Bluffs Community School District offers career and technical programs in the following areas of study:

- Agricultural Education
- Business Education
- Health Occupations Education
- Family and Consumer Sciences Education
- Industrial Education
- Marketing Education

It is the policy of the Council Bluffs Community School District not to illegally discriminate on the basis of race, color, age, (for employment), national origin, sex, sexual orientation, marital status, (for programs), socioeconomic status (for programs), physical or mental disability, religion, creed, genetic information, ancestry, geographic location, citizenship, political party preference or belief, familial status or any other protected attribute, in its educational programs, activities or employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the school district's Equity Coordinator, Tim Hamilton, 712-328-6423, thamilton2@cbcsd.org, 300 W. Broadway, Suite 1600, Council Bluffs, IA 51503.

Inquiries regarding compliance may be directed to the U.S. Department of Education Office of Civil Rights, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Phone: 312-730-1560; Facsimile: 312-730-1576; Email: OCR.Chicago@ed.gov.

Sexual Harassment

All students, staff, parents/guardians and visitors are expected to treat others with respect. Sexual Harassment is specifically prohibited. Sexual harassment includes harassment between people of the same or different genders. Sexual harassment has three parts:

1. Unwelcome or unwanted behaviors
2. The behavior is sexual or related to the gender of the harassed person
3. The behavior is in the context of power. This can include staff to student, student-to-student, student to staff or other

Harassment can include, but is not limited to:

1. Direct or indirect comments to a person or about a person of a sexual nature
2. Touching a person's body or clothing
3. Looking, ogling or leering
4. Displaying pictures or written material of a sexual nature

Sexual harassment should be reported to the building principal, Tim Hamilton, Chief of Student & Family Services at 712-328-6423 ext. 11347 or Julie Foster, Chief Legal & Human Resources Officer, 712-328-6509 ext. 11339.

Human Relations

In addition to the nondiscrimination policy, the School District also sets standards for how all staff and students are to treat each other. You should always be courteous and respectful to others and you should expect to always be treated with courtesy and respect. If your behavior is inappropriate, you will be corrected by staff or referred to your principal (see Code of Conduct section of this booklet). If you think you have been treated disrespectfully by staff or students, you should discuss the situation with a teacher, counselor or administrator.

Physical and Sexual Abuse

Staff, students and other visitors to the school are prohibited from engaging in physical and sexual abuse of students. Physical abuse is the unnecessary use of force, which results in physical injury (Ex: bruises in the form of a handprint on the upper arm of a student). One of the keywords here is "unnecessary." Staff may use force, even if it results in injury, in order to protect themselves, other people or property. Any type of sexual contact between students and staff at any time is prohibited.

Staff Abuse of a Student

The Council Bluffs Community Schools has appointed a designated investigator and an alternate investigator of student abuse allegations. Anyone having any knowledge of physical or sexual abuse of any students by a school employee should contact:

Tim Hamilton, Chief of Student & Family Services, 712-328-6423 ext. 11347

(Designated Investigator)

or

Julie Foster, Chief Legal & Human Resources Officer, 712-328-6509 ext. 11339

(Alternate Investigator)

or

Lori Durand, Director of Special Education 712-328-6430 ext. 11434

(Alternate Investigator)

Physical Restraint of Students

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. School employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent/guardian.

If you have any questions about this state law, please contact Tim Hamilton, Chief of Student & Family Services, at 712-328-6423 or Lori Durand, Director of Special Education, at 712-328-6430. The complete text of the law and additional information is available on the Iowa Department of Education's website link http://www.iowa.gov/educate/ and search for Timeout, Seclusion and Restraint.

Handicap Accessibility

Although certain facilities in our District are not fully physically accessible to handicapped persons, the Council Bluffs Community School District will take such measures as are necessary to ensure that no qualified handicapped person is denied the benefits of or excluded from participation in the educational program. The Council Bluffs Community School District may make the educational program

accessible through such means as 1) reassignment of classes or other services to accessible locations, 2) the redesign of equipment, 3) the assignment of teacher associates, 4) alteration of existing facilities, and 5) construction of new accessible facilities. The Council Bluffs Community School District is not required to make structural changes in existing facilities when other methods are sufficient to comply with the accessibility standard.

To facilitate planning, handicapped students who will be attending the Council Bluffs Community Schools should identify themselves at least 60 days prior to the start of their attendance. You may contact your building principal or the Chief of Student & Family Services, Tim Hamilton at 712-328-6423.

Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendment of 1972; Education of All Handicapped Children Act of 1975 (and updated as the Individuals with Disabilities Education Act of 1991); Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; and all applicable federal, state and School District policies and procedures, may be directed to the Chief of Student & Family Services, Tim Hamilton (712-328-6423) or Julie Foster, Chief Legal & Human Resources Officer (712-328-6509), 300 West Broadway, Suite 1600, Council Bluffs, Iowa 51503; to the Director of the Iowa Civil Rights Commission, Grimes State Office Building, 400 E 14th St., Des Moines, Iowa, 50319, or to the U.S. Department of Education Office of Civil Rights, 500 West Madison Street, Suite 1475, Chicago IL 60661-7204; Phone: 312-730-1560; Facsimile: 312-730-1576; Email: OCR.Chicago.ed.gov.

Student-Led Clubs and Activities

The Council Bluffs Community School District offers a full array of curriculum related clubs and activities. A full list is available at the building your child attends.

Equal access is also provided to non-curriculum related student initiated clubs and activities. These organizations are neither approved nor endorsed by the school. A list of student led clubs and activities is also available at each building.

Students who wish to start a non-curriculum related student organization should contact a building administrator for a formal application for facility use. The School District application and facility access form shall be used by all schools to approve or disapprove all facility access applications for a student initiated non-curriculum related group which is neither endorsed nor approved by the Council Bluffs Community Schools.

Religious Rights and Freedom of Expression

All students keep their constitutional rights, including freedom of speech and expression when on school grounds or when participating in school-sponsored activities. These rights include freedom of

religion. The constitutional rights of students at school can get complicated. The following points are intended to help students, parents/guardians, staff and the general community better understand these rights. The guidelines listed below are subject to change should new court decisions so require and will be reviewed annually to determine continued compliance with legal standards.

If you have questions about any of the following, you may call your principal for specific Council Bluffs School District guidelines or contact the Chief of Student and Family Services, Tim Hamilton at 712-328-6423.

- Secondary school students have the right to use school facilities for religious clubs before or after school. Although the club or organization must be student led, students may invite speakers from outside the school to occasionally participate in the religious club as long as outside speakers do not direct, conduct or control the meeting.
- Students may peacefully distribute free religious literature on school grounds during non-instructional time.
- During non-instructional time, students have the right to pray individually, in groups or to engage in religious discussion as long as it is non-disruptive and respects the rights of those who do not wish to pray. If a school or teacher provides a moment of silence, students are free to use that moment as they choose including personal thought or prayer.
- Students may bring religious books to school and may read from those books during non-instructional time (including free time in class, lunchtime, before or after school, recess, passing time or any other time students are freely permitted to mingle with their peers).
- Religious books can be part of a secular program of instruction and learning. Students may use religious books if otherwise relevant in study as references in assignments or for academic content.
- Clothing and jewelry with religious symbols and messages may be worn unless the item is prohibited for other reasons by the school's dress code.
- School officials or school employees, while acting in an official capacity may not encourage or solicit religious or anti-religious activity. This includes mandating or organizing religious programs at school events including graduation.
- Religious events and activities may be announced or advertised by the school in the same manner as other community events.
- Graduation speakers including students may speak on any topic relevant to graduation and may, if they choose, include religious/philosophical themes in their speeches.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

·*Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
7. Religious practices, affiliations or beliefs of the student or parents/guardians or
8. Income, other than as required by law to determine program eligibility.

·*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings or any physical exam or screening permitted or required under State law and
3. Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

·*Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under State law. The District has developed and adopted a policy, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of

protected information surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. The District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through the District handbook, U.S. Mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted in individual school handbooks and will provide an opportunity for the parent/guardian to consent or opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the projected activities and surveys and be provided an opportunity to opt their child out of such activities and surveys.

Parents/guardians *who believe their rights have been violated may file a complaint with*:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
7. Religious practices, affiliations or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys") and certain physical exams and screenings. This requirement does not apply to school based fundraising programs, scholarships, post secondary or military recruiting.

Building level activities, if any, requiring parental notice and consent or opt-out for the upcoming school year may be found in your individual school handbook. For surveys and activities scheduled after the school year starts, the District will provide parents/guardians, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents/guardians to any student who is 18 years old or an emancipated minor under State law.)

This September, 6th, 8th and 11th grade students will be invited to complete the Iowa Youth Survey. Information is collected about their ideas on alcohol, tobacco, drugs, bullying and harassment and violence prevention. The information collected will help the state planning agencies, our school and local community task forces put together valuable future programming. It is important to ask children to tell us what is good and working about their life in Iowa, and what needs improvement, in their eyes. If you do not want your child to participate in the Iowa Youth Survey you must notify your school in writing.

Each spring, the District does administer a school climate survey to students, parents/guardians and staff in grades 4-12. Responses are anonymous. You may view this survey in advance by contacting your child’s school or calling Student & Family Services at 712-328-6423. The survey deals with a wide range of topics from basic cleanliness of the facilities, demeanor of staff and students and Code of Conduct issues such as bullying, substance abuse and overall fairness of school discipline. You may opt your child out of the survey by providing written notice to your child’s school. You may call 712-328-6423 for information about either survey.

Notification of Parental and Students Rights Regarding School Records

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

1. The right to inspect and review the student's educational records within 45 days of the day the District receives a request for access. Parents/guardians or eligible students should submit to a school administrator [or appropriate school official] at the site the student attends a written request that identifies the record(s) they wish to inspect. The administrator will make arrangements for access and notify the parent/guardian 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/guardian or eligible student believes are inaccurate or misleading.

   Parents/guardians or eligible students may ask Council Bluffs Community Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. This does not include the grade as determined by a teacher. However, it can include a grade inaccurately computed or recorded.

   If the district decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian 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/guardian 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. FERPA authorizes disclosure without consent of the following types of information to the public: name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, absences, degree and awards received, the most recent previous school or institution attended by the student and other similar information including that contained in a yearbook, newspaper or other school publication. To prevent the public release of such information, a parent/guardian must file a written objection with the building principal responsible for maintaining student records. Without specific parental/guardian objection, the principal or supervisor of student services will release directory information when the official deems release appropriate. The parent/guardian must notify the school of objections in writing within 30 days of registration. To prevent the release of public information to military recruiters, a parent/guardian must specifically request in writing that such public information not be released to military recruiters.

   Another exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official includes, but is not

limited to, 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); a person serving on the School Board; a person or company with whom the District has contracted to perform a special service or task (such as an attorney, consultant, auditor, AEA employee, specialized instructor or program provider, medical consultant, therapist or employee of an agency contracted to assist the District with management, storage, transfer and security of student electronic databases) or parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee 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 educational records without consent to officials of another school district in which a student seeks or intends to enroll. This includes, when requested by the releasing institution, the transfer of suspension and expulsion records to any public or private elementary or secondary school when a student enrolls or asks to enroll in that school.

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 Avenue, SW
Washington, DC 20202-4605

Student records are reviewed and inappropriate materials removed periodically and, at a minimum, whenever a student moves from the elementary level to middle school level to high school level and when a student transfers out of the District. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance. Special education records are maintained for 5 years after the date of graduation or discontinued attendance. The parents/guardians of handicapped students, or handicapped students over age 18, will be informed when personally identifiable

information in records is no longer needed to provide educational services and before the information is destroyed.

Student records may include, but are not limited to, the following types of records: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations and external agency reports.

The District may share any information with the Parties contained in a student's permanent record, which is directly related to the juvenile justice system's ability to effectively serve the student. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or the student's family or coordinating the delivery of programs and services to the student or student's family. 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.

Teacher and Paraprofessional Qualifications

Parents and guardians have the right to request information about the professional qualifications of their child's teachers. This includes whether the teacher meets state certification requirements for their grade level or subject, is teaching under provisional or emergency status, and is teaching in the area for which they are certified. Parents or guardians may also request information about the qualifications of any paraprofessionals who work with their child(ren). If you would like to receive this information, please email HR@cbcsd.org or call 712-328-6446 and request to speak to someone in the Human Resources Department.

Open Enrollment

The Council Bluffs Community School District is pleased and honored to be your school district of choice. Open Enrollment laws give you the opportunity to continue being a part of our school district, even when you move outside of the District boundaries. Parents/guardians considering the use of the open enrollment option to enroll their child/ren in another public school district in the state of Iowa should be aware of the following dates:

March 1, 2026 - Last date for regular open enrollment request for the 2026-27 school year.

September 1, 2026 – Last date for kindergarten open enrollment requests for 2026-27 school year.

Parents/guardians of open enrollment students whose income falls below 160% of the federal poverty guidelines are eligible for transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend.

Parents/guardians should be aware that open enrollment may result in the loss of athletic eligibility. General Education Early Childhood students are not eligible for open enrollment.

For further details, contact the Chief of Student & Family Services at 712-328-6423 ext. 11347 or a Department of Education Consultant at 515-281-5294.

Homeless Children and Youth

Homeless children have a right to an education. If you know of any homeless children please notify your principal or Student & Family Services. A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age. If you are homeless and feel you are being denied an education, contact your child's principal. The designated liaison for Homeless Children and Youth for the Council Bluffs Community School District is Tim Hamilton at 712-328-6423 or call Iowa Legal Aid at 712-328-3982.

Post-Secondary Enrollment Options Act for High School Students Only

It is possible for high school students to enroll in courses or a program of studies at an approved Iowa college in order to earn college credit and high school credit at the same time. Tuition and other costs (maximum $250 per course) will be paid by Council Bluffs Community Schools if the course is not equivalent to an existing high school course. For a full explanation, a school counselor should be contacted.

Human Growth and Development

Human growth and development can include topics such as self-esteem, interpersonal relationships, human sexuality (including stereotypes, abuse, harassment and sexually transmitted diseases), substance abuse, stress management and suicide prevention. Parents/guardians are encouraged to speak with school staff regarding content at specific grade levels and in specific courses.

With the exception of the 4th grade program, "Human Growth and Development," there shall not be separate notice regarding specific classes, course content, assembly or other method of instruction.

Any parent/guardian may request to inspect the instructional materials used for this course. Requests should be made to the building principal or the Director of Elementary Education.

Parents/guardians who object to any or all aspects of instruction in human growth and development must file a written request with the building principal that the student be excused from the instruction. The written request shall include a proposed alternate activity acceptable to the school. The parental/guardian objection and suggestion for alternative activity must be filed annually and shall be placed in the student's file. Upon approval of the school principal, the request for alternative activity will be followed.

Medications and Health Information

Student medication policy is outlined in Board Policy 517. No medication (including prescription and over the counter medications) may be taken at school without specific written authorization. Only employees specifically trained and authorized may administer medications. A student may not maintain medications in his or her possession for self-medication unless authorized by the school nurse. Carrying inhalers for asthma is permissible. However, certain guidelines are required, including written doctor and parent/guardian authorization. For more information please contact the school principal or nurse. Special education students may have additional criteria contained in their Individual Education Plan (IEP).

Please inform the school nurse of any medical concerns your child may have, as well as any changes in the status of your child's health, including medications, even if there is no change in the medication.

Due to changes in the law regarding confidentiality, it may be more difficult for us to contact your child's doctor regarding immunizations and medications. Please be sure we have appropriate information and signed authorization. Immunization records are required for attendance.

Student Absences and Sign Out

If a student is going to be absent, or if a parent/guardian wishes to have a child leave before the regular dismissal time, it is possible to notify the school by note or phone. Parents/guardians picking up children must come into the office and sign the children out. A child who becomes ill during the day may only be released to the parent/guardian or another adult previously selected by the parent/guardian.

Emergency Drills and Emergency Response

The Standard Response Protocol is used in the Council Bluffs Schools. This protocol provides training and resources for staff and students to respond appropriately to emergency situations. These responses include a **Hold** to keep the hallways clear in the event of minor disruptions or medical

emergencies, **Secure** for potentially disruptive situations outside of the school, **Lockdown** for potentially disruptive situations inside the school, **Evacuate** for potentially dangerous situations inside the school, and **Shelter** for moving to a safer location within the building. Each school conducts secure and lockdown drills, fire evacuation, tornado shelter, and other emergency drills. At the beginning of each school year, teachers notify students of the procedures to follow in each of the potential situations. Emergency procedures and proper exit areas are posted in all rooms. All students are required to participate in drills for everyone's safety, and are expected to remain quiet and orderly during a drill or an emergency.

Emergency Communications

We make it a priority to communicate with parents/guardians as soon as practical when there is a safety concern at the school. This will occur once measures have been taken to respond to the emergency to help ensure the safety of students, staff and visitors, and when accurate information is confirmed. We realize that students often text or call parents when the school implements a safety protocol. Please know that we do our best to communicate specifics with students in a timely manner. However, your child may not have all of the information and may unknowingly share incomplete or inaccurate information with you.

The School District's automated calling, texts and email system is the primary way we communicate during an emergency. Please make sure you update your phone number and email address if there are changes and ensure you do not block the school district's calls. Also, please make sure to listen to the message in full, and press the * key if you want to re-play the message. In addition, you are encouraged to please download the free school district mobile app (Council Bluffs Comm Schools) so that you can receive emergency alerts on your phone or tablet. The social media sites of Facebook and Twitter may be used to update parents.

During a school emergency, parents should not go to or call the school, or approve your child to leave school grounds. It is important to keep the streets and parking area near the school, and phone lines open for emergency responders and communication. We need to be able to effectively account for all students and staff following an incident.

Student Fees

Student fees are authorized for textbooks, school supplies, eye and ear protective devices, driver education, tuition for summer school and transportation for resident students attending public school who are not entitled to transportation. No student will be denied an education or be restricted from participation in co-curricular programs because of his/her inability to pay these fees. The building

administrator may waive fees for students with financial hardships. To have fees waived the Required Registration Form should be completed and returned to the building principal.

Student Discipline

Building level discipline policies unique to each school are contained in the school handbook and reflect Board Policy. District wide discipline policies and due process procedures for general and special education students are contained in the Code of Conduct section of this handbook.

Surveillance Cameras

Surveillance cameras may be located on school buses and in various public spaces in school buildings and on school grounds. These cameras are present to assist school officials in providing a safe environment for all students, staff and visitors. Video records from these cameras, although otherwise confidential student records, may be reviewed in the presence of school officials by parents/guardians of students being disciplined as a result of misconduct recorded on tape and may be used as evidence in student hearings. Students and others should know that they have no expectation of privacy in those places where surveillance cameras are installed and that student discipline records become public records if a student in an appeal to the Board of Education requests a public hearing or files a lawsuit challenging the decision of the Board of Education.

Safe Schools Transfer Requests

Students who are the victim of a serious crime on their school's campus have a right to transfer to another school within the district. Transportation is the responsibility of the student and/or parent/guardian.

Serious crime is defined as:

A forcible felony, physical or sexual assault other than a misdemeanor, kidnapping, 1st or 2nd degree robbery or extortion, 1st degree arson, use of incendiary or explosive device, criminal gang activity, use of a weapon.

Contact the Chief of Student & Family Services at 712-328-6423 to arrange a safe schools transfer.

Lost or Stolen Property

Neither the school district nor its staff is responsible for lost or stolen property. Students are encouraged to only bring to school what is needed for learning each day. Students should not switch lockers unless authorized by the school administration. Students should not give out locker combinations to other students. Stolen property and broken lockers should be reported to staff immediately.

Visitors

All visitors, including parents/guardians are required to sign in and out of buildings when school is in session and students are present. The District uses a Visitor Management System in all buildings. The system scans visitor driver's licenses and conducts an on-the-spot check of the nationally-compiled sex offender database. A visitor badge is printed to include the visitor's photo and date of visit. The information for repeat visitors, or those who have been screened at another building in the district, will be stored and available without a new scan or photo being taken.

Other than for early childhood programs, parents/guardians are expected to say goodbye to their children outside the school door and children will independently go to lockers and their classrooms. Parents/guardians are expected to wait outside the building for student dismissal.

With exceptions to be approved by the building principal, students are expected to arrive on time and to attend all day. Check with your individual building to confirm late arrival and early dismissal procedures.

Specific sign in requirements for parents/guardians with children in early childhood programs shall be provided by schools with early childhood programs.

Parents/guardians wishing to visit classrooms, breakfast, lunch programs or recess are required to have the advance permission of the building principal. All procedures for sign in and visitor badges are to be followed. Parents/guardians and other visitors who fail to follow expected procedures; or who interfere with the responsibilities of staff or who behave or speak inappropriately to students or staff shall have visitor access privileges limited or revoked.

Volunteering In the Schools

For the safety of everyone, parents/guardians and others who wish to volunteer in the classroom or help on field trips will need to be approved in advance by completing the forms necessary to allow the district to obtain any related information on the child and dependent adult abuse and sex offender registries. Upon clearance, individuals will receive personalized volunteer cards indicating when the two-year approval as a volunteer should be renewed.

Cell Phones/Personal Electronic Devices

It is the policy of the Council Bluffs Community School District that students may not use personal electronic devices during instructional time. Students have access to district-owned electronic devices and may use them as appropriate during the school day.

For the purposes of this policy, instructional time is defined as any time during which a

student is scheduled to be under the guidance and supervision of licensed instructional staff, including while participating in independent study during the school day.

In grades 6-12, instructional time shall be from the beginning of each period's class bell until the bell at the end of each class. In preschool through grade 5, instructional time shall be from the beginning of the school day until the end of the school day. During these times, personal electronic devices will be required to be placed on silent and not be visible.

For purposes of this policy, a "personal electronic device" is a device that is owned and used by a student to send or receive information or create or review content, including cellular and mobile phones, watches or other wearable devices in a receive or transmit mode, laptop or notebook computers, tablets, video game devices, portable media players, headphones, and any applications or programs installed by the student on a school-owned or issued device. Wearable devices may be visible but set to "do not disturb" mode.

Personal electronic devices that have been specifically authorized under a current individual education plan (IEP), a Section 504 plan, or an Individual Health Plan (IHP) are exempt from this policy.

A student's personal electronic device may be used during instructional time under the following conditions:

- a member of the school's instructional staff permits use of personal electronic devices for a specific instructional purpose that aligns with the course standards or outcomes.
- a member of the school's instructional staff permits use of personal electronic devices during an emergency situation

If there is a matter requiring the student's immediate attention, a parent or guardian may contact the school office or attendance office. School personnel will relay messages to the student or request the student come to the office to communicate with the parent.

Interventions for Violations of Personal Electronic Device Policy

Interventions of this policy will align with the Student Code of Conduct, which includes appropriate consequences for behaviors that disrupt the learning environment.

First Incident: The student will surrender the device to school staff who shall return the device at the end of the instructional period.

Subsequent Incidents: Each building will determine repeated violation interventions,

which may include:

- Personal device will be held until the end of the school day
- Conference with student
- Parent/guardian conference
- Support/intervention plan
- Extended period of loss of device use during the school day
- Detention or other extended school time options
- Suspension

Any time a device is surrendered, the confiscated device will be secured by a school staff member.

Student-Specific Exceptions to Policy

A parent or guardian of a student may apply to allow their child to maintain access to a personal electronic device for a legitimate reason related to the student's physical or mental health, based on the unique facts of the student's case and healthcare provider documentation. The application shall be submitted to the building principal. If not granted, a parent or guardian may appeal to the superintendent or designee, whose decision shall be final. A parent or guardian has the burden of providing a legitimate reason for allowing the child to maintain access to a personal electronic device contrary to policy.

Confiscated Items

Staff may confiscate items considered inappropriate for school. If the item is illegal, it may be turned over to the police. Unless turned over to the police, confiscated items will be held in the main office and returned to the parent/guardian upon request at the conclusion of disciplinary action.

If no request is received within 10 days, the item will be destroyed or disposed of. If no disciplinary action is planned, the item will be returned to the student or the parent/guardian with a direction that the item not be brought to school again. If this direction is violated, the student could face disciplinary action up to and including suspension or expulsion. Reasonable efforts will be made to securely store confiscated property until returned.

Police Resource Officers

Police Resource Officers have multiple roles as staff in a building. They offer security to staff, students, parents/guardians and clients of the school while on school premises. They also offer education

and information to students and staff about the law. The officers have authority and responsibility separate from school authorities. Their powers to arrest or issue tickets are the same as any other police officer. Students should be aware that they can be subject to police action separate from any school action.

For purposes of the Family Education Rights and Privacy Act, the Police Resource Officers serve as the District's law enforcement unit, and may have access to student records under the operation of Student and Family Services.

Presence At School Facilities Or Related Activities

Students shall not be on any District grounds or property or at school activities involving the Council Bluffs Community School District unless they have an appropriate reason for being there. Students and others may face disciplinary action including suspension and expulsion and be removed, barred and/or charged with trespassing, disturbing the peace or other crimes if related to an inappropriate presence on school grounds.

Students who have engaged in serious or repeated acts of misconduct may be denied attendance at school related activities in addition to any period of suspension. This includes school graduation ceremonies. As with suspensions, the student must be provided with the due process provisions of the Code of Conduct. Students who have been suspended or expelled are excluded from all Council Bluffs Community School grounds or property and from all school activities involving the Council Bluffs Community School District during the period of suspension or expulsion without prior permission of the school principal or representative.

Compulsory Attendance

A child who has reached the age of six and is under seventeen years of age by September 15th is of compulsory attendance age. All students enrolled, including those not of compulsory attendance age, are required by the Board of Directors to attend school each day that school is in session, unless the parent/guardian and student have filed for competent private instruction (home schooling) by August 26th or within 14 days of removal from school. Any child who fails to attend school without reasonable excuse for the absence shall be defined as truant. The building principal or designee may report each child of compulsory attendance age who is truant to the County Attorney. It is the responsibility of the County Attorney to take appropriate action.

Excused absences may include:

1. Illness
2. Funeral

3. Medical appointment
   (Parents/guardians are encouraged to set appointments outside of the school day)
4. Required court appearance
5. Absences to attend a religious service or to receive religious instruction
6. Other absences excused by the administration

A school administrator may require verification in order to classify any absence as excused. Verification may be requested in the form of a doctor's note, written statement by a clerk of the court, written excuse by a minister or other means an administrator may deem sufficient to determine whether or not an absence shall be classified as excused. The principal may also refer a student with excessive excused absences to the County Attorney. The definition of "excessive" shall be at the discretion of the building principal, but shall be generally defined as interfering with the child's educational progress.

Truancy:

Students who are absent from their assigned class or class activity for reasons other than those listed as excused are truant. Acts of truancy may result in interventions, denial of academic credit or grade level or course retention, and/or placement in alternative learning opportunities or referral to the County Attorney.

Drop Outs – License Revocation

Students between the ages of 16 and 18 who cease to attend school or officially withdraw (without a transfer and attendance at another school) will be reported to the Department of Transportation for the purpose of license revocation. This includes students who enroll in or intend to enroll in a HiSet program.

Attendance is part of a student's permanent record and will be furnished to prospective and/or current colleges and employers. This information may also be requested by the armed services as part of the recruiting process.

Transfers within District

Students must live within the established attendance area or be approved for transfer to another school within the Council Bluffs Community School District. If you do not live in the area of the school you wish your child to attend, you must apply for an in-district transfer. Transfers may not be granted due to large class sizes in the receiving school. Some elementary schools may not be receiving in-district transfers and/or open-enrollment transfers for the 2025-26 school year at some or all grade levels.

Parent/guardian requests for in-district transfers are limited to one per year, per student. Transfers may only take place at the end of the first semester on January 16, 2026. Students with excessive absences

will not be allowed to transfer to another school unless approved by both the sending and receiving building as part of a planned attendance intervention or unless approved as part of a court-ordered mediation. Students who develop excessive, unexcused absences after a transfer may have the transfer revoked and be returned to their home attendance area school.

When a transfer is initiated by the parent/guardian, transportation is the parent's/guardian's responsibility.

If you move outside of the Council Bluffs Community School District, you may request to remain in your current school. Please ask the school office for a form to request Open Enrollment into the Council Bluffs School District. If a change of address creates the need to attend a school in another school district, your student's records will be provided to the new school district upon request.

Dental Screenings

State law requires all students enrolling in kindergarten and 9th grade to show proof of a dental screening. For kindergarten, a screening completed no earlier than age 3, but no later than four months after enrollment is acceptable. Dental screenings may be offered at school for our families experiencing barriers in accessing care. If you do not want your child to be screened at school please notify the school nurse within the first 30 days of school.

Student Code of Conduct

Policy 512

The Student Code of Conduct is designed to encourage students to accept responsibility for their actions, reinforce students to respect the rights of others, facilitate learning and promote the orderly operation of all Council Bluffs Community School District schools. It is composed of five groups of behaviors. Students are required to adhere to this Student Code of Conduct. A student who engages in behavior which is not listed in the Student Code of Conduct, but is detrimental to good order in the schools or which impairs the morale or good conduct of students, will be subject to the authority of the classroom teacher and/or administration.

APPLICATION OF DISCIPLINARY INTERVENTIONS

For purposes of this Student Code of Conduct, early learning interventions apply to students in Preschool, elementary interventions apply to students in grades K-5, and secondary interventions apply to students in grades 6-12. District personnel will use their professional judgment to determine which

disciplinary interventions for the listed behaviors will be most effective while taking into account the following factors:

- The student's age
- The severity of the student´s action
- The student's previous interventions
- Other relevant factors

Students with special needs (i.e., disabilities, IEPs or Section 504 Accommodation Plans) must be disciplined in accordance with federal and state law, as well as district policy.

Students in our Preschool program must be disciplined in accordance with Iowa child care licensing requirements, state and/or federal child care accreditation, as well as district policy.

SCOPE OF AUTHORITY

The provisions of this Student Code of Conduct apply in all situations in which students are involved, including:

- Activities on school property;
- Travel on school buses or in any vehicle when that vehicle is used to transport students for the district;
- Off-site school sponsored activities;
- While walking to or from school, waiting for school-provided transportation or waiting for or riding on public transportation to and from school, if the student's conduct is the result or cause of disruptive behavior on school grounds; and
- Acts or behavior, which occurs off school property and poses a threat to the safety of students and faculty or disrupts the learning environment.
- Acts or behavior, which occurs on any social media site and poses a threat to the safety of students and faculty or disrupts the learning environment.

Off-campus behaviors that are not school-related but that adversely affect the educational climate will also be subject to school-related interventions. In addition, the district will seek restitution when district property is damaged, destroyed or stolen.

SUPERVISION OF STUDENTS

All district personnel responsible for the care and supervision of students have the responsibility to support students' physical and psychological safety. Therefore, district personnel are authorized to hold students accountable for any unproductive behavior in school, on any property of the school, on any school bus going to or returning from school, or in any vehicle when that vehicle is used to transport

students for the district during school-sponsored activities or during a school activity during a non-school time or date.

School personnel may use reasonable and prudent physical force as a last resort to restrain a student whose actions are reasonably believed to result in physical injury to any persons, including the student. School personnel must follow Chapter 103 guidelines if this were to occur.

STUDENT ACCOUNTABILITY

As students within the Council Bluffs Community School District, it is expected that behavior always falls under the guidance of the Council Bluffs Community School District's Student Code of Conduct. This is expected of all District students and parents and/or guardians without exception (unless spelled out through a written success plan). It is encouraged that all students and parents/guardians read and get an understanding of the Student Code of Conduct responsibilities and consequences. Any deviation of expectations can result in interventions written within this document. This method of addressing behaviors will be to ensure a positive learning environment.

STUDENTS' ACCOUNTABILITY FOR PERSONAL SUCCESS

As important members of the Council Bluffs Community School District, students are encouraged:

- To read and become familiar with all District policies.
- To attend school daily, come prepared for academic success and complete all academic work to the best of their ability.
- To understand and follow school rules and instructions given by the school's leaders, teachers and other team members.
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school or in the school community.
- To bring to school only those materials that are allowed and which will increase success.
- To treat the school community with respect.
- To respect school property, community property and the property of others.

STUDENTS' RESPONSIBILITY FOR ITEMS IN THEIR POSSESSION

The District strives to promote a safe learning environment. Students should not possess the following articles on school property: drugs, weapons, alcohol and/or other materials deemed illegal or unauthorized under Iowa and Federal law, School Board policy or the Student Code of Conduct. Students are responsible for any items and/or materials found in their possession. For purposes of the Student Code Conduct, items are deemed to be within a student's possession if the items are found in any of the

following places:

- student's clothing (i.e., pockets, jackets, shoes, socks, hats, etc.);
- student's purse/book bag;
- student's desk;
- student's locker; and/or
- student's automobile located on district property.

It is each student's responsibility to check his or her personal belongings for possible unsafe items before entering school property, any school bus going to or returning from school or any vehicle when that vehicle is used to transport students for the district and school-sponsored activities. A student may be required to provide unsafe items to administration if these items are brought to school.

GROUP I – BEHAVIORS AND INTERVENTIONS

Truancy (Chronic Absence)

Significant time away from school negatively impacts the academic success of our students. Chronic absence includes all absences: excused, unexcused and suspensions that result in significant time away from the school learning environment. School administration or an appointed designee will determine whether the student's absence is verified or unverified. School Administration or appointed designee will also assess if the chronic absence is the result of a familial circumstance and refer such instances for intervention through support services.

***Tardy:** A student is tardy if they are not present at the start of a class period. A student who is tardy to class after ten minutes without a proper authorization/pass is considered truant. Students who are frequently tardy to classes may be subject to individualized support, interventions, or to school procedural methods. A tardy may be verified or unverified. A verified tardy is only recorded with a formal written and timed excuse/admit slip from a school administrator, teacher, or district level employee. All other tardy excuses will be unverified.

*Chronic absence can be considered truant under state statutes and city ordinances and may result in a referral for a truancy citation. Note:School Administration will follow the attendance policy defined in the District Handbook. For detailed information on the attendance policy, please refer to the district's website.

Failure to Adhere to the Approved Dress Code

Students are encouraged to dress in a manner consistent with schools' dress code guidelines. Students whose dress does not meet dress code guidelines which disrupts the learning environment may be subject to interventions.

GROUP I – INTERVENTIONS

PRESCHOOL

First Incident

- Parent/Guardian Contact
- Teacher/Student Conference

Subsequent Incidents

- Intervention Plan / Safety Plan
- Referral to Preschool administration and/or support personnel
- Parent/Guardian Conference

GRADES K – 5

First Incident

- In-school Conference with Student
- Parent/Guardian Contact
- Teacher/Student Conference

Subsequent Incidents

- Intervention Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Parent/Guardian Conference
- Teacher/Student Conference

GRADES 6 – 12

First Incident

- In-school Conference with Student
- Parent/Guardian Contact
- Teacher/Student Conference

Subsequent Incidents

- Intervention Plan/ Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Parent/Guardian Conference
- Teacher/Student Conference

GROUP II – BEHAVIORS AND INTERVENTION

Academic Dishonesty

Cheating on tests, copying assignments or papers, inappropriate use of artificial intelligence, etc. Academic dishonesty may include, but is not limited to, plagiarism, claiming credit for another person's work; cheating on tests, assignments, projects or similar activities; fabrication of facts, sources or other supporting materials; unauthorized collaboration, facilitation of academic dishonesty and other misconduct related to academics.

Note: The initial act of academic dishonesty will result in the student receiving a zero on the assignment and parent notification.

Possession and/or Use of Tobacco or Tobacco-like Products

Possession and/or use of any tobacco products, electronic cigarettes, vaping device or any other device that may be used to deliver nicotine or other substances to the individual inhaling from the device including any component or sold as an e-cigarette. Nicotine patches or other medications used in a tobacco cessation program may only be possessed in accordance with district policy. In order to provide a safe and secure learning environment, these products and the use of these products are not welcome on any school district campus locations.

Possession Exhibition and/or Distribution of Obscene Material

Possessing, exhibiting or distributing obscene material, (either hard copies or electronically) which satisfies all three elements of the Miller Test for obscenity.

Gambling

Gambling is defined as betting on an uncertain outcome, regardless of stakes; engaging in any game of chance or activity in which something of real or symbolic value may be won or lost. Gambling includes, but is not limited to, betting on outcomes of activities, assignments, contests and games.

Unproductive Behavior in the Classroom, School or During School Activity

Behavior in the classroom, school building or on school grounds that disrupts or results in an unsafe learning environment. (i.e. running through the halls, horse playing, wrestling, inappropriate use of equipment or materials, etc.)

Unproductive Behavior on School Bus or at School Bus Stop

Behavior on the school bus or at a school bus stop that disrupts or results in an unsafe environment.

Use of Abusive, Obscene, Offensive or Profane Language

The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive. Any slurs, innuendos or other verbal conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability or sexual orientation that have the purpose or effect of creating an intimidating, hostile, or offensive educational environment. *Note: Severity of the defiant violation (i.e. abusive/derogatory language directed towards school personnel) could warrant Group III Interventions.*

Violation of Technology Acceptable Use Policy

Any violation of the expectations, requirements, and/or student responsibilities outlined in the district's Technology Acceptable Use Policy (see page 61). If utilizing social media in an unacceptable manner such as: invading the privacy of individuals, publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately and using the district network for illegal, harassing, vandalizing, inappropriate or obscene activities. Possessing, exhibiting, or distributing material, which offends a person's common decency and morals. *Note: Additional interventions may be imposed by administration for violation of this policy.*

Possession of Non-Controlled Substances

Possession of a non-controlled substance upon the representation that the substance is a controlled substance.

Possession of Lighters and/or Matches

The possession of lighters and/or matches.

GROUP II – INTERVENTIONS

PRESCHOOL

First Incident

- Conference with student/ develop plan with students (with developmentally appropriate behavior strategies)
- Parent/Guardian Contact
- De-escalation/ Peace Corner

Subsequent Incident

- Parent/Guardian Conference and team meeting if needed
- Refer to Preschool Administration and/or support personnel for observation and collaborative development of Support Plan/Safety Plan

GRADES K – 5

First Incident

- In-school Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Teacher/Student Conference to address Developmental Deficits and Reflection
- Restorative Practices
- De-escalation/Peace Corner

Subsequent Incidents

- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Develop Support Plan/ Safety Plan

GRADES 6 – 12

First Incident

- In-school Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Teacher/Student Conference
- Restorative Practices
- De-escalation/Peace Corner

Subsequent Incidents

- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Develop Support Plan/ Safety Plan

GROUP III – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and district administration depending on the severity of the behavior.

Forgery

Making, completing, altering or authenticating any written document so that it purports to have been made by another party. *Note: The behavior includes, but is not limited to, signing a parent and/or guardian, teacher, or school personnel's signature on documents.*

Dangerous Behavior

Behaving in such a way as could reasonably cause injury to a student, teacher or other staff member (i.e., throwing chairs, throwing items at student/staff, slap boxing, social media challenges, etc.).

Note: Any serious physical injury, which results from a student's behavior may result in Group IV Intervention.

Stealing

The unlawful theft or attempted theft of school property or personal property of another with the intent to deprive the person of the property.

Extortion

Obtaining money, information or anything of value by means of oral or written threats or taking any other actions intended to intimidate.

Vandalism

The willful or malicious destruction and/or damage of school property or the property of another.

Note: Restitution could be applied as an intervention.

Receiving Stolen Property

Receiving or possessing property which has been stolen from another student and/or school personnel.

Failure to Meet Conditions of Suspension, Expulsion, or Other Disciplinary Interventions

Violating conditions of a suspension, expulsion, or other disciplinary intervention including, but not limited to, participating in or attending any district-sponsored activity or being on or near district property or the location where a district activity is held.

Possession of Sexually Explicit, Vulgar or Violent Material

Students may not possess or display, electronically or otherwise, sexually explicit, vulgar or violent material including, but not limited to, pornography or depictions of nudity, violence or explicit death or injury. This prohibition does not apply to curricular material that has been approved by district school personnel for its educational value. Students will not be disciplined for speech in situations where it is protected by law.

Inciting to Fight/Contributing to a Disruptive Situation

The intentional promotion or advocacy of student misconduct by another student for the purpose of substantially disrupting any school function or classroom. If a student utilizes social media to promote or incite a fight (i.e., videotaping fights and posting the videos on the internet or social media sites), can be included as a participant in violation of a behavior that may include inciting to fight, fighting, or bullying.

Possession and/or Use of Toxic Substances

Use of intoxicants, which cause a loss of control or inebriation (i.e., glue, solvent and similar substances).

Possession and/or Consumption of Alcohol

Possession or consumption of alcohol at school, on school property or during a school activity.

Possession of Identifiable Drug Paraphernalia

Possession of items used to pack, weigh, store, contain, conceal, inject, ingest, inhale or otherwise introduce into the body a controlled substance

Unauthorized Entry – Restricted and/or Unsupervised

Students entering into the school or certain areas of the building without permission; students entering restricted areas; students being in school areas without appropriate supervision; allowing or assisting any individual(s) to enter a district facility other than through designated entrances or allowing unauthorized persons to enter a district facility through any entrance; and returning to school premises while serving a suspension. A district facility may include a school provided transportation vehicle.

Possession and/or Use of a Simulated Weapon

The possession, concealment or display of a simulated weapon including, but not limited to orby guns, toy guns, cap guns, nerf guns, etc. that would put a reasonable person in fear or apprehension of harm.

GROUP III – INTERVENTIONS

PRESCHOOL

First Incident

- De-escalation/Peace Corner
- Triage/Reflection with Student(s)/ Mediation with students
- Parent/Guardian Conference
- Individual Support Plan/Safety Plan to set social-emotional learning interventions and goals, involves observations and support services from Preschool staff
- Referral to Community Based Agencies.

Subsequent Incident

- De-escalation/Peace Corner
- Triage with Learner(s)/ Mediation with students
- Parent/Guardian Conference
- Review/Revise Goals and Interventions From Previous Support Plan
- Referral to Community Based Agency.

GRADES K – 5

First Incident

- In-School Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Referral to Community Based Agency

Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/ Safety Plan
- Parent/Guardian Conference
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Referral to community based agencies.

The severity of the behavior could warrant a suspension per discussion with administration.

GRADES 6 – 12

First Incident

- In-School Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/ Safety Plan
- Learning Center
- Restorative Practices
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Short-Term Out-of-School Suspension (up to 3 days)
- Referral to Community Based Agency

Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/ Safety Plan
- Parent/Guardian Conference
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Short-Term Suspension
- Referral to Community Based Agency

The severity of the behavior committed could warrant interventions developed by administration or support team.

GROUP IV – BEHAVIORS AND INTERVENTIONS

Any commission of these behaviors **may** be reported to local law enforcement and/or a community based agency depending on the severity of the behavior.

Threatening Another Student

Intentional verbal or physical threat to do harm to a student by a student who possesses a plan and the means to carry out such threat. This includes making verbal or physical threats made electronically during school or after school hours.

Note: Parent/Guardian notification required for students who threatened and threatened students within 24 hours.

Fighting

Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action. If a student utilizes social media to promote or incite a fight, i.e., videotaping fights and/or posting the videos on the Internet, texting, phone calls, etc., the student may be included as a participant in violation of a Behavior that may include inciting to fight, fighting or bullying.

Possession and/or Use of Drugs

The use and/or possession of unauthorized prescription drugs, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances is prohibited on any district property. This includes possession and/or use of any forms of edibles, marijuana infused products, vape pens containing THC infused liquid substance.

Assault of Another student

An actual and intentional touching or striking of another student against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury. A student using physical force in self- defense during the event of an assault shall not be considered to have engaged in assault themselves.

Threatening of School Personnel

Intentional verbal or physical threat to do violence to a staff member. This includes making threats made electronically during school or after school hours.

Assault of School Personnel

An actual and intentional touching or striking of school personnel against their will with the intent of causing serious physical harm, or an attempt to do the same, or placing a person in apprehension of immediate physical injury.

False/Fire Alarms

Tampering with emergency equipment, setting off false alarms, making false reports; communicating a

threat or false report for the purpose of frightening or disturbing people, disrupting the educational environment or causing the evacuation or closure of district property.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creating an intimidating, hostile or offensive educational environment. Examples of sexual harassment include, but are not limited to, sexual jokes or comments; requests for sexual favors; and other unwelcome verbal conduct or a sexual nature. Sexual harassment also includes the misuse of social media in publishing or displaying any defamatory, racially offensive, abusive, obscene, profane, sexually oriented or threatening materials or messages either publicly or privately.

Note: School Administration will follow Title IX guidelines if deemed appropriate.

Sexual Misconduct

An actual and intentional touching or fondling, which would constitute sexual contact regardless of whether the touching occurs through or under the clothing.

Note: Students found to have voluntarily participated in sexual misconduct will receive the same intervention. An investigation will be conducted by school administration and the Council Bluffs Police Department if warranted

Bullying -- Physical, Verbal or Cyber

For purposes of this policy, bullying is defined as intimidation or harassment of a student or multiple students perpetuated by indi- viduals or groups. The behavior is continuous or has the potential to be continuous. Bullying includes, but is not limited to, physical actions, including violence, gestures, theft or damaging property; oral or written taunts, including name-calling, put-downs, extortion, or threats; or threats of retaliation for reporting such acts. Bullying may also include cyberbullying or cyber threats. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm.

GROUP IV – INTERVENTIONS

PRESCHOOL

First Incident

- De-escalation/Peace Corner
- Triage/Reflection with Student(s)/ Mediation with students
- Parent/Guardian Conference
- Individual Support Plan/Safety Plan, involves observations and support services from Preschool Staff
- Risk Assessment
- Short-term Suspension, With Approval by Administration

Subsequent Incident

- De-escalation/Peace Corner
- Triage with Learner(s)/ Mediation with student
- Parent/Guardian Conference
- Review/Revise Goals and Interventions From Previous Support Plans
- Referral to Community Based Agency
- Short-term Suspension, With Approval by Administration.

GRADES K – 5

First Incident

- In-school Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/Safety Plan
- Learning Center
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Referral to Community Based Agency
- Risk Assessment
- Short-Term Suspension

Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/Safety Plan
- Parent/Guardian Conference
- Learning Center
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Long-Term Suspension
- Reassignment

The severity of the behavior committed could warrant interventions developed by administration or support team.

GRADES 6 – 12

First Incident

- In-School Conference with Student
- Parent/Guardian Conference
- Develop Support Plan/Safety Plan
- Learning Center
- Detention or Other Extended School Time Options
- Restriction of Attendance at School-Sponsored Activities
- Restorative Practices
- Referral to Community Based Agency
- Risk Assessment
- Short-Term Suspension

Subsequent Incidents

- Modify Support Plan/Safety Plan
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Long-Term Suspension
- Reassignment

The severity of the behavior committed could warrant interventions developed by administration or support team.

GROUP V – BEHAVIORS AND INTERVENTIONS

Students m**ay** be referred to the Student and Family Services Department upon the first occurrence of any Group V behavior. Any of these behaviors may be reported to local law enforcement agency or other community based agency depending on the severity of the behavior.

Possession of Drugs with Intent to Sell or Distribute

The possession of illegal drugs where the amount would be considered greater than that for personal use by virtue of the quantity, packaging or other circumstances which demonstrate intent or effort to sell/distribute. This includes possession with intent to sell or distribute any forms of edibles, marijuana infused products.

Possession and/or Use of a Weapon Other Than a Firearm

Possession and/or use of any of the following:

- Any of the weapons defined by Iowa law;
- knife
- pen knives;
- projectile weapon (i.e., pellet gun, BB gun, slingshot, bow, crossbow, etc.);
- blackjack;
- knuckles;
- pepper spray;
- mace;
- "tasers"; or
- normal school supplies, household items or other materials (examples include, but are not limited to, scissors, nail files, chains, laser beam pointers, razor blades, box cutters, combination and/or padlocks, etc.), which are used for attack, to threaten, intimidate or inflict physical injury or harm on another person, when such items are used as a weapon.

Possession and/or Use of a Firearm

Possession and/or use of a firearm or gun of any kind that can be used to injure someone or place someone in fear or apprehension of bodily harm. As defined by the Gun Free Schools Act, a "firearm" shall mean:

- Any weapon that is designed or adapted to expel a projectile by the action of an

explosive or other propellant;

- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas; or
- any combination of parts either designed or intended for use in converting any

device into any destructive device described above and from which a destructive device may readily be assembled.

Causing Serious Physical Injury to Student or Staff

A serious bodily injury involves an injury with a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Possession, Use and/or Sale of Explosives

The carrying, concealing, use or sale of a bomb, dynamite or other deadly explosives.

Note: An "explosive" is defined as any explosive, incendiary or bomb or similar device designed or adapted for the purpose of causing death, serious physical injury or substantial property damage; any device designed or adapted for delivering or shooting a weapon (i.e. fireworks, gas bombs, smoke bombs, stink bombs, fire bombs, ammunition, etc.)

Arson

Starting a fire or causing an explosion with the intent to damage personal property and/or buildings (i.e., setting papers/books on fire, placing lighted matches or burning paper in trash can/container, exploding fireworks/bombs, setting property or building on fire, etc.).

Terroristic Threat

A threat to commit a crime of violence or a threat to cause bodily injury to another person and terrorization as the result of the proscribed conduct. (i.e., written or verbal statements to shoot up the school, hit list, photos, etc.)

Note: This also includes any threat posted on any social media platform, text messages, or any communication devices.

GROUP V – INTERVENTIONS

PRESCHOOL

First Incident and Subsequent Incidents

- De-escalation/Peace Corner
- Triage with Student(s)/ Mediation with Student
- Parent/Guardian Conference
- Immediate meeting to determine next steps on Support Plan/Safety Plan
- Preschool staff to provide support services
- Short-term Suspension with approval by Administration
- Expulsion

GRADES K – 5

First Incident and Subsequent Incidents

- In-school Conference with Student
- Develop Support Plan/Safety Plan
- Parent/Guardian Conference
- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative Practices
- Referral to Community Based Agency
- Short-Term Suspension
- Long-Term Suspension
- Reassignment
- Expulsion

GRADES 6 – 12

First Incident and Subsequent Incidents

- In-School Conference with Student
- Develop Support Plan/ Safety Plan
- Parent/Guardian Conference
- Learning Center
- Restriction of Attendance at School-Sponsored Activities
- Detention or Other Extended School Time Options
- Restorative Practices
- Referral to Community Based Agencies.
- Short-Term Suspension
- Long-Term Suspension
- Reassignment
- Expulsion

Note: In compliance with state and federal law the term ¨firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poisonous gas, or as otherwise defined by applicable law. When a student brings or knowingly possesses a weapon meeting the definition of ¨firearm¨ under 18 U.S.C. Section 921 to school, a hearing will be held before the Board of Directors for expulsion of the student for a period of not less than one year.

TRAUMA INFORMED INTERVENTIONS

The Council Bluffs Community School District is a ¨trauma-informed¨ district. The goal of creating a "trauma informed district" is to reduce problem behaviors and emotional difficulties, as well as optimize positive and productive functioning for all students. When schools are able to address the behavioral health needs of students in a proactive manner, rather than a reactive one, they can increase the resources available to promote educational goals.

A non-trauma-informed system punishes and blames actions and asks, 'what's wrong with you?' A

trauma-informed system will hold individuals responsible for their actions, and will provide space and time to process 'what happened to them' without adding guilt or more trauma.

According to the national Substance Abuse and Mental Health Services Administration (SAMSHA) a trauma-informed approach for any system, including schools, adheres to the following 4 R's:

1. Realizes the widespread impact of trauma and understands potential paths for recovery;
2. Recognizes the signs and symptoms of trauma in clients, families, staff and others involved with the system;
3. Responds by fully integrating knowledge about trauma into policies, procedures and practices; and
4. Seeks to actively resist re-traumatization.

Group I Interventions

Group I behaviors are described as non-physical. Trauma Sensitive interventions to Group I behaviors may include:

- Gather as much information as possible about family stressors and link to resources.
- Foster a feeling of safety in the classroom/at school.
- Develop a strong, trusting relationship with the student/caregiver.
- Partner with the caregiver to identify ways to meet school expectations.
- Provide positive reinforcement for desired behaviors (i.e. attends school on time).

Group II Interventions

Group II behaviors are described as non-physical behaviors that disrupt the learning environment. Trauma Sensitive interventions to Group II behaviors may include:

- Provide a safe space for students to talk through the situation
- Engage the student one to one to reflect on what happened that resulted in the behavior
- Practice Open Communication Dialogues (i.e. I feel (feeling word), because (state what happened) and (state what needs to happen to prevent this feeling from occurring again in a similar situation)
- Use Shaping, Simulation and Modeling strategies to influence the desired behavior
- Positive Setting - indirect way to set events by setting the stage for the desired behavior (i.e. only setting out colored pencils and markers for art, instead of paint)
- Awareness of Self strategies
- Provide consistency, predictability and choice-making opportunities for the student
- Complete a De-Escalation Preferences form (identifies triggers and **what happened** to influence the behavior, also identifies a "safe person" that can assist when the student becomes dysregulated.)

- Integrate multi-sensory integration breaks into class schedule (i.e. Safe Movement, Rhythm and
- Music, Yoga, Self-Pressure point touch)
- Utilize a sensory or meditation room for emotional regulation and class re-integration
- Provide positive reinforcement for desired behavior (i.e. attends school on time); avoid punishments/consequences (i.e. loss of recess)
- Partner with student/caregiver to develop a home-based reinforcement plan (designed to encourage positive behavior at home in the school setting)

Group III Interventions

Group III behaviors are described as academic integrity and physical behaviors that may cause harm to others. Trauma Sensitive interventions to Group III behaviors may include:

- Social-emotional learning skills psycho-education groups/classes
- Peer/Educator mediation
- Violence prevention/bullying groups
- Restorative Practice strategies
- Consult with School Support Team (Counselor, Trauma Sensitive School Clinician) with relational support

Group IV and V Interventions

Group IV and V behaviors are described as physical behaviors. Trauma Sensitive interventions to Group IV and V behaviors may include:

- Coordinate services with Mental Health Therapists/Agencies Centers (i.e. Substance Use Disorder Treatment)
- Psycho-education groups/classes related to the behavior
- Dispel misconceptions about the undesired behavior
- Restorative Practices strategies
- Consult with School Support Team (Counselor, Trauma Clinician) with relational support

EXPLANATION OF INTERVENTIONS

Alternative School Assignment

The reassignment of a student to a specific alternative program which may be better suited to meet the student's educational needs concerning academics, attendance and/or discipline. Alternative school programs may offer specialized curriculum, smaller teacher/ student ratios and support services.

Note: All student referrals for alternative placement at Success Academies will need the Problem-Solving

Team (PST) documentation to be submitted for review. These documents regarding the tiered interventions that have been implemented will be utilized to review whether alternative placement is appropriate. No discretionary referrals will be accepted without this documentation provided.

Community Service

An assignment of work or responsibilities that are given and served as interventions for violations of the standard of behavior. Responsibilities may include, but are not limited to, removing writing from walls, picking up paper from floors and school grounds, removing trays from cafeteria tables, wiping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A student performing community service must be supervised by a member of the school staff. Transportation will be the sole responsibility of the parent/guardian.

Detention

After notice to the parent/guardian and approval from the building administrator a student may be temporarily detained beyond the length of the regular school day or during regularly scheduled recesses or breaks. Failure to serve a detention will result in further disciplinary action, which may include an in-school or out-of-school suspension.

Expulsion

The exclusion from school for a period exceeding ten school days. Only the Board of Education authorizes such action and must approve the student's re-admission into the district. Students who bring a firearm to school will be expelled for no less than a calendar year.

Individual Behavior Support Plan/Safety Plan (Preschool)

ISP includes social-emotional learning interventions, tracking of behavior data and goal setting to promote optimal development in Early Learning. Planning will utilize developmentally appropriate strategies based in best practices in early childhood, includes

Conscious Discipline and Trauma-informed care. Observations and support services may be provided by the Preschool Clinician, with a referral to community agency if appropriate.

In-School Conference

A conference between the violating student and appropriate school personnel.

Learning Center Process

The Learning Center has been established to give students an opportunity to explore alternatives to unacceptable behavior in a supervised, restricted environment with a full-time instructor. students are removed from the regular school environment and placed in a supervised classroom. Teachers are required to provide appropriate assignments for students. The Learning Center may not be available in all buildings.

Mediation

A structured mediation process to resolve disputes between two or more parties to obtain a positive outcome. Mediators facilitate the process, complete documentation and finalize the agreed upon resolution between the parties.

Miller Test

Also known as the Three Prong Obscenity Test, the Miller Test consists of three basic conditions an item must meet to be deemed obscene whether:

1. the average person applying contemporary community standards would find the work, taken as a whole, appeals to the prurient interest,
2. the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law; and
3. the work, taken as a whole, lacks serious literary, artistic, political or scientific value.

Parent/Guardian Conference

A conference will be held with parent/guardian, student and school administration to discuss violations of the Student Code of Conduct and disciplinary interventions that may include suspension for subsequent discipline infractions.

Probation

After notice to, or a conference with, the student and parent/guardian, a student may be placed on probation and required to meet certain standards in specific areas (i.e., academics, attendance and/or behavior) where adjustment must be shown and maintained for continued placement. Probation may last until the end of the marking period or the end of the school year.

Referral to Community-Based Agency

Schools may contact community based agencies when behavior or circumstances warrant this intervention. Community-based agencies may include but are not limited to Mental Health Care Providers, Department of Health and Human Services, Juvenile Justice, and law enforcement or other legal authorities and charges may be filed as appropriate.

Reassignment

A student may be reassigned to another school or program within the district. May only be used with permission from district administration.

Restitution

After notice to, or a conference with, the student and parent/guardian, a student may be required to repair, restore, replace or pay for damaged, vandalized, lost or stolen school property.

Restorative Practices

Practices that emphasize repairing the harm to the victim and the school community caused by the student's

misconduct. Student violators of the Student Code of Conduct may have the opportunity to engage in restorative practices as an intervention of their inappropriate behavior, as facilitated by school officials. It is important that any student engaging in restorative practices freely admit to any wrongdoing and express contrition for their actions to the offended parties. Restorative practices developed in response to a Student Code of Conduct violation may include but are not limited to the following productive activities:

- Restitution
- Alternative suspension including Learning Center/Detention
- Personal Reflection and Apology for offense (both written or verbal)
- Participation in diversion programs
- Community service activities
- Outreach and awareness activities
- Course of study, book study, or applied learning experience
- Behavior plan or behavior contract
- Participation in counseling in and out of school
- Engage in an agency and community supports
- student-to-student mediation
- Staff-to-student mediation

Restorative practices could also serve to supplement a lower-term suspension versus simply in lieu of a suspension. All restorative practice plans should include a timeline with terms of completion specified.

Suspension

The removal of the violating student from the learning environment. The length of time may be imposed by the building principal, the superintendent or their administrative designee. students shall not be allowed to participate in extracurricular activities, attend any school function or be on any Council Bluffs Public Schools property during the length of the suspension.

- **Short Term Suspension**- suspension up to five school days
- **Long Term Suspension**- suspension six (6) to ten (10) school days- requires collaboration with district administration.

Suspension of Computer Privileges and/or Forfeiture of Access to Computer

Any student found responsible for misuse or inappropriate network practices may have access privileges suspended for a specific period of time. This will preclude students from having access to the district mainframe, Internet or any other network services.

EXAMPLES OF TEACHER INTERVENTION STRATEGIES

PHYSICAL ARRANGEMENT	BEHAVIOR MOTIVATIONAL
Seat student near teacher or by role model	Immediate reinforcement of correct response
Avoid distracting stimuli	Keep graphs and charts of student progress
Isolate from other students or move location	Use of timers to facilitate task completion
Different groupings of desks	Structure unstructured times (assemblies, hallway, field trips, etc.)
Allow different positions for activities (bean bag chair, laying, standing)	Allow short breaks between assignments
Adjust grouping of students	Implement self-monitoring strategies
Acceleration to another level, class or group within the classroom	Encourage specific behaviors
Team teach or parallel teach	Provide quiet place for student to retreat
	Implement and maintain home/school communication system
	Develop a system to monitor behavior and reward success
ORGANIZATIONAL	**LESSON PRESENTATION**
Time limits for assignments	Give assignments orally and visually
Questions at end of each sentence/paragraph to help focus on important information	Use computer assisted instruction
Highlight main facts in the book	Provide a model to student and refer to it often
Organize a notebook or provide a folder to help organize work	Include variety of activities for each lesson
Send daily/weekly progress reports	Provide cross-age tutoring
Develop reward system for work completion	Provide peer note-taking
Conference regularly with the student concerning needs, produc- tion, evaluation of progress	Provide an individual folder or notebook to organize individual work, language assignments or projects.
Provide homework assignment notebook	
Utilize parent volunteer or aides	

Implement home/school communication system for assignments	
Conference with student's parents and other school personnel	
COMMUNICATION	**CURRICULUM**
Provide positive replacement behaviors for inappropriate behaviors or language	Provide special materials
Role play how to express feelings	Provide opportunities for extra drill
Communicate at developmentally appropriate level	Provide study guide
Talk with student using language slightly above their level (use 3-4 word sentences if child is using 3 words)	Provide instructional materials geared toward student's level of basic skills
Ask child to repeat directions to determine comprehension	Stress a subject or topic in greater complexity or depth
Give student extra time to speak if having dis-fluencies (i.e., stuttering)	Present higher levels of abstraction of academic content
Keep commands simple and direct	Provide opportunities for independent study of library research
Pair gestures with directions	Provide enrichment choices in addition to or in lieu of the regular assignment
	Plan for self-selected, interest or need-based tasks

Detailed Behavioral Health Tiered Supports(MTSS)

Universal (Tier 1)

Preventing the development of new incidents/occurrences of problem behaviors by implementing high quality learning environments for all students and staff and across all settings.

Universal SEL Curriculum Lessons EC-PBIS CHAMPS Classroom Management Plan CHAMPS Classroom Support Needs Assessment	CHAMPS Basic 5 Behavior Benchmarks CHAMPS Transition Worksheet CHAMPS Classroom Activity Worksheet CHAMPS Daily Reality Rating Scale CHAMPS STOIC Revision Worksheet	DSC Classroom Management Plan DSC Classroom Support Needs Assessment DSC Basic 5 Behavior Benchmarks	DSC Transition Worksheet DSC Classroom Activity Worksheet DSC Daily Reality Rating Scale DSC STOIC Revision Worksheet
Targeted (Tier 2) Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.			
Check in/check out daily Mentoring 1-2 times weekly Daily behavior form Goal setting Referral to School Counselor, Grad Coach, SFA and/or School Based Therapist	Behavior contract Structured breaks Functional behavior assessment Classroom management support	Nonverbal cues and signals Peer tutoring Intervention group teaching lagging skills (small group, 1-2 times per week) Self monitoring	Sensory tools Social stories Individual and/or visual schedules Structured reinforcement/reward system
Intensive (Tier 3) Reducing the intensity, frequency, and/or complexity of existing problem behaviors that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely.			
Check in/check out multiple times daily Mentoring 3-5 times	Preference assessments Individual and/or visual schedule	Functional behavior assessment Intervention group teaching	Sensory tools Individual work system Restricted passing

weekly Structured breaks Daily behavior form Referral to School Counselor, Grad Coach, SFA and/or School Based Therapist	Nonverbal cues and signals Peer tutoring Structured time out	lagging skills (1:1 or small group, 3-5 times per week) Social stories Behavior contract Self monitoring	Structured reinforcement/reward system

Student Dress Code

Policy 525

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 gang-related material, obscene material, profanity or reference to prohibited conduct are disallowed. While the primary responsibility for personal appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a District administrator, a student's personal appearance 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, update and maintain administrative regulations regarding this policy.

STUDENT DRESS CODE GUIDELINES AND INTERVENTIONS

When, in the judgment of a building administrator, 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. Students shall abide by the following guidelines. Modifications could also need to be made to items that are not listed. Administrators may approve religious and medical exceptions.

Guidelines

1. Shirts or the equivalent must have an opaque fabric that covers the front, back, and torso areas under the arms, and must cover undergarments.

2. Pants, skirts, shorts or the equivalent must cover undergarments and the buttocks

3. Footwear is to be worn at all times. Footwear should be appropriate to classroom activity. Slippers are not allowed.

4. Clothing that blocks or covers the face is not allowed.

5. No clothing, tattoos, accessories or other items will be allowed that advertise or promote drugs, alcohol, tobacco, gang activity*, racism, discrimination, violence or other illegal activity. There will be no sexually suggestive, lewd, profane or obscene language or images on garments, tattoos, accessories or other items.

6. Billfold chains, spiked wristbands, cleated shoes, jewelry with razor blades, or any other similar articles of clothing or accessories that are a hazard to safety or may damage school property may not be worn in school.

7. Activity uniforms must follow these guidelines during the school day.

8. Exceptions may be made to this code for administratively sanctioned events.

*A gang is defined as "any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity. The 'pattern of gang activity' means the commission, attempt to commit, conspiring to commit or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of, or belong to, the same criminal street gang.

Dress Code Interventions

Step 1: Student conference and modification of clothing. *

Step 2: Student conference, modification of clothing and parent contact by an administrator.

Step 3: Parent and student conference with an administrator and modification of clothing.

Step 4: Parent and student conference with an administrator and modification of clothing. Eligible for administrative actions such as before and after school detentions, lunch detentions, or other school based sanctions. Step 4 may be repeated as deemed appropriate by the building administrator. **

Step 5: To be classified as a Code of Conduct violation; Level 3 G. Failure to abide by corrective measures used by school personnel. Eligible for suspension as deemed appropriate by the building administrator with due process as required.

The District reserves the right to deviate from the above interventions and/or impose other disciplinary actions if warranted based on the circumstances of a particular situation.

* The term "modification of clothing" can include, but is not limited to a range of actions such as turning a shirt inside out, removal of inappropriate jewelry, covering of an inappropriate tattoo, wearing a belt, changing clothing or having a parent bring clothing.

** The term "as deemed appropriate by the building administrator" is intended as guidance to a building administrator to take into account factors such as age of the student, the severity of the violation, the level of disruption or threat to health or safety, or other factors relevant to the administrators decision.

Eligibility for Student Activities

Policy 612

This policy establishes the standards by which students in grades 7-12 shall conduct themselves if they choose to take advantage of the privileges afforded them by participating in activities defined in this policy. Students participating in activities shall commit themselves to meet the standards of this policy and of the Student Code of Conduct at all times and in all places during a calendar year (365 days a year).

I. STATEMENT OF PHILOSOPHY

It is a privilege and an honor to participate in the full range of student activities provided by the Council Bluffs Community Schools. These activities and participation in them adds a great deal to each student's education by promoting good citizenship and moral character, developing discipline, wellness and skills necessary to personal success and well being and promoting the image and identity of the school and community. Students who choose to participate in activities will conduct themselves appropriately at all times both on school grounds and away from the school. The responsibility of good conduct is an extension of the responsibility to represent the school and community in an appropriate manner.

A school administrator or sponsor may declare a student in grades 7-12 ineligible to participate in an activity when the conduct of that student has been determined to be in violation of the established rules and regulations set out in this policy.

II. STUDENT AND PARENT/GUARDIAN AGREEMENT

Before participation in any activity is permitted, all students who wish to participate in activities shall receive a copy of this policy and shall sign an agreement indicating that they will abide by this policy. A claim of no knowledge of this policy is not grounds for appeal of disciplinary action.

III. APPLICABLE ACTIVITY PROGRAMS

This policy applies to all co-curricular and extracurricular activities, which involve public performances,

meetings, ceremonies or competitions including, but not limited to:

1) All extracurricular events,
2) All co-curricular performances or competitions,
3) Student council and other elected offices including school royalty,
4) School honors and
5) School clubs.

The term "school activities" shall be used to include the above identified co-curricular and extra-curricular activities.

IV. APPLICATION OF ELIGIBILITY

Appropriate student behavior is required by and has an impact on all activities in which a student participates. If a student is participating in multiple activities at the same time when a violation occurs, the student loses privileges in all activities under this policy.

V. CONDUCT REQUIREMENTS

Students shall:

1) Abide by this policy at all times and in all places.
2) Abide by any additional specific rules and regulations which the coach/sponsor of the activity has established (such as training hours, attendance at practice, etc.). Students will be required to sign a copy of a document as acknowledgment of their agreement to abide by coach or sponsor rules prior to participation. Coach and/or sponsor rules and regulations must be in writing and approved annually by the building principal or activities director.

General Standard

Good conduct consists of behavior which reflects the generally accepted social and moral requirements of the community, is legal and at all times reflects respect for and sensitivity to other persons, regardless of race, religion, creed, color, gender, marital status, citizenship, geographic location, socioeconomic status, national origin, ancestry, age, physical or mental disability, sexual orientation, or any other protected trait or characteristic and a respect for their rights, property and dignity. Persons in violation of this general standard and of the District's policy on Sportsmanship (Policy 913) are subject to penalties as defined in this policy whether or not the specific behavior is listed in the following section VI. Violations.

VI. VIOLATIONS

Violations of this policy include, but are not limited to, the following prohibited conduct and actions.

Students shall not:

1) Possess, use or threaten to use any instrument that is generally considered a weapon or an imitation weapon or an explosive or an instrument used as a weapon;

2) Sell, manufacture or distribute illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia;

3) Possess, use or be under the influence of illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia;

4) Possess, use or be under the influence of alcoholic beverages;

5) Attend a function or party where illegal drugs are being used or where alcohol is illegally being used by minors. Attendance at a function (family celebration, wedding, graduation, etc.) where alcohol is served legally to adults of age shall not be considered a violation of the good conduct policy unless alcohol is illegally consumed or an illegal drug is consumed by the minor student or the minor student is in the presence of others who are illegally consuming alcohol or drugs, and the student knows or reasonably should know that these individuals are minors illegally consuming alcohol and/or individuals (whether minors or not) illegally consuming drugs;

6) Use, possess and/or transmit tobacco or imitation or substitute tobacco substances;

7) Damage, destroy, vandalize or steal school property and/or personal property of others***;*** or

8) Participate in any conduct which would be illegal in Iowa, whether or not an arrest or conviction occurs, except misdemeanor traffic violations.

VII. DETERMINATION OF VIOLATION

When it comes to the attention of school officials that a student is suspected of a violation of this policy or the rules of a specific activity, a school administrator will determine whether a violation occurred.

Prior to making the final determination that there has been a violation, a school administrator shall:

(i) be informed of the allegation; (ii) perform an investigation; (iii) notify the student of the allegations either orally or in writing; (iv) tell the student the basis of the allegation***;*** and (v) give the student an opportunity to respond to the allegations.

If there is reasonable evidence to support the finding of a violation, the school administrator may determine that there has been a violation, whether or not criminal charges have been filed, whether a student's trial is pending-or whether or not the student is found guilty by a court of law.

Once the determination is made that a student has violated this policy, a school administrator shall make a determination of the appropriate penalty. The student and his/her parent(s)/guardian shall be verbally informed within twenty-four (24) hours, followed by written notice, of this decision (the nature of the violation and the determination of the penalty) by mailing the same to the student's residence (or other address if the parents/guardian have a different address on file for mailing purposes with the school) within two working days of

the determination. In lieu of mailing, written notice may also be personally given to the parent/guardian or student. In addition, the parent(s)/guardian will be notified orally if possible. The parent/guardian, upon notification, shall be given the opportunity to meet with the school administrator and discuss the violation, its circumstances and the application of the policy.

VIII. PENALTIES FOR VIOLATIONS

The penalties listed below are for specific violations of this policy. Violations not specifically listed will result in similar consequences. Where applicable the following will be applied in addition to the specific penalties outlined in the student Code of Conduct. The coach/sponsor may also impose additional penalties pursuant to their supplementary activity-specific rules as long as the rules as established by the coach or sponsor do not exceed the periods of ineligibility as established for 612 violations. If a national sanctioning body requires a more stringent penalty as a condition of accreditation then that standard shall apply in lieu of 612. The coach/sponsor shall inform the student of the penalty within two (2) school days of the determination of a violation. A penalty for a violation is ineligibility for a definite period of time for the activity/ies to which the penalty is to be applied. The student must participate in practice during the period of ineligibility, unless the student has also been suspended under the jurisdiction of the Code of Conduct. Suspended students shall not otherwise be on any District grounds or property or at school activities involving the Council Bluffs Community School District. The student shall not be permitted to dress for or publicly participate in the activity.

First Offense: A student whose violation of this policy constitutes a first offense will be ineligible to participate in all activities for 14 days commencing with the first public event after notice of disciplinary action.

Second Offense: A student whose violation of this policy constitutes a second offense will be ineligible to participate in all activities for 42 days commencing with the first public event after notice of disciplinary action.

Third and Succeeding Offenses: A student whose violation of this policy constitutes a third offense or succeeding offense will be ineligible to participate in all activities for 91 days to 365 days.

The specific determination of the exact penalty within each range shall be made by taking into account factors surrounding the violations, including but not limited to: severity of violation, intent, student cooperation, injury to student or others, the potential for harm to student or others, student attitude and other matters deemed to be important factors in the specific case at the discretion of the school administrator.

Any person participating in serious misconduct as defined in Section VI, Violations, item 8, may be declared ineligible to participate in all activities for up to one calendar year for first and succeeding offenses.

If at the time of any violation the student is not currently participating in any activity, then the student's period

of ineligibility shall begin with the first day of a public event in which the student registers and participates within the twelve months following the violation. If a student joins an activity with an outstanding violation and period of ineligibility, the student must register prior to the first practice date and continue participation through the last public performance in order to receive credit for satisfying the student's period of ineligibility. The student's period of ineligibility would begin from the date of registration. If the student fails to participate through the last public performance, the student's period of ineligibility would carry forward to the next activity.

A disciplinary action may carry over from one activity to another and may carry over from one school year to the next.

Any student, upon first offense who comes forward and admits to a school administrator, coach or sponsor a violation within twenty-four (24) hours after it occurs and provides complete and accurate facts about his/her involvement, may have the penalty that would have been imposed, reduced by one-half (½). The administrator will have the sole authority and discretion to determine whether a student has complied with this section and is eligible for a penalty reduction. In the case of weekends and holidays when the school office is closed, the 24-hour period shall begin with the next date and time that the school office opens.

Offenses under Section VI, item 8, shall not be subject to any penalty reduction for self-reporting by a student.

Drug and alcohol violations shall be subject to the following additional restrictions:

First Offense: A drug/alcohol education and awareness program will be offered to the student. Student participation shall be optional.

Second and Third Offenses: An independent drug/alcohol evaluation at student expense shall be required. The school is to be furnished a copy of the evaluation. The student shall be required to participate in any treatment intervention deemed appropriate by the evaluator and to provide verification of participation. The student's failure to participate in this requirement shall result in ineligibility for one (1) calendar year.

Students who are removed from a public performance for which an academic grade is given shall be given an alternate opportunity for a grade. Under no circumstance may a student's ineligibility be waived, skipped or delayed because an academic grade is given for an event or for any other reason. Under no circumstances shall a student suffer an academic penalty because of a violation of this policy. A student may experience an academic penalty if he/she fails to appropriately complete the alternate opportunity for a grade. The alternate activity should (as closely as possible) approximate the skills and time commitment that would have been required of the student in the original public performance.

IX. SUSPENSION/EXPULSION UNDER THE STUDENT CODE OF CONDUCT

If a student receives a disciplinary out of school suspension or expulsion because of a violation of the student Code of Conduct, in addition to ineligibility under this policy, the student will not be allowed to participate for the period of time the suspension or expulsion is in effect in any activity, including practices, meetings, competitions

or performances.

In the event a student receives a disciplinary in-school suspension, the administrator will determine whether attendance at a practice, meeting and/or competition/performance is permitted during the length of the in-school suspension.

X. STUDENT APPEAL OF DISCIPLINE DECISIONS

A student may appeal the determination of a violation and/or the penalty imposed for a violation of this policy according to the procedures outlined below. Appeals other than to the Board shall be informal and a student may be accompanied by his/her parent or guardian. A student shall remain ineligible during any appeal.

APPEAL COACH'S/SPONSOR'S SUPPLEMENTARY RULES

Appeal of a coach or sponsor's supplementary rules must be submitted in writing to a building administrator within three (3) school days of the declaration or penalty. Upon receipt of the written appeal, an administrator will meet with the student as soon as possible and provide the student with an explanation of the charges. The student will be given an opportunity to rebut the charges and present evidence on the student's own behalf. The meeting will be informal. The decision shall be the administrator's and shall summarize the evidence upon which the administrator relied in making a decision. The decision shall be made and given to the student within three (3) school days of the meeting with the student. The decision in this matter shall be final.

APPEAL OF SCHOOL ACTIVITIES ELIGIBILITY POLICY

The decision of the administrator regarding a violation of this policy other than a coach or sponsor's supplementary rules may be appealed to the principal. The appeal to the principal shall be in writing and delivered to the principal or the principal's secretary within three (3) school days of receipt of the original administrator's written decision. The appeal to the principal shall specify the reasons for the appeal and all supporting information and facts. The principal shall review the results of the investigation conducted by the original administrator, the student's objections and supporting facts and information within three (3) school days of receipt of the written request for appeal.

The principal shall provide a written decision to the original administrator, the student and/or the student's parents/guardian within six (6) school days of receipt of the original written appeal. When student behavior results in a first offense of this policy, the principal's decision shall be final and no further appeal will be allowed. If the principal is unavailable, the Superintendent shall appoint an alternate.

When student behavior results in a second violation of this policy, the decision of the principal may be appealed to the Superintendent's office. If the Superintendent is unavailable, the Superintendent shall appoint an alternate. The appeal shall be in writing and delivered to the Superintendent's office within three (3) school days of receipt of the principal's decision. The appeal shall specify the reasons for the appeal and all supporting information and facts. The Superintendent or designee shall review the results of the investigation conducted by the principal and the

student's objections within three (3) school days of receipt of the written request for appeal. The Superintendent or designee shall provide a written decision to the principal, the student and/or the student's parents/guardian within six (6) school days of receipt of the original written appeal. When student behavior results in a second offense of this policy, the Superintendent or designee's decision shall be final and no further appeal will be allowed.

When student behavior leads to disciplinary action resulting in a period of ineligibility greater than 90 days, the decision of the Superintendent or designee may be appealed to the Board of Directors. A student may be represented by legal counsel in any hearing before the District's Board of Directors or a committee appointed by the Board President. Such a hearing shall be conducted according to the hearing format outlined in 511.1, Student Suspension and Expulsion-Procedure, with the exception that the hearing may be conducted by a committee of three Board members appointed by the Board President. Such appeal shall be filed in writing within three (3) school days after the decision of the Superintendent or designee is received. A hearing shall be held as soon as reasonably practical before the Board. The decision of the Board shall be final.

XI. SCHOLASTIC ELIGIBILITY

Any student who wishes to participate in activities defined in this policy must follow the following guidelines:

1. EXTRA-CURRICULAR INTERSCHOLASTIC COMPETITION /ACADEMIC ELIGIBILITY (Sanctioned by IHSAA/IGHSAU) FOR GRADES 9 - 12

The student must be in good standing and enrolled in enough courses each semester to be on schedule to graduate within a four-year course of study. A senior must be enrolled in and passing a minimum of five credits each semester. The student must pass all classes taken in which credit is given at the end of the semester. If, at the end of any semester grading period, a student receives a failing grade in any course for which credit is awarded, the student is ineligible to dress for and compete beginning with the next occurring interscholastic athletic contest and competition in which the student is a contestant extending for 20 consecutive calendar days.

2. CO-CURRICULAR/EXTRA-CURRICULAR ACADEMIC ELIGIBILITY FOR GRADES 7- 12

The student must pass all classes taken in which credit is given at the end of the semester. If a participant, in grades 9 – 12, does not pass all classes taken at the end of the semester, the student is ineligible to participate for 20 consecutive calendar days in public events or contests. The period of ineligibility shall begin on the first school day of the next semester. Students in grades 7 – 8 are ineligible for two weeks. The period of ineligibility shall begin on the first day of the new semester.

3. INTERVENTIONS AND SUPPORT FOR GRADES 7 – 12

Appropriate interventions and necessary academic supports will be provided to students failing or at risk of failing. Special Education and/or students with a 504 plan will be required to make adequate progress on the Individualized Education Program or individual 504 plan.

The District staff will check grades at the end of each quarter and semester. A student must pass all classes taken at these times in order to remain eligible. Before ineligibility, students will have a five school day grace period after quarter or semester grades are posted to remedy any issues before the grades are deemed final. If after the five days the student is still not passing, the student is ineligible to perform or compete in public events as provided above, except that students shall be allowed to participate in noncompetitive public performances where such performance is required for a grade.

Students who are ineligible for a competitive public performance for which an academic grade is given shall be given an alternate opportunity for a grade. Under no circumstance may a student's ineligibility be waived, skipped or delayed because an academic grade is given for an event or for any other reason. Under no circumstances shall a student suffer an academic penalty because of a violation of this policy. However, a student may be subject to experience an academic penalty if he/she fails to appropriately complete the alternate opportunity for a grade. The alternate activity should, as closely as possible, approximate the skills and time commitment that would have been required of the student in the original public performance.

Withdrawing (W) from a class any time after three weeks from the beginning of the semester will be considered a failing grade at the end of that semester and the student will be ineligible under this policy. If a student receives an incomplete (I) grade as his/her semester grade, the student will have ten school days to complete missing work and will be ineligible during the 10 days. If the grade becomes an "F"(failing), the student will lose eligibility for the 20 consecutive calendar days as provided above. An "I" is only given when the earned grade would be an "F" due to missing school work that when completed will result in a passing grade for the semester. There can be extenuating circumstances that justify giving of an "incomplete" and the extended time for completion.

XII. SCHOOL ATTENDANCE

All students who are scheduled to participate in an activity on any day that school is in session must attend at least one-half day of school on the day of the activity, unless permission to participate has been given by a school administrator.

TRANSFER STUDENT

If a student transfers from another school district and the student has not yet (as determined by the preceding school) completed a period of ineligibility for a violation in the previous school, the student shall remain ineligible until the period of ineligibility is complete**,** if the administration determines that there is general knowledge in District or community of the fact of the student's violation in the previous school.

COMPETENT PRIVATE INSTRUCTION

Those students who are participating in Competent Private Instruction (CPI) shall be subject to the same rules of eligibility as regularly enrolled students. For CPI students, the parent/guardian shall be responsible for verifying grades and attendance for situations other than dual enrollment.

Appropriate Use of Internet and Online Learning Platforms by Students

Policy 617

Internet access and the use of online platforms is a vital part of the Council Bluffs Community School District's instructional program. Access to the Internet, including emerging technologies accessed through the internet, will be available to all students. The District will make good-faith efforts to promote the safe, ethical, responsible, and legal use of the Internet, support the effective use of the Internet for educational purposes, protect students against potential dangers in their use of the Internet, and ensure accountability compliance with all legal requirements, including the Children's Internet Protection Act (CIPA).

All Students will be able to access the District-provided Internet connection. Student accounts and passwords for District systems will be issued to students. Student account information will remain private. Upon request, parents may have access to their student's account credentials.

Student use of the District's Internet connection will be governed by this policy, related District and school regulations, and the student code of conduct. In the event of an allegation that a student has violated the Appropriate Use Guidelines detailed in 617.1, the student may be subject to the Student Code of Conduct, Policy 512.

Users have no privacy expectations in the contents of their personal files and records of their online activity while connected to the Internet via the District's data network.

The District will cooperate fully with local, state, or federal officials in any investigation involving or relating to any unlawful activities conducted while connected to the Internet via the District's data network.

The District will not be responsible for financial obligations arising through the unauthorized use of the District's data network or Internet connection. Users or parents of users will indemnify and hold the District harmless from any losses sustained as the result of misuse of the District's data network and Internet connection by that user.

Parents/guardians may request in writing that their child's connection to the Internet be restricted. In addition, school administrators can restrict access to internet resources for violations of this policy and or the student handbook. Some educational content, resources, and assessments are only available via the District's data network and Internet connection. Students who are restricted will still use those educational resources deemed essential by the District. Parents or guardians who wish to further restrict access to District-required online resources should contact the Chief Technology Officer.

The District has implemented a "technology protection measure", generally referred to as an Internet filter or content filter, to block access to visual depictions deemed as obscene, pornographic, or harmful to minors. Digital citizenship standards that include safe, ethical, and responsible use of the Internet will be defined and taught within the core curriculum.

Online Learning Platforms

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 administrator.

Parent and Family Engagement

Policy 912

The Board of Directors recognizes that a child's education is a responsibility shared by the school and family during the child's entire school career. To support District goals to prepare all students for success, school personnel and parents must work as partners. For purposes of this policy, a parent is defined as the custodial guardian or family caregiver.

Parents share the District's commitment to the educational success of their children. The District and individual schools, in collaboration with parents, shall establish and develop practices that enhance parent engagement and reflect the specific needs of students and families.

The Board will support the development, implementation and regular evaluation of parent involvement at all school levels and in a variety of roles. Parent engagement will include, but will not be limited to, the following:

1. Promotion of clear two-way communication between the school and the family concerning the child's educational development and progress, as well as school programs and activities;
2. Participation of parents in school leadership and decision making through advisory roles such as the School Improvement Advisory Committee and
3. Membership in parent-teacher organizations or Booster Clubs.

Expected Conduct at School Related Activities

Policy 913

Students, staff, parents and other members of the public are encouraged by the Board of Education to participate in and attend school activities beyond the classroom.

All attendees, including, but not limited to, students, staff, parents, fans, spirit groups and support booster groups, are expected to demonstrate respect and responsible behavior at school activities and events. The Board further encourages the development and promotion of sportsmanship, ethics and integrity among all persons in attendance.

The Mission…

of the Council Bluffs Community School District is to guarantee every student graduates with the knowledge, skills and character to become a responsible citizen and succeed in a changing world by creating a leading edge, inclusive educational system which provides challenging expectations, diverse experiences, engaging curriculum, and innovative teaching within a collaborative, caring community.

Elementary Schools	Middle and High Schools
Bloomer	Kirn Middle School
Carter Lake	Woodrow Wilson Middle School
College View	Abraham Lincoln High School
Edison	Thomas Jefferson High School
Franklin	Kanesville Learning Center
Hoover	Anne E. Nelson Early Learning Center
Lewis & Clark	
Longfellow	The Educational Service Center is
Roosevelt	located in the Omni Business Centre on
Rue	300 West Broadway, Suite 1600

www.cb-schools.org
712-328-6446

Council Bluffs Community
SCHOOL DISTRICT